The Faculty Senate was called to order by Frances McSweeney, Chair, on Thursday, February 1, 2001, in FSHN, T101. Forty-six (46) members were present, thirty-two (32) members were absent with four (4) vacancies. Seven (7) nonvoting members were present. See attached sheet.

Minutes of December 7, 2000 Meeting were approved as circulated.

Announcements (Information Items)

1. Faculty Senate officers met with the Provost on, January 17, 2001.

2. President Rawlins will address the faculty at an All Faculty Meeting on February 13, 2001 at 3:30 in FSHN T101.

3. Faculty Senate officers met with President Rawlins on January 11, 2001.

4. A copy of the newest enabling legislation bill being considered is available on line at the Faculty Senate homepage.

5. Faculty Senate Standing Committees reported committee consideration on the following issues (agenda and previously reported items not included) at the January 25, 2001 Steering Committee meeting:

   Faculty Affairs: Regents Professorships; faculty designation, parking, and rewording of Resignation section of the manual.

   Graduate Studies: Course approvals, grade change policy.

Reports.

1. Remarks by the Chair.—F. McSweeney

McSweeney reported the meeting with President Rawlins scheduled for February 13, 2001 has been canceled. McSweeney urged the senators to attend the Honors Convocation that will be held on March 28. The purpose of this convocation is to honor faculty and their role within the University. This year a new award has been established and it will have a very substantial monetary award with it. The convocation will also include President Rawlins inauguration. McSweeney stated she is on the Provost Search Committee and asked senators to encourage faculty to send in nominations for Provost. Nominations can be sent to Yogendra Gupta chair of the search committee, Dorene in the Senate office or to McSweeney. The preliminary reports from the Design Teams are now available on the WEB. McSweeney urged senators to read the reports and send input to the teams. Each group will hold brown bag lunches to discuss their reports. The Strategic Plan will determine budget priorities and it is important faculty give input now. Barbara Hammond from the Undergraduate Experience team requested that senators talk with their constituents and email their responses to the design team. McSweeney stated that the current bill on enabling legislation that is before the
legislature and has been rewritten so that it applies to the regional universities and Evergreen. This new bill does meet some of WSU's concerns but it does not place enough emphasis on shared governance. Since this is a budget year the UW does not want to push for enabling legislation but will wait for at least another year. As a result the Senate Steering Committee proposes WSU postpone discussion of whether we want enabling legislation until next fall. If at the time WSU decides we want enabling legislation that will give us time to work together with UW and be ready for the legislative session with our own bill.

Additions or Changes to the Agenda.

There were no additions or changes to the agenda.
The agenda was approved as circulated.

Agenda Items (Action Items)

1. Recommendation from Graduate Studies Committee for a Certificate in Protein Biotechnology Exhibit D from 12/7/00 Agenda is as follows:

MEMORANDUM

TO: Faculty Senate  
FROM: Bonnie Collins (for Graduate Studies Committee)  
SUBJECT: Certification Program in Protein Biotechnology  
DATE: 11/1/00

At its meeting on October 31, 2000, the GSC recommended approval of the proposal for a certificate Program in Protein Biotechnology.

Attachment
pc: K. P. DePauw  
H. Grimes

Professor Gerald Hazelbauer, Director  
WSU-NIH Predoctoral Biotechnology  
School of Molecular Biosciences  
Washington State University  
Pullman, WA 99164-2174

Dear Gerry,

On behalf of the biotechnology faculty in the department of Chemical Engineering, I wholeheartedly endorse the proposal to institute a certificate program for those students who complete the requirements stipulated by the NIH Biotechnology Program. Those biotechnology students with whom I have interacted over the past decade, whether in the core class, in laboratory rotations or in their graduate research, have been among the “best and brightest” that I have encountered at WAU. In particular I have been impressed by the ease and grace with which they crisscross disciplinary boundaries. For my part it has been a distinct pleasure to participate in the cross-disciplinary mentoring that has been the hallmark of this program.
These students have worked hard for and have earned the recognition that will be formalized by the certificate award. I trust that you will see fit to support and implement the certificate program with all due speed.

Sincerely,
Prof. C. F. Ivory
Dept. Chemical Engineering

MEMORANDUM
Date: April 21, 2000
To: Dr. Gerald L. Hazelbauer, Director, NIH Biotechnology Training Program
From: Norman G. Lewis, Director, ICB
Subject: Proposal to Designate the NIH Biotechnology Training Program as a Recognized Graduate Certificate Program at WSU

I am writing to convey my most enthusiastic support for designating the NIH Biotechnology Training Program as a recognized Graduate Certificate Program at Washington State University. This important training grant, funded by the National Institutes of Health, has been a key component in furthering, as well as maintaining, various multi- and interdisciplinary emphases in protein biotechnology. The program continues to serve many important aspects of graduate education at this institution. This includes: 1) the ability to recruit some of the best graduate students available, and hence, to intuitionally, remain competitive; 2) to provide programs enabling students to rotate through the laboratories of the various participating faculty; 3) to being able to choose and select thesis topics related to the many exciting areas in protein biotechnology, some of which are only emerging; 4) to engage in industrial internships; 5) to provide a mechanism for a highly successful seminar series, and yearly retreats/conferences to bring students, faculty and staff up-to-date with the most recent developments in the various aspects of protein biotechnology sciences.

There are many reasons why this program should, therefore, be designated as a recognized Graduate Certificate Program at Washington State University. One major point for consideration is that the University is becoming less completive in terms of graduate student recruitment and academic recognition. These areas have been woefully neglected over the last decade at an institutional level. Accordingly, the NIH Biotechnology Training Program designation would be a most welcome step in the reversal of this current trend.

I, therefore, strongly encourage those responsible to quickly and expeditiously make this designation, and hence improve the value of the graduate training program. If you require any further clarification, please do not hesitate to contact me.

April 21, 2000

Gerald L. Hazelbauer, Director
School of Molecular Biosciences
Washington State University
Pullman, WA 99164
Dear Dr. Hazelbauer:

This letter is in support of having the NIH Biotechnology Training Program as a recognized Graduate Certificate Program at WSU. Recognition as a Certificate Program will formalize the Training Program with regard to the requirements. More important it will provide the trainees with official recognition of their accomplishments.

Sincerely,
Travis C. McGuire, DVM, PhD
Professor

MEMORANDUM

Date: Monday, April 24, 2000
To: Dr. Gerald Hazelbrauer, Director, NIH Biotechnology Training Grant
From: Michael D. Griswold, Director, School of Molecular Biosciences
Subject: Graduate Certificate for NIH Biotechnology Training Grant

I strongly support designating the NIH Biotechnology Training program as a recognized Graduate Certificate Program. This training program has been very important to our unit and to our students. We have been able to attract higher quality students as a result of this program and we have been able to provide excellent training to them. Any further recognition we can add to this program such as the granting of a Graduate Certificate will help us to continue to attract the very best students.

July 20, 2000

Dr Karen DePauw
Dean, Graduate School
Washington State University
Pullman, WA 99163-1030

Dear Dr. DePauw,

Please find enclosed a proposal and supporting letters for the establishment of a Graduate Certificate Program in Protein Biotechnology. For the past eleven years, faculty of the PhD Programs in biochemistry, Chemical Engineering, Microbiology, Genetics and Cell biology, Plant Physiology, and Veterinary Microbiology and Pathology have worked together to build and offer an interdisciplinary training program in Protein Biotechnology. To this point, the training program has been successful in providing high quality training of future leaders in the field of biotechnology, but lacks an official identity.

I enthusiastically support establishment of this certificate program. The certificate will help formalize the already established training program and provide well-deserved recognition. In addition, the ability to offer a graduate certificate will enhance continuing (on-going) recruitment of high caliber students to WSU and maintain our competitiveness with similar programs throughout the nation.
Sincerely,
Gerald L. Hazelbauer
Professor of Biochemistry
Director Biotechnology Training Program

GRADUATE INTERDISCIPLINARY CERTIFICATE
PROGRAM IN PROTEIN BIOTECHNOLOGY

Washington State University

School of Molecular Biosciences, Institute of Biological Chemistry, Department of Chemical Engineering, Department of Veterinary Microbiology and Pathology

Ph.D. Programs in Biochemistry, Chemical Engineering, Microbiology, Genetics and Cell Biology, Plant Physiology, and Veterinary Microbiology and Pathology

1. **Statement of Need**
The central strategy of modern biotechnology is to manipulate segments of DNA by recombinant techniques in order to alter or to produce in large quantities proteins with specific medical or commercial value. A crucial factor that limits the successful application of this strategy is our understanding of proteins. For biotechnology many of the most difficult problems are issues related to the properties of proteins. Continued progress has required a substantial increase in the number of scientists trained in the fundamentals of protein chemistry. These individuals will be needed at all levels of research from basic to applied and at institutions ranging from universities to biotechnology firms. Understanding the need for scientists trained across disciplines, the National Institutes of Health established a predoctoral Biotechnology Training Program in 1989. Washington State University received one of the original Training Grants and developed a program aimed to address the needs of the biotechnology industry by providing interdisciplinary graduate training with a major emphasis on the fundamentals and complexities of protein chemistry. Twenty-six individuals from four academic units and six Ph.D. programs in four Colleges at Washington State University constitute the core training faculty and provide both depth and breadth in this area.

Since the Program’s inception, 4-5 graduate students per year have entered the biotechnology program. The total trainee student body constitutes, on average, 15-20% of the graduate student body of the participating departments. Students trained in the program receive a Ph.D. from the degree program in which they are enrolled. Because the Training Program does not offer a separate degree, it is proposed to establish a graduate certificate program in Protein Biotechnology. An interdisciplinary certificate helps distinguish those completing the program from those completing the usual degree requirements of the participating departments. An interdisciplinary certificate formalizes this successful program, make its requirements more uniform, and helps build identity among the participating students and faculty. There is no similar interdisciplinary graduate biotechnology program in the State of Washington.
2. **Statement of Resources**
The Biotechnology Training Program primarily draws upon the existing resources of the participating departments and a Biotechnology Training Grant awarded by the National Institutes of Health. For academic year 1999-2000, the grant provided financial support for 10 Trainee stipends plus tuition, fees and travel, as well as funds to support Program activities. Each faculty member holds an appointment in at least one of the academic units. All facilities and equipment are associated with the participating units. Support from the WSU administration and commitment of financial resources from the institution has been substantial in the past, but are not necessary in carrying the program forward. Current institutional support is provided by the Graduate School in the form of tuition waivers for students whom are classified as Non-Resident. This allows the program to actively recruit students from a nation-wide pool of candidates.

3. **Description of Curriculum**
Each student in the interdisciplinary biotechnology training program must satisfy the degree requirements their respective Ph.D. program and of the WSU Graduate School. For the Ph.D. degree, these include a minimum of 34 semester hours of graded course work and 40 semester hours of doctoral dissertation.

In addition to the above general requirements, the training program has the following features and requirements directed at meeting the program goals:

3.1. **Interdisciplinary Coursework**
Each student in the training program is expected to take and successfully complete the two core courses, an elective course, and a biotechnology internship course.

Courses are as follows:

*Core Courses:*
BC/BP 563  General Biochemistry I  
BC/BP 574 (ChE 568)  Protein Biotechnology

*Elective Courses:*
BC/BP 564  General Biochemistry II  
BC/BP 567  Proteins and Enzymes  
BC/BP 573  Physical Biochemistry  
BC/BP 570  Biological Membranes  
BC/BP 566  Mol Biol II  
BC/BP 568  Advanced Topics in Biochemistry  
BC/BP 571  Biochemical Signaling  
BC/BP 575,576,577  Molecular Biology Techniques  
BC/BP 587  Advanced Topics in Plant Biochemistry  

ChE 435  Modern Separation Techniques  
ChE 475  Introduction to Biochemical Engineering  
ChE 560  Advanced Biochemical Engineering
GenCB 502   Eukaryotic Molecular Genetics
GenCB 550   Advanced Cell Biology
GenCB 570   Plant Molecular Genetics
GenCB 581   Advanced Topics in Genetics
GenCB 592   Advanced Topics in Cell Biology
Micro 512   Immunology
Micro 514   General Virology
Micro 528   Basic and Applied Microbial Physiology
Micro 529   Research Techniques in Microbiology
Micro 570   Advanced Immunology
VMic 531   Advanced Immunology and Immunogenetics
VMic 532   Virology
VPh 529    Neurochemistry
VPh 537    Physiology and Biochemistry of Neuropeptides

The internship course is to be established as a cross-listed course in each of the participating departments. The course is proposed to be a 3 credit course. The certificate program will require students to complete a total of 12 credits, 9 of which will be applied to the Ph.D. program of study.

3.2. Industrial Internships
The industrial internship is one of the core activities for the certificate program, which participating trainees will receive internship credit for completing. Unless the trainee has prior relevant industrial experience, all students are expected to undertake internships with biotechnology companies. These internships are often undertaken during the summer following the second or third year of graduate study, although other arrangements are possible. The internship is to be a minimum of 8 weeks in duration, but total length is variable. It is anticipated the internship experience will strengthen the student’s ability to solve complex problems tangible to protein biotechnology, as well as introduce them to industrial career opportunities.

Note: the following sections are additional activities in which the enrolled trainees are expected to fully participate. The trainees do not receive formal credit for participating, but historically these activities have been successful in not only furthering the interdisciplinary nature of the Training Program, but also increase the breadth of trainee’s exposure to all aspects of biotechnology.

3.3. Interdisciplinary Laboratory Rotations
During the first year of graduate study, students undertake laboratory rotations for which they are expected to work for 20 hours per week for 8 weeks in each of four laboratories of participating training faculty. At least one of the laboratory rotations must be outside the student’s home department. The goal of these rotations is to expose the student to varied laboratory environment and personnel. It is anticipated the student will obtain diverse training in laboratory techniques and analytical methods that are associated with modern biotechnology.
3.4. Interdisciplinary Thesis Research
Students perform thesis research under the direction of faculty from the participating departments. Students are encouraged to form research committees that are interdisciplinary in nature, composed of four members; one from the Steering Committee and preferably other training faculty. The program encourages cooperative research for which a portion of the research is undertaken in an industrial or academic lab besides that of the primary advisor.

3.5. Seminars and Symposia
Trainees participate in the student-formed and run Biotechnology Discussion Forum, which allows students, as well as faculty, to interact on an informal level. Program participants also attend the Biennial Protein Biotechnology Symposia and on alternate years a newly established Careers Conference. At the Protein Biotechnology Symposia, students attend presentations given by invited industrial guests and also participate in the Student Poster Session, which showcases on-going research. The Careers Conference allows program participants to hear from individuals that have pursued alternative career paths following a graduate education in molecular biosciences. Students are also encouraged to attend the seminar series of participating departments as the subject matter pertains to biotechnology.

3.6. Leadership Activities
Classroom and laboratory training are supplemented by activities that impart leadership skills. These include mentoring undergraduate researchers, serving as teaching assistants, giving research talks at seminars and symposia, and organizing various activities that pertain to the Biotechnology Training Program.

4. List of Faculty
Faculty members participating in the Biotechnology Training Program are listed under their primary academic unit and Ph.D. program. Many are appointed in several Ph.D. programs. All are regular graduate faculty of the Graduate School.

School of Molecular Biosciences

Biochemistry Ph.D. Program
Jeremy N.S. Evans
Michael D. Griswold
Gerald L. Hazelbauer
Toshiko Ichiye
Linda L. Randall
ChulHee Kang
Michael J. Smerdon
Ralph G. Yount

Genetics and Cell Biology Ph.D. Program
Howard D. Grimes
Raymond Reeves
Michael K. Skinner
Microbiology Ph.D. Program
Michael L. Kahn
Nancy S. Magnuson
Kathleen Postle
Luying Xun

Department of Chemical Engineering
Chemical Engineering Ph.D. Program
Cornelius F. Ivory
James M. Lee
Bernard J. Van Wie

Institute of Biological Chemistry
Plant Physiology Ph.D. Program
John A. Browse
Rodney B. Croteau
David Kramer
Norman G. Lewis
Thomas C. Okita
C.A. (Bud) Ryan

Department of Veterinary Microbiology and Pathology
Veterinary Microbiology and Pathology Ph.D. Program
Travis C. Maguire

5. **Description of Program Administration**

The administration of the program is the primary responsibility of the Program Director and Assistant Director, with support from a Program Steering Committee and an Industrial Advisory Committee. The current director is Dr. Gerald Hazelbauer and Dr. James Lee is the current Assistant Director. The Assistant Director is chosen from the training faculty in the applied sciences.

The Steering Committee is composed of the Program Director, Assistant Director, and a representative from each of the other major academic divisions represented in the Training Program (Dr. Rodney Croteau from the College of Agriculture, Dr. Travis MaGuire from the College of Veterinary Science, and Dr. Ralph Yount from the College of Sciences.

Specific responsibilities of the Director and Steering Committee include: 1) reviewing applicants for the program to insure the highest quality of trainees and a distribution among diverse backgrounds; 2) monitoring the progress of first-year trainees through their first year of courses and through their rotations among training laboratories to provide necessary guidance and to encourage interdisciplinary contacts; 3) determining assignment of trainees to preceptors with the aim of providing distribution across the most appropriate research environment in relation to the background and interdisciplinary interests of the trainee; 4) evaluating the progress of trainees to insure breadth of experience in course work, research activities and contact with both basic and applied aspects of biotechnology; and 5) appointing/convincing Training Faculty to take responsibility for various activities of the Training Program (courses, symposia, recruitment, etc.).
The Industrial Advisory Board serves as a mechanism for determining what training is truly relevant to the needs of contemporary biotechnology and whether the training program is addressing those needs. The Industrial Advisory Board provides 1) practical viewpoints on what training is relevant to a Biotechnology Training Program and 2) outside opinions on the quality of the program and trainees. The primary mechanism for eliciting these opinions is through visits to WSU at which time the members have contact with trainees, often in conjunction with a Biotechnology Symposium, and an opportunity to talk with the Executive Steering Committee and other training faculty. Current members of the Industrial Advisory Board are: Dr. James Wells (Co-founder, President and Chief Science Officer, Sunesis Pharmaceuticals Incorporated, San Francisco, California), Dr. Michael S. Urdea, (Senior Scientist, Chiron Corporation, Emeryville, California), and Dr. Erik Laursen, (Director of Corporate Communications and External Affairs at ZymoGenetics, Seattle, Washington). Other members of the Advisory Board will be added as appropriate.

6. Admission Requirements

Recruitment of students into the training program occurs through the normal departmental recruiting processes and a supplemental process. The supplemental process entails distribution of a poster describing the program to many relevant departments across the country. Informational brochures and Ph.D. application materials are sent to individuals who reply to the poster advertisement.

Students applying to Washington State University for graduate studies and indicating interest in the Biotechnology Training Program must apply to the Graduate School and one of the participating departments. The student must meet all admission requirements of the Graduate School and the department. The applications of those students expressing interest in the Biotechnology Training program will be reviewed by the Director and Steering committee to insure the highest quality of trainees and a distribution among diverse backgrounds. Based on the past eleven years, 4-5 students per year will be accepted to the program and a total of 20-25 students enrolled.

****

Please insert the following paragraph submitted by Ray Reeves immediately after the list of participating faculty in Protein Technology:

The participating faculty will constitute the committee overseeing the Protein Biotechnology certificate and may, from time to time, admit additional faculty and will, from time to time, elect the chair of the committee who will be responsible for all necessary executive functions.

How does this new paragraph relate to Section 5 description of program administration, does this add to that, replace part of it? The first proposal never made clear what those people were suppose to be doing and it did not make clear how the faculty that were overseeing the certificate might change over time. Does the chair of the oversight committee then become director of this program? Yes. This is not very clear if this is an add on or a replacement. The training grant has a lead principal investigator and the PI essentially functions as the lead person in the grant and that person has a steering committee under them. This basically says that the steering committee with the lead PI on the grant oversee the minor details associated with the certificate. Go through the document and say the chair and director are one in the same person.

Motion carried.
2. Recommendation from Graduate Studies Committee for a Joint PhD System in Agricultural Economics, Economics and Finance. **Exhibit E** from 12/7/00 agenda and **New Exhibit B** are as follows:

**MEMORANDUM**

TO: Faculty Senate  
FROM: Bonnie Collins (for Graduate Studies Committee)  
SUBJECT: Joint PhD Program – Agricultural Economics, Economics, Finance  
DATE: 12/01/00

At its meeting on November 28, 2000, the GSC recommended approval of the proposed joint PhD Program for Agricultural Economics, Economics, and Finance.

*Attachment*

pc: K.P. DePauw  
H. Grimes

**PROPOSED JOINT Ph.D. PROGRAMS**

Department of Agricultural Economics, College of Agriculture and Home Economics  
Department of Economics, College of Economics and Business  
Department of Finance, College of Economics and Business  
September 2000

The Departments of Agricultural Economics and Economics propose consolidating their Ph.D. programs into a joint program.* The Department of Finance will fully participate as a partner in the proposed joint program, although it will retain its current status within the Business Ph.D. program.** The joint Ph.D. program will draw on the complementary strengths of the Ag Econ and Econ departments in economic theory and quantitative research methods. Doctoral students in finance already take the existing sequences of graduate courses in economic theory and econometrics. Participation of the Department of Finance in the joint Ph.D. program adds an important applied field to those currently offered by Ag Econ and Econ. We believe that the joint program will enhance the marketability of our graduates by deepening their training in economic theory and econometrics and by preparing them for a greater variety of employment opportunities than was the case with independent Ph.D. programs.

1. **Rationale for the Joint Program**

Agricultural economics and economics are closely related disciplines, and the Departments of Agricultural Economics and Economics have a history of collaboration on graduate education and research. The core economic theory sequence offered by Econ serves as the foundation for Ph.D. training in both departments, and the departments have shared the teaching responsibility for the graduate sequence in econometrics. Individual members of both departments frequently collaborate on
research projects, especially in the applied field of resource economics. The core economic theory sequence also serves as a foundation for Ph.D. training in finance. The Econ and Finance departments collaborate on bringing visiting scholars to campus for seminars, and individual faculty members in our two departments occasionally work together on joint research projects.

This proposed joint program has had a long gestation period. During the early 1990s, a group of seven concerned Ag Econ and Econ faculty members began to discuss informally ways in which the two departments could cooperate more effectively at the graduate level, including the possibility of consolidating Ph.D. programs. In 1994, the members of this ad hoc committee issued a report recommending the consolidation of our two Ph.D. programs into one program administered jointly by both departments. The committee’s rationale for the joint program includes the following points:

- Declining resources to support faculty and TA positions in the two departments. In an era of increased budgetary pressures, a restructuring of our Ph.D. programs is necessary to bring together a critical mass of faculty and students.
- Recognition that the two graduate programs have many common features, including a common set of core theory and quantitative methods courses and similar qualifying and preliminary examination procedures.
- The belief that a combined program with a strong focus on applied economics will fill an important market niche that would allow us to attract higher quality graduate students from around the world.
- Recurring budget difficulties during the latter half of the 1990s have, if anything, added strength to these arguments supporting a joint Ph.D. program.

Since 1994, progress in putting together a joint Ph.D. program has occurred in fits and starts. In 1996, two members of the Ag Econ and Econ faculties involved in teaching econometrics courses collaborated in developing a combined statistics and econometrics course sequence to be required of doctoral students in both departments. This course sequence was implemented the next year, making it clear that the two departments could successfully work together on common curriculum issues. Also in 1996, members of the two departments approved in principle the concept of a joint PhD. program, and the department chairs were authorized to appoint a formal committee to begin working out the details of a joint program. The report of this committee received widespread support the next year. Following a joint meeting of our two faculties in early 1998, the department chairs appointed separate committees to examine two key curriculum issues – the core theory course sequence and the menu of topical field courses to be offered. The reports of these two committees were considered in detail in a series of joint meetings held during the spring of 2000, out of which agreement was reached on key elements of the present proposal. Informal conversations between members of the Ag Econ and Finance departments led to a meeting in January involving members of the Finance Department, the Economics department chair and representatives from Ag Econ. The consensus of this meeting was that it is in the interest of all three departments to collaborate in this program. The Finance faculty subsequently voted to participate in the program by requiring students to complete the core sequence of courses and to successfully pass the qualifying examination. Finally, the financial economics field seminars are open to all program participants.
2. Core Curriculum, Field Courses, and Credit Requirements

The core curriculum insures that each Ph.D. student in the joint program receives advanced training in economic theory and quantitative methods. Field courses assure that students receive additional preparation to apply economic theory and quantitative methods to real world problems in at least two areas of specialization. Core and field coursework requirements are shown in Table 1.

The core requirements include five courses in economic theory, one course in statistics for economists, and two courses in econometrics. Selections among field courses allow students to tailor their graduate program to specific interests and to interact with faculty working in their area. Seven fields of study are offered: Mathematical and Quantitative Methods; Monetary and Public Economics; International and Development Economics; Health, Education, Labor, and Demographic Economics; Markets and Industrial Organization; Resource and Production Economics; and Financial Economics. Advanced topics are taught in a variable-credit, repeatable topics course in each of these areas. Students must take a minimum of six credits in one field, a minimum of three credits in a second field, and a minimum of 12 credits overall in field courses. Students who seek a Ph.D. in Business Administration with a specialty in Finance will be required to take a minimum of nine credits in the financial economics field seminars. Students who seek a Ph.D. in Agricultural Economics must take a minimum of six credits in agricultural production, markets, and/or resource economics. Beyond the core requirements, individual programs of study are determined jointly by the student and his/her doctoral committee.

During the first year of the joint Ph.D. program, full-time students take four core theory courses as well as a core course in statistics for economists and one core econometrics course. The remaining core courses are taken in the fall semester of the second year. Field courses are taken in the second and (possibly) third years.

Total requirements for the Ph.D. degree include a minimum of 72 credits beyond the baccalaureate, with at least 37 credits of coursework from the core and field courses and 20 credits of doctoral research.

3. Methods of Assessment

Each student’s progress in meeting the coursework requirements of the joint Ph.D. program is monitored by a faculty advisory committee. In addition to satisfactorily completing required coursework, students are expected to pass three examinations: (1) a written qualifying examination, (2) a preliminary examination, and (3) a final oral dissertation defense.

The qualifying examination is given to students at the end of their first year in the Ph.D. program. The purpose of this exam is to provide students the opportunity and responsibility to review and synthesize the materials covered in the core economic theory and econometrics courses taken during the first year. As noted, these courses are Economic Theory I, II, III, and IV and Statistics for Economists and Econometrics I. We view a demonstrated mastery of these materials essential to successful performance in subsequent coursework, dissertation research, and professional employment.
The oral preliminary examination is normally scheduled towards the end of the student’s required coursework. The purpose of the prelim oral exam is to determine whether the student is prepared to conduct the proposed research and whether the proposed research program, described in a dissertation proposal, is likely to lead to an acceptable dissertation. The prelim oral and the process leading to the oral give the student a mechanism for taking advantage of faculty research experience.

The final oral examination is a defense of the student’s dissertation. Before the final oral may be scheduled, the student’s advisory committee must concur that the dissertation is suitable for the final defense. At the final oral, the student is expected to defend the methodology used in the dissertation, and to indicate his or her contribution to the relevant literature including possible policy implications and directions for future research.

4. Administration

Administration of the joint Ph.D. program involves responsibilities held mutually by the departments, responsibilities held largely on a separate basis by the individual departments, responsibilities of individual faculty members, and responsibilities of the colleges and the Graduate School.

The joint Ph.D. program will be administered by the respective department chairs. A Ph.D. Graduate Program Committee (PGPC) will serve as an advisory body to the administration and will consist of an equal number of voting faculty from each department. Committee members will be appointed (or reappointed) by the respective department chair for terms that begin June 1. A graduate student from one or more departments may be appointed as a non-voting member of the committee. The PGPC is chaired by one of its voting members, and the chair will rotate annually among the departments. Items within the purview of this committee are to: (1) monitor program curriculum, standards, and administration; (2) monitor individual student progress in accordance with core coursework and exam requirements; (3) develop and maintain materials pertaining to recruiting and advising Ph.D. students, (4) constitute a forum for initiation and discussion of basic policies, content, and structure for the degree program, (5) assess student interest in field courses and propose topical rotation within those courses, and (6) facilitate interactions among the faculty and Ph.D. students in the three departments.

The individual departments will make final decisions about admission, financial assistance, graduate assistantship assignments, and hourly work assignments of individual students. They evaluate work performance of graduate students, schedule teaching assignments, and make decisions on new faculty hires that affect the graduate program. In consultation with active faculty members in the field area, the department chairs coordinate in making field course teaching assignments. They also coordinate in making teaching assignments for core courses.

While the departments will be mutually responsible for policies governing the joint Ph.D. program, the ultimate success rests with the faculty of the departments. They collectively make decisions about the structure and requirements of the degree program. They are individually responsible for course content and advising students. The doctoral committees have primary responsibility for the course of study and research of individual students after they complete core coursework and examination requirements.
Changes in the program can be initiated by any faculty member or department chair. Changes binding on all degrees are not effective unless approved by each department's faculty and, where required, all involved administrators.

The deans of the College of Business and Economics and the College of Agriculture and Home Economics will share fiscal and administrative responsibility for maintaining the joint Ph.D. program. Within the procedures normally used within the college to allocate faculty, support staff, and operating resources, each dean evaluates program quality and assigns resources as needed to maintain a high quality program. Annually the respective deans, department chairs, and PGPC chair meet to discuss program accomplishments, issues, and future plans, including critical unmet faculty or other resource needs and budget developments or other contemplated actions that could impact the departments' ability to maintain the integrity and quality of the program.

The Graduate School is responsible for administering all graduate programs throughout the University within the policies and regulations established by the Graduate Faculty, the Graduate Studies Committee, and the Faculty Senate to help graduate students become learned scholars, effective researchers, and masters of disciplinary and interdisciplinary knowledge.

5. Resource Savings
No major changes in resources from current levels are associated with the proposed joint program. Rather, we anticipate that the combined program will allow all departments to offer a higher quality Ph.D. program with existing faculty. It should be emphasized that faculty and TA/RA resources available to our three departments have been continuously reduced since about the mid-1980s. As a consequence, concern over maintaining a “critical mass” of faculty members and students has steadily intensified. An important manifestation of this critical-mass issue is that topical field courses offered by the Econ and Ag Econ departments frequently do not “make;” that is, they fail to enroll the university-mandated minimum number of students and have to be cancelled, often at the last minute. This problem wastes faculty class-preparation time and raises questions in students’ minds about our commitment to various applied fields in economics.

Joint faculty committees have carefully reviewed both our core theory and topical field course offerings. The resulting restructuring of the core theory sequence will allow selected members of the Ag Econ and Finance departments to join members of the Econ department in teaching economic theory courses via “modules” in their areas of special expertise. The restructuring of the topical field courses offered by the Ag Econ and Econ departments takes the form of a menu of fewer but more integrated courses. As with our core theory sequence, we propose to teach the field courses taking a modular approach. This approach will permit more faculty members to participate in the graduate program than has been the case, especially with the problem of field courses failing to make. Because we are offering fewer courses to a larger pool of students, we will be able to teach each of our field courses on a regular basis. Participation of the Department of Finance in the joint program broadens the field areas available to include financial economics.

*As used in this document, the term “joint program” refers to the alliance among doctoral degree offerings. It will not constitute a new administrative unit with a separate director and budget.
The Department of Finance represents a major administrative component within the College of Business and Economics. Students successfully completing program requirements for a functional concentration in Finance will be granted a Ph.D. degree in Business Administration. To this end, a student’s official program of study must be consistent with policies, procedures and requirements of its accrediting body (AACSB).

** In the case of Finance, the program will be administered by the Chair of the Department of Finance in cooperation with the Director of Graduate Programs in the College of Business and Economics.

Table 1. Required Courses for the Ph.D. Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 500 Economic Theory I</td>
<td>3</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 501 Economic Theory II</td>
<td>3</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 502 Economic Theory III</td>
<td>3</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 503 Economic Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 504 Economic Theory V</td>
<td>3</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 510 Statistics for Economists</td>
<td>4</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 511 Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 512 Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Core Credits Required</strong></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td><strong>Field Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 590 Advanced Topics in Mathematical and Quantitative Methods</td>
<td>1-12</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 591 Advanced Topics in Monetary and Public Economics</td>
<td>1-12</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 592 Advanced Topics in International and Development Economics</td>
<td>1-12</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 593 Advanced Topics in Health, Education, Labor, and Demographic Economics</td>
<td>1-12</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 594 Advanced Topics in Markets and Industrial Organization</td>
<td>1-12</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 595 Advanced Topics in Resource and Production Economics</td>
<td>1-12</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 596 Advanced Topics in Financial Economics</td>
<td>1-12</td>
</tr>
<tr>
<td><strong>Total Field Course Credits Required</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Total Core and Field Course Credits Required</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

Numbers shown in the table refer to proposed Washington State University course numbers. Department abbreviations are Economics (Econ), Agricultural Economics (AG Ec), and Finance (Fin).

### Background Information on Proposed Joint PhD Program
**Economics, Agricultural Economics, and Finance**

1. **Summary of All Catalog Changes**
   a. **Agricultural Economics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Drop Non-service Course</th>
<th>Crosslist With</th>
<th>New Course</th>
<th>Revised Title and/or Content</th>
<th>Renumbered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Ec 500</td>
<td></td>
<td>Econ/Fin 500</td>
<td>x</td>
<td></td>
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<tr>
<td>Ag Ec 501</td>
<td></td>
<td>Econ/Fin 501</td>
<td>x</td>
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</table>
### b. Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Drop Non-service Course</th>
<th>Crosslist With</th>
<th>New Course</th>
<th>Revised Title and/or Content</th>
<th>Renumbered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 500</td>
<td>Ag Ec/Fin 500</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 501</td>
<td>Ag Ec/Fin 501</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 502</td>
<td>Ag Ec/Fin 502</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 503</td>
<td>Ag Ec/Fin 503</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Econ 504</td>
<td>Ag Ec/Fin 504*</td>
<td></td>
<td>x</td>
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</tr>
<tr>
<td>Econ 510</td>
<td>Ag Ec/Fin 510/Stat 511</td>
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<tr>
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<td>x</td>
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<tr>
<td>Econ 512</td>
<td>Ag Ec/Fin 512/Stat 552</td>
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<td>x</td>
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<tr>
<td>Econ 555</td>
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<td></td>
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<td>x</td>
</tr>
<tr>
<td>Econ 590</td>
<td>Ag Ec/Fin 590/Stat 513</td>
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<td>x</td>
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<td>Econ 591</td>
<td>Ag Ec/Fin 591*</td>
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<td>Ag Ec/Fin 592</td>
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<tr>
<td>Econ 593</td>
<td>Ag Ec/Fin 593*</td>
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<td>x</td>
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<td>Econ 599</td>
<td></td>
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</tbody>
</table>

### c. Finance

<table>
<thead>
<tr>
<th>Course</th>
<th>Drop Non-service Course</th>
<th>Crosslist With</th>
<th>New Course</th>
<th>Revised Title and/or Content</th>
<th>Renumbered</th>
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</thead>
<tbody>
<tr>
<td>Fin 500</td>
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<td>x</td>
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<td></td>
</tr>
<tr>
<td>Fin 501</td>
<td>Ag Ec/Econ 501</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fin 502</td>
<td>Ag Ec/Econ 502</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fin 503</td>
<td>Ag Ec/Econ 503</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fin 504</td>
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<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fin 510</td>
<td>Ag Ec/Econ 510/Stat 511</td>
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</table>
2. Faculty for the Joint Program

<table>
<thead>
<tr>
<th>Agricultural Economics</th>
<th>Economics</th>
<th>Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Barkley</td>
<td>Raymond Batina</td>
<td>Li-Ming Han</td>
</tr>
<tr>
<td>Kenneth Casavant</td>
<td>Ananish Chaudhuri</td>
<td>Hal Kerr</td>
</tr>
<tr>
<td>Kenneth Duft</td>
<td>Rodney Fort</td>
<td>Richard Sias</td>
</tr>
<tr>
<td>Raymond Folwell</td>
<td>William Hallagan</td>
<td>Harry Turtle</td>
</tr>
<tr>
<td>Herbert Hinman</td>
<td>Susan He</td>
<td>David Whidbee</td>
</tr>
<tr>
<td>David Holland</td>
<td>Fred Inaba</td>
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</tr>
<tr>
<td>Ray Huffaker</td>
<td>Wayne Joerding</td>
<td></td>
</tr>
<tr>
<td>Scott Matulich</td>
<td>Jeffrey Krautkraemer</td>
<td></td>
</tr>
<tr>
<td>Jill McCluskey</td>
<td>Duane Leigh</td>
<td></td>
</tr>
<tr>
<td>Ronald Mittelhammer</td>
<td>Thomas Lowinger</td>
<td></td>
</tr>
<tr>
<td>Toom Schotzko</td>
<td>Mudzi Nziramasanga</td>
<td></td>
</tr>
<tr>
<td>Richard Shumway</td>
<td>Stephen Perez</td>
<td></td>
</tr>
<tr>
<td>Tom Wahl</td>
<td>Robert Rosenman</td>
<td></td>
</tr>
<tr>
<td>Philip Wandschneider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hong Wang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Douglas Young</td>
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</tr>
</tbody>
</table>

3. Sample Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Agricultural Economics</th>
<th>Economics</th>
<th>Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ/Ag Ec/Fin 500</td>
<td>3 credits</td>
<td>3 credits</td>
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<tr>
<td>Econ/Ag Ec/Fin 501</td>
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<td>3 credits</td>
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</tr>
<tr>
<td>Econ/Ag Ec/Fin 503</td>
<td>3 credits</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 504</td>
<td>3 credits</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
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<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 511/Stat 531</td>
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<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Econ/Ag Ec/Fin 512/Stat 552</td>
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<tr>
<td>Econ/Ag Ec/Fin 594/595</td>
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<tr>
<td>Econ/Ag Ec/Fin 596</td>
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<td>9 credits</td>
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<tr>
<td>Econ/Ag Ec/Fin 590-595</td>
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<td>3 credits</td>
<td></td>
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<tr>
<td>Econ/Ag Ec/Fin 590-596</td>
<td>6 credits</td>
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<tr>
<td>Statistics</td>
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<tr>
<td>Ag Ec 800</td>
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<tr>
<td>Econ 800</td>
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<tr>
<td>Fin 800</td>
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<td>32 credits</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72 credits</strong></td>
<td><strong>72</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>
4. Lead Contact Person for Joint PhD Proposal
Duane Leigh, Chair, Department of Economics, phone: 5-4441, email: leighd@wsu.edu

5. Why Requesting 1-12 credits for repeatable courses, Econ/Ag Ec/Fin 590-596
Fin 596, Doctoral Topics, is currently approved for a maximum of 16 hours. The name of this course is being changed to Advanced Topics in Financial Economics. While it is possible for a student to complete the Business Administration PhD with a concentration in Finance with only nine credits in Fin 596, additional credit will frequently be offered in Financial Economics. The departments of Economics and Agriculture Economics currently offer more than nine credit hours in advanced econometrics and optimization, which in the future will be taught in the Advanced Topics in mathematical and Quantitative Methods course, Econ/Ag Ec/Fin 590. A means of giving students full credit under the appropriate is needed. Thus, as a compromise, we requested that all the Advanced Topics courses, Econ/Ag Ec/ Fin 590-596, be approved for a maximum of 12 hours credit.

6. Explanation about Titles of Degrees
All three PhD degrees will be maintained for the foreseeable future. The Business Administration degree with a concentration in Finance will be continued in compliance with the policies, procedures and requirements of its accrediting body. Graduate students surveyed in Agricultural Economics strongly preferred to retain the Agricultural Economics degree. The question of whether to continue offering the degree in Agricultural Economics will be revisited within five years.

7. Explanation of Crosslisting of Fours Courses with Statistics
These courses or their predecessors are currently crosslisted with Statistics. They contribute both to the PhD degrees in the three departments and to the Masters of Science degree in Statistics.

8. Role of Advisory Committee with Qualifying, Preliminary, and Final Oral Examination Committees
The student’s advisory committee will be responsible for conducting preliminary and final oral examinations. The three chairs will jointly appoint committees to conduct the three qualifying examinations.

MEMORANDUM
To: Jan Carson
From: Dr. Richard Shumway, Dr. Duane Leigh and Dr. Hal Kerr and Mike Jacroux
Subject: Home Department Designations
Date: September 29, 2000
We would prefer not to designate a home department for each of the courses in our proposed joint PhD program. If it is necessary, however, we would suggest the following list of home departments.

Agricultural Economics Department Home Courses:
Ag Ec/Econ/Fin 504; Ag Ec/Econ/Fin 510; Ag Ec/Econ/Fin 512; Ag Ec/Econ/Fin 590; Ag Ec/Econ/Fin 594; Ag Ec/Econ/Fin 595

Economics Department Home Courses:
Econ/Ag Ec/Fin 500; Econ/Ag Ec/Fin 501; Econ/Ag Ec/Fin502; Econ/Ag Ec/Fin 503; Econ/Ag Ec/Fin 511; Econ/Ag Ec/Fin 591; Econ/Ag Ec/Fin 592; Econ/Ag Ec/Fin 593

Finance Department Home Courses:
Fin/Ag Ec/Econ 596

Even if home departments are designated, the chairs request that all of the course descriptions be listed under each of our three departments in the University catalogue.

September 28, 2000

MEMO TO: Jan Carson, College of Business and Economics
FROM Richard Shumway, Chair, Agricultural Economics
Duane Leigh, Chair, Economics
Hal Kerr, Chair, Finance, Insurance and Real Estate
SUBJECT: Course Grading Standards

The following applies to all courses in the proposed joint PhD program with Economics, Agricultural Economics, and Finance except Econ/Ag Ec/Fin 510 and 590.

Course Grading Standards:
Guaranteed grades:
A: 90-100%
B: 80-89%
C: 70-79%
Curve may be applied at discretion of instructor.

The following applies to Econ/Ag Ec/Fin 510 and 590.

Course Grading Standards:
Guaranteed grades:
A: 93-100%
B: 85-92%
C: 75-74%
Curve may be applied at discretion of instructor.

****

A motion was made to change the title to Coordinated PhD program and secondly omit all of the proposal except for the proposed course changes and the proposed degree requirement changes.
The motion was amended to change just the title to Coordinated PhD Program. Motion carried.

Amended motion was approved.

3. Recommendation from Academic Affairs Committee for the Academic Calendar 2003-2008. Exhibit F from 12/7/00 Agenda is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary, Faculty Senate
FROM: Becky Bitter, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 29 November 2000
SUBJECT: Academic Calendar, 2000-2003

At its meeting on 29 November 2000, the Academic Affairs Committee approved the following Academic Calendar for the years 2003-04, 2004-05, 2005-06, 2006-07, and 2007-08 after consultation with the University of Idaho and the Pullman School District. Note that beginning fall 2005, the WSU academic calendar will begin one week prior to the University of Idaho’s calendar in an effort to accommodate WSU student travel prior to the holidays.

At this time, Faculty Senate review and approval is recommended.

Academic Calendar

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day holiday</td>
<td>Sept 1</td>
<td>Sept 6</td>
<td>Sept 5</td>
<td>Sept 4</td>
<td>Sept 3</td>
</tr>
<tr>
<td>Midsemester grades due, 8:00 a.m.</td>
<td>Oct 15</td>
<td>Oct 13</td>
<td>Oct 12</td>
<td>Oct 11</td>
<td>Oct 10</td>
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<tr>
<td>Veterans Day holiday</td>
<td>Nov 11</td>
<td>Nov 11</td>
<td>Nov 11</td>
<td>Nov 10</td>
<td>Nov 12</td>
</tr>
<tr>
<td>Final Examinations, Monday through Friday</td>
<td>Dec 15-19</td>
<td>Dec 13-17</td>
<td>Dec 12-16</td>
<td>Dec 11-15</td>
<td>Dec 10-14</td>
</tr>
<tr>
<td>Final grades due, 4:00 p.m.</td>
<td>Dec 23</td>
<td>Dec 21</td>
<td>Dec 20</td>
<td>Dec 19</td>
<td>Dec 18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester (Spring)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Jan 12</td>
<td>Jan 10</td>
<td>Jan. 9</td>
<td>Jan 8</td>
<td>Jan 7</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day holiday</td>
<td>Jan 19</td>
<td>Jan 17</td>
<td>Jan. 16</td>
<td>Jan 15</td>
<td>Jan 21</td>
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<tr>
<td>Presidents Day holiday</td>
<td>Feb 16</td>
<td>Feb 21</td>
<td>Feb 20</td>
<td>Feb 19</td>
<td>Feb 18</td>
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<tr>
<td>Midsemester grades due, 8:00 a.m.</td>
<td>Mar 3</td>
<td>Mar 2</td>
<td>Mar 1</td>
<td>Feb 28</td>
<td>Feb 27</td>
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<tr>
<td>Final Examinations, Monday through Friday</td>
<td>May 3-7</td>
<td>May 2-6</td>
<td>May 1-5</td>
<td>Apr 30-May 4</td>
<td>Apr 28-May 2</td>
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<tr>
<td>Commencement</td>
<td>May 8</td>
<td>May 7</td>
<td>May 6</td>
<td>May 5</td>
<td>May 3</td>
</tr>
<tr>
<td>Final grades due, 4:00 p.m.</td>
<td>May 11</td>
<td>May 10</td>
<td>May 9</td>
<td>May 8</td>
<td>May 6</td>
</tr>
</tbody>
</table>
*****

Motion carried.

4. Recommendation from Academic Affairs Committee for Undergraduate Certificates. 

Exhibit G from 12/7/00 Agenda is as follows:

MEMORANDUM

TO: Thomas Brigham, Executive Secretary, Faculty Senate
FROM: Becky Bitter, Academic Governance Coordinator
FOR: Academic Affairs Committee
DATE: 30 November 2000
SUBJECT: Proposal for Officially Recorded Undergraduate Certificates

At its meeting on 29 November 2000, the Academic Affairs Committee approved the attached proposal and guidelines for officially recorded undergraduate certificates, to be effective fall 2001.

Members of the AAC approved the proposal after discussion with Muriel Oaks, Interim Vice President for Extended University Affairs, and Gary Brown, Director of the Center for Teaching and Learning and Technology. A rationale for the formal recognition of undergraduate certificates is included in the guidelines

At this time, Faculty Senate review and approval is recommended.

PROPOSAL:

GUIDELINES FOR OFFICIALLY RECORDED UNDERGRADUATE CERTIFICATES AT WAHSINGTON STATE UNIVERSITY

1. Rationale: Many Departments and Programs at Washington State University (WSU) have found it useful to group undergraduate course offerings within a single department or across several departments under the heading of “certificate.” Such certificates generally represent a body of coursework that demonstrates proficiency in a subset of skills or knowledge that have useful application in a variety of professions. Currently, certificates are informally recognized within a Department or Program simply with the issuance of a document that recognizes a student’s participation in a number of specified educational experiences. Because there is increasing interest among faculty at WSU in developing certificates as an alternative to degrees, particularly in the more applied academic areas and in curricula designed for distance delivery, the Academic Affairs Committee (AAC) was asked to develop university-wide guidelines for officially
recorded undergraduate certificates. As noted in the recently approved guidelines for certificates at the graduate level, it is important for the academic integrity of all WSU Departments and Programs that informal certificates of attendance are distinguished from more formal certificates of an academic achievement. Thus, for **official recognition** of certificate completion, the AAC recommends that Departments and Programs develop new certificates of reconfigure existing certificates to conform to the following guidelines for Officially Recorded Undergraduate Certificates. These guidelines are designed to assure that students have a sustained educational experience in undergraduate courses that may be applied toward, but are not in themselves sufficient for, completion of a degree. Students who successfully complete requirements for an Officially Recorded Undergraduate Certificate may apply to have their participation recorded on their transcript.

2. **Definition:** An “officially recorded undergraduate certificate” is a document issued by WSU, displaying the WSU seal and presidents signature, that may be issued to students who have completed a course of study that meets the guidelines below and has been approved by the Faculty Senate. Officially recorded undergraduate certificates also can be documented on the academic transcript.

3. **Guidelines**

   3.1 **Admission standards:** Any currently enrolled undergraduate or graduate degree-seeking student is automatically eligible to enroll in any undergraduate certificate program. Other students must meet the existing admissions standards for non-degree seeking students.

   3.2 **Credit hours**

   3.2.1 **Absolute number:** minimum 15 credit hours/certificate, with the exact number specified by the Department of Program offering the certificate.

   3.2.2 **Transfer credits:** The maximum number of credit hours earned at other institutions that may apply towards a particular WSU certificate shall not exceed ¼ of the total number of credit hours required for the certificate. Acceptance of particular courses from other institutions for WSU certificate will be at the discretion of the Department or Program offering the certificate.

   3.3 **Pass/Fail option:** The number of credit hours that may be taken for a Pass/Fail (or S/F) grade shall not exceed ¼ the total number of credit hours required for the certificate. The minimum number of letter-graded (A, B, C, D, F) credit hours for any undergraduate certificate shall be 12.

   3.4 **GPA requirement for completion:** The minimum cumulative GPA based on all graded coursework required to earn the certificate is 2.0. Courses may be repeated according to the existing rules for undergraduate degree programs.

4. **Accumulation of credits towards undergraduate degree:** Credit hours earned in a WSU undergraduate certificate program may be applied toward a WSU undergraduate degree as general elective credit. Particular courses may also fulfill specific requirements of particular degree programs if they are required for that degree program.
5. **Documentation of the transcript:** Successful completion of a certificate program may be noted on the official academic transcript. The notation will include the total number of credit hours required by the certificate program.

6. **Preparation of a undergraduate certificate proposal shall include:**
   -- Description of the certificate’s emphasis or scope of study, and the rationale for offering it
   -- Justification for the particular number of credit hours and courses proposed
   -- Only courses that have already been approved via the usual process

7. **Administrative costs:** Currently, Departments and Programs handle the costs of tracking students’ progress toward certificate completion, and issuing the certificates. Ultimately, it may be most efficient to integrate this administrative process into the already conducted by the registrar’s office for tracking GER and major requirements for each student. However, the cost of adding this capability to the DARs report and transcript, maintaining the system as certificate programs are added and changed, and generating the certificates is currently prohibitive. Thus the AC, in consultation with the registrar’s office, recommends that each Department/Program track students’ progress in each of the certificate programs it offers, and submit a list of students who have earned each certificate to the registrar’s office each semester. In this case, the registrar’s office would add certificate notations to transcripts and generate the certificates; the cost of adding these is estimated to be $50/certificate. It is recommended that students wishing to have a certificate issued to them and to have the notation appear on their transcript pay this fee.

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Motion carried.

**Agenda Items (Discussion Items).**

1. **Recommendation from Academic Affairs Committee for Undergraduate and Professional Major Change Bulletin #3 (Exhibit C).**—S. Wherland

   There was no discussion of this item.

2. **Recommendation from Academic Affairs Committee for a name change from the Department of Pure and Applied Mathematics to the Department of Mathematics (Exhibit D).**—S. Wherland

   There was no discussion of this item.

3. **Recommendation from Academic Affairs Committee for the Block Transfer AA (Exhibit E).**—H. Grimes

   Rather than saying lower division Gen Ed requirements shouldn’t the term Tier I and Tier II be used? After lower division the terms Tier I and II can be added in parentheses. Will the American diversity requirement be covered with this? Yes, most of the junior colleges that were looked at have courses that satisfy the diversity requirement.
4. Recommendation from Graduate Studies Committee for Graduate Major Change Bulletin #2 (Exhibit F).—H. Grimes

There was no discussion of this item.

Constituents' Concerns.

There were no constituents concerns.

Adjournment.

Meeting adjourned at 4:30 p.m.

Thomas Brigham
Executive Secretary