



*Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.*

## **ACADEMIC SENATE AGENDA**

Wednesday, May 1, 2019 at 4:00 P.M.

Room 132 · DeBartolo Hall

- 1. [4:00 PM] Call to Order/Certification of Quorum**
- 2. [4:01 PM] Approval of Agenda**
- 3. [4:02 PM] Approval of Minutes from April 3, 2019 meeting** (See attachment)
- 4. [4:04 PM] Senate Executive Committee Report** – Chet Cooper, Senate Chair
- 5. Ohio Faculty Council Report** – No Report
- 6. Charter and Bylaws Committee** – No Report
- 7. [4:09 PM] Report of the Elections/Balloting Committee** – Ken Learman, Chair
- 8. [4:12 PM] Introduction of Dr. Brien Smith, Provost Select** – President Tressel
- 9. [4:25 PM] Reports from Other Senate Committees**
  - a. Academic Events Committee – No Report
  - b. Academic Programs Committee – Mary Beth Earnhardt, Chair (See attachment)
  - c. Academic Research Committee – No Report
  - d. Academic Standards Committee – Gary Walker, Chair (See attachment)
  - e. General Education Committee – Joe Palardy, Chair (See attachment)
  - f. Honors Committee – No Report
  - g. Library Committee – Jacob Labendz, Chair (To Be Distributed)
  - h. Professional Conduct Committee– No Report
  - i. Academic Grievance Committee– Jenn Pintar, Chair (See attachment)
  - j. Undergraduate Curriculum Committee – Tom Wakefield, Chair (See attachment)
  - k. Program Review – No Report
  - l. Technologies Committee – No Report
- 10. [4:50 PM] Unfinished Business**
  - a. Re-envisioning General Education Working Group – Betty Jo Licatta, Chair (presentation)
  - b. Faculty electronic leave reports – Human Resources (presentation)
- 11. [5:10 PM] New Business**
  - a. Workload Categories/Teaching Hours – Jenn Pintar (See attachment)
  - b. Voluntary and Involuntary Medical Leave Policy – Eddie Howard (See Attachment)
- 12. [5:30 PM] Adjournment**

**NEXT SENATE MEETING:  
Wednesday, September 4, 2019 at 4:00 P.M.  
Room 132, DeBartolo Hall**



*Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.*

## **ACADEMIC SENATE MINUTES**

Wednesday, April 3, 2019 at 4:00 P.M.

Room 132 · DeBartolo Hall

1. **[4:03 PM] Call to Order/Certification of Quorum**
2. **[4:03 PM] Approval of Agenda**
3. **[4:03 PM] Approval of Minutes from March 6, 2019 meeting**  
motion to accept minutes: K. Schueller, second: P. Reday | motion passed
4. **[4:04 PM] Senate Executive Committee Report** – Chet Cooper, Senate Chair  
ASAP Task Force (Attachment) was discussed. Task force will review policies and procedures associated with the development, implementation and review of university wide program requirements.
5. **Ohio Faculty Council Report** – No Report
6. **Charter and Bylaws Committee** – No Report
7. **[4:08 PM] Report of the Elections/Balloting Committee** – Ken Learman, Chair  
Learman provided update on HHS & Cliffe elections (complete), noted that STEM & Beeghly at-large elections are underway. Question was asked about how part-time elections would be held. Cooper referred question to Provost office.
8. **[4:10 PM] Reports from Other Senate Committees**
  - a. Academic Events Committee – (Katherine Garlick, Chair) (see April agenda for report) Senate approval required  
Mace barer nominations were introduced and discussed. Motion to approve report passed.
  - b. Academic Programs Committee – (Mary Beth Earnhardt, Chair) (see April agenda for report)
  - c. Academic Research Committee – No Report
  - d. Academic Standards Committee – No Report
  - e. General Education Committee – No Report
  - f. Honors Committee – No Report
  - g. Library Committee – No Report
  - h. Professional Conduct Committee– No Report
  - i. Academic Grievance Committee– No Report
  - j. Undergraduate Curriculum Committee – (Tom Wakefield, Chair) (see April agenda for report)
  - k. Program Review – No Report
  - l. Technologies Committee – No Report
9. **[4:14 PM] Unfinished Business**
  - a. Re-envisioning General Education Working Group (Betty Jo Licata, Chair) (see April agenda for slides)  
Licata discussed presentation slide from working group. Slides focused on LEAP learning outcomes, NACE competencies, and common components of 21st century general education learning outcomes. Presented list of questions related to general learning outcomes, etc.  
Noted that Paul Gaston would visit campus April 23 (plenary 10am, Ohio Room, Kilcawley) to speak

on general education; Gen Ed group will meet again to review Gaston's comments April 29.

- b. Student group on Technology Adoption to Augment Student Success (Ernie Barkett, President, SGA) (see April agenda for draft language of policy) discussed review of policy language, including administration and implementation dates. Policy suggests Blackboard will have a final grade for courses. Final grade will be the only grade. Integrated with Banner to only include the grade once (eliminates duplicate input). After question and discussion period, Barkett requested endorsement of policy. Voice vote was questioned, and followed with a call for division count (hand vote). Motion to endorse passed. 32-11

**10. [4:49 PM] New Business**

- a. Noel Levitz Survey – Hillary Fuhrman  
Discussed survey, launched March 25. Ask for senators to help get the word out; discussed how YSU uses the data from the survey. Trying to improve on the 8% response rate. [ysu.edu/yourvoicematters](http://ysu.edu/yourvoicematters) – students use Y numbers and are entered for \$25 gift certificate.
- b. Bookstore Update – Jeff Coldren & Heather White  
White reported on the First Day Ready program; saved students over \$1 million with a 1% opt-out rate. Coldren discussed First Day Ready program and inclusive access; student book price is folded in with fees. No faculty concerns have been reported; no student complaints.
- c. Human Resources: Change coming to electronic leave reports to include full-time faculty leave. HR reps discussed change in reporting leave; faculty will now report leave through Banner.

**11. [5:04 PM] Adjournment** – Next Senate Meeting: Wednesday, May 1, 2019 at 4:00 P.M., Room 132  
·DeBartolo Hall

## ATTACHMENT

### ASAP Task Force

#### Senate Executive Committee Action

An academic standards and programs task force (ASAP Task Force) will be established in Summer 2019 to review policies and procedures associated with the development, implementation and review of university wide program requirements. The committee will collect data from various groups to identify challenges and opportunities within the current system that will inform the creation of a document voted on by the Senate in Spring 2020.

The charge of the committee will be as follows:

- Identify current programmatic norms and recommend changes that will allow YSU programs keep up with innovations within higher education;
- Examine best practices of academic programs;
- Detail a list of state program requirements and evaluate how YSU standards fit within the larger Ohio academic community;
- Create a statement of philosophy that states what the shared academic goals and values of YSU programs are;
- Author a document that:
  - o Lists relevant policies regarding programs;
  - o Identifies further areas for exploration;
  - o Provides a statement of philosophy that can guide ongoing discussions.

This approach is needed to provide a holistic view of a process that hasn't been evaluated by the Senate in several decades.

Mary Beth Earnhardt has been appointed as the task force chair.

**Subject:** APC 10-Day Circulation

**Date:** Thursday, April 18, 2019 at 10:32:01 AM Eastern Daylight Time

**From:** Mary Beth Earnhardt

**To:** Chairs Email Group, Deans Email Group

**CC:** Chet Cooper

The following courses are approved by the APC and ready for circulation. This email serves as the start of the ten-day circulation period.

<b>APC Chair (35)</b>				
<b>Code</b>	<b>Title</b>	<b>Status</b>	<b>Initiator</b>	<b>Received</b>
<a href="#">154</a>	<a href="#">154: Bachelor of Science in Medical Laboratory Science</a>	Edited	joconnellspalla	4/16/2019
<a href="#">181</a>	<a href="#">181: Bachelor of Science in Education in Special Education: Mild/Moderate Licensure</a>	Edited	jhberger	3/29/2019
<a href="#">184</a>	<a href="#">184: Bachelor of Science in Education in Middle Childhood Education (4-9), Language Arts-Social Studies Concentration</a>	Edited	jhberger	4/15/2019
<a href="#">185</a>	<a href="#">185: Bachelor of Science in Education in Middle Childhood Education (4-9), Science-Social Studies Concentration</a>	Edited	jhberger	4/15/2019
<a href="#">187</a>	<a href="#">187: Bachelor of Science in Education in Middle Childhood Education (4-9), Mathematics-Social Studies Concentration</a>	Edited	jhberger	4/15/2019
<a href="#">191</a>	<a href="#">191: Bachelor of Science in Education in Integrated Social Studies (7-12) - Adolescent License</a>	Edited	jhberger	4/15/2019
<a href="#">196</a>	<a href="#">196: Bachelor of Science in Education in Integrated Mathematics (7-12) - Adolescent License</a>	Edited	jhberger	4/15/2019
<a href="#">197</a>	<a href="#">197: Bachelor of Science in Education in Integrated Language Arts (7-12) - Adolescent License</a>	Edited	jhberger	4/15/2019
<a href="#">199</a>	<a href="#">199: Bachelor of Science in Education in Early Childhood Education/Early Childhood Intervention Specialist</a>	Edited	clratican	4/15/2019
<a href="#">220</a>	<a href="#">220: Minor in Multimedia Reporting</a>	Deleted	mearnhardt	4/1/2019
<a href="#">222</a>	<a href="#">222: Minor in Journalism Studies</a>	Edited	mearnhardt	4/1/2019
<a href="#">242</a>	<a href="#">242: Minor in Interactive Design for Studio Art Majors</a>	Edited	mnelson	4/1/2019
<a href="#">243</a>	<a href="#">243: Minor in Interactive Design for Non-Art Majors</a>	Edited	mnelson	4/1/2019
<a href="#">244</a>	<a href="#">244: Minor in Graphic Design for Studio Art Majors</a>	Edited	mnelson	4/1/2019
<a href="#">245</a>	<a href="#">245: Minor in Graphic Design for Non-Art Majors</a>	Edited	mnelson	4/1/2019
<a href="#">252</a>	<a href="#">252: Bachelor of Fine Arts in Studio Art Graphic + Interactive Design Track</a>	Edited	mnelson	4/1/2019
<a href="#">254</a>	<a href="#">254: Bachelor of Fine Arts in Studio Art 3-Dimensional Studies Track</a>	Edited	mmccormick	4/1/2019
<a href="#">329</a>	<a href="#">329: Minor in Music</a>	Edited	regoldberg	3/18/2019
<a href="#">331</a>	<a href="#">331: Minor in 3-Dimensional Studies for Art Majors</a>	Edited	mmccormick	4/1/2019
<a href="#">389</a>	<a href="#">389: Bachelor of Science in Applied Science in Long-Term Care Administration Completion Track</a>	Added	djvandussen	4/2/2019

<a href="#">40</a>	<a href="#">40: Bachelor of Science in Applied Science in Information Technology</a>	Edited	jrsullins	3/26/2019
<a href="#">400</a>	<a href="#">400: Bachelor of Science in Education in Health and Physical Education (PK-12) Multi-Age Licensure</a>	Added	mlavine	3/29/2019
<a href="#">403</a>	<a href="#">403: Bachelor of Social Work in Social Work</a>	Added	ddavis05	4/11/2019
<a href="#">411</a>	<a href="#">411: Bachelor of Science in Business Administration in Management</a>	Added	rveunni	3/29/2019
<a href="#">42</a>	<a href="#">42: Associate of Applied Science in Information Technology</a>	Edited	jrsullins	3/26/2019
<a href="#">52</a>	<a href="#">52: Bachelor of Science in Biological Sciences BaccMed Track</a>	Edited	dlfagan	4/16/2019
<a href="#">62</a>	<a href="#">62: Bachelor of Science in Applied Science in Long Term Care Administration</a>	Edited	djvandussen	3/25/2019

## **Standards Committee Revision of Withdrawal Policy**

Student withdrawal from any or all courses is permitted through the 60% period of any term or part of term. If a student does not meet this deadline, he/she shall be considered committed to completing all remaining courses. If a student is unable to complete a term or part of term due to extreme circumstances that occur after the stated deadline, the student should consult their college dean. In such circumstances, the dean's decision regarding approval or denial of withdrawal shall be final and non-appealable.

A grade of "W" shall appear on a student's academic record for any withdrawal(s) processed after the 14<sup>th</sup> day for any courses that are greater than 8 weeks through the 60% period of the term or part of term. For all courses that are 8 weeks or less, a grade of "W" shall appear on a student's academic record for any withdrawal(s) processed after the 7<sup>th</sup> day through the 60% period of the term or part of term. The 60% period shall be determined by the University Bursar and reflected on the academic calendar.

The last day to add a class for any term or part of term that is greater than 8 weeks will be the 8<sup>th</sup> day of the term or part of term. The last day to add a class for any term or part of term that is 8 weeks or less will be the 4<sup>th</sup> day of the term or part of term.

## Standards Committee

### Dean's List Eligibility Parameter

Full Time Students: The Dean's List is awarded two time per year- Fall and Spring Semester- for students attaining a 3.4 Grade Average with 12 semester hours of credit or more. Summer semesters excluded.

Part-time Students: Part time students are eligible in the spring Semester and only if they are in part-time status for both Fall and Spring Semesters. Eligibility requires a combined earned GPA of at least 3.4 for the Fall and Spring for which there is accumulate a minimum of 12 hours of credit for the two terms.

Note: Grade point averages are truncated, not rounded.

Courses at the 6900 level or above will count toward meeting the Dean's list eligibility requirements.

Grades that make students ineligible are NC (no credit), D, and F

Courses that **do not count toward the undergraduate degree are excluded** from meeting the eligibility criteria.

1. Courses with grades of I, AU, CR, CRX and PR do not count toward the 12 hours requirement. The grades PR, I and CRX do not disqualify students as long as they have an additional 12 hours or more of earned credit at the time of the Dean's calculation.
2. Developmental” courses do not count toward meeting eligibility requirements, and include courses in English, Mathematics, and Reading and Study Skills. Neither the hours nor the grades count toward dean’s list eligibility requirements. “Developmental” courses state “Does not count toward a degree” in the course description in the *Undergraduate Catalog*.



**COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE**

Date **April, 2019** Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report  
**General Education Committee**

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)  
**Elected/Appointed**

Names of Committee Members

**Elected Members**

John Sarkissian: CLASS, Peter Reday: WCBA, Mary LaVine: EDUC, Alina Lazar: STEM, Paul Louth: CCCAC, Kelly Colwell: HHS

**Appointed Members**

Dragana Crnjak: AH, Mark Vopat: SPA, W. Johanna Krontiris-Litowitz: NS, Amy Flick: Skills, David Simonelli SS, Hillary Fuhrman: Assessment, Molly Burdette: Advisors

Please write a brief summary of the report the Committee is submitting to the Senate:

1. Summary of new GE courses

<b>Course #</b>	<b>Course Title</b>	<b>Date Received</b>	<b>Domain</b>	<b>Notes</b>
ART 1591	Idea Development and Creativity in Cultural Context	Fall 2018	SPA-DD	
ENGL 1549	Writing 1 with Support	Spring 2019	Writing 1	Writing 1 with a one-hour additional support course embedded
MUEN 004	VOICES OF YSU – University Chorus	Fall 2018	KSS Activity	

2. ROAD Update

Do you anticipate making a formal motion relative to the report? **No**

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration?

**Yes**

Joseph Palardy, Chair General Education Committee (2018-2019)

# ROAD Update

Spring 2019

## Recap of the project

- Students upload papers to Banner from:
  - ENGL 1551
  - An upper-division course in the major
- Papers are scored using two rubrics:
  - Writing
  - Critical Thinking
- Analysis of the results

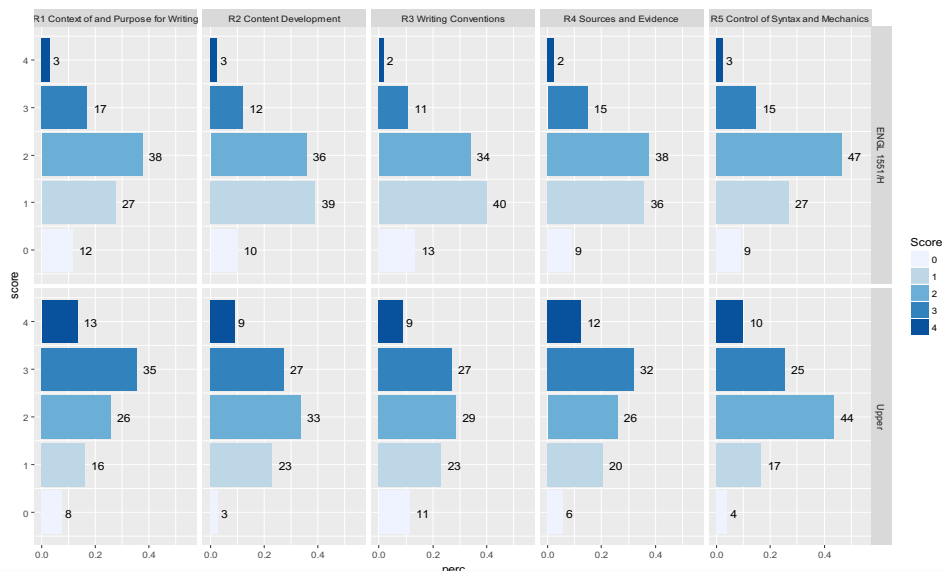
# Comparison with AAC&U Multi-State Collaborative

- <https://www.aacu.org/OnSolidGroundVALUE>
- 2015-2016 Demonstration Year
- Writing, Critical Thinking, and Quantitative Literacy
- 2-year Institutions (see link for list)
  - 840 student artifacts (Critical Thinking)
  - 919 student artifacts (Writing)
  - 45 credit hours + completed
- 4-year Institutions (see link for list)
  - 2,056 student artifacts (Critical Thinking)
  - 1,936 student artifacts (Writing)
  - 90 credit hours + completed

## Differences with YSU's ROAD

- YSU was not part of the collaborative
- YSU has approximately 4k artifacts for 2012-2018
- Somewhat different collection points
- YSU currently only has Writing and Critical Thinking
- YSU Pilot for Quantitative Literacy in Fall 2019

# YSU Writing (2012-2018)

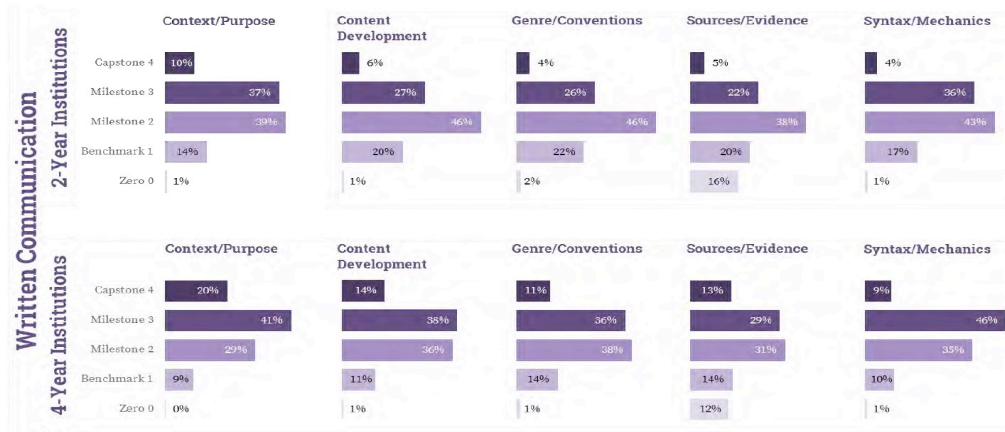


# Multi-state Collaborative

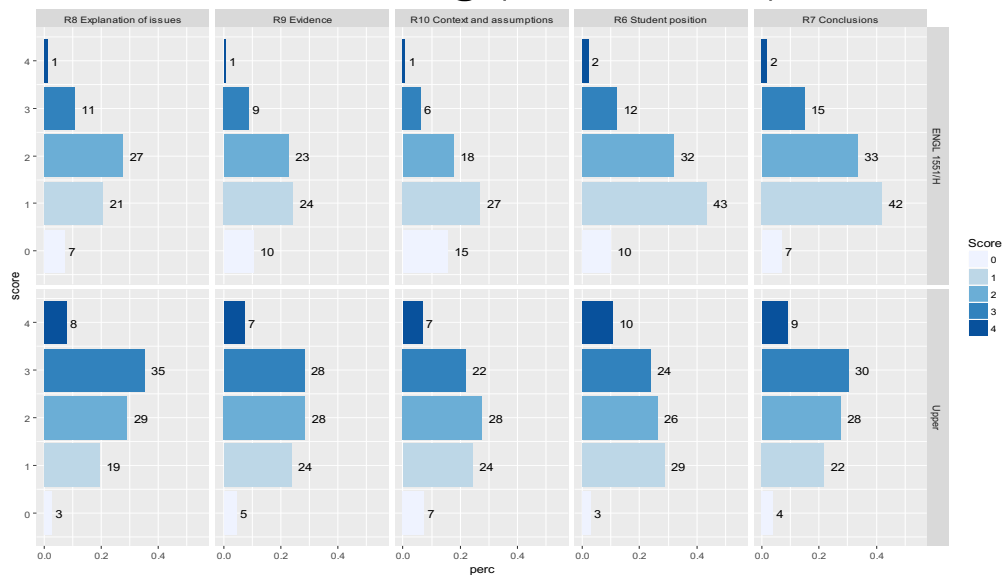
<https://www.aacu.org/OnSolidGroundVALUF>

## Results for the Multi-State Collaborative: 2015-2016 Demonstration Year

75% Completion (2-Year Institutions = 45+ Credit Hours; 4-Year Institutions = 90+Credit Hours)



# YSU Critical Thinking (2012-2018)

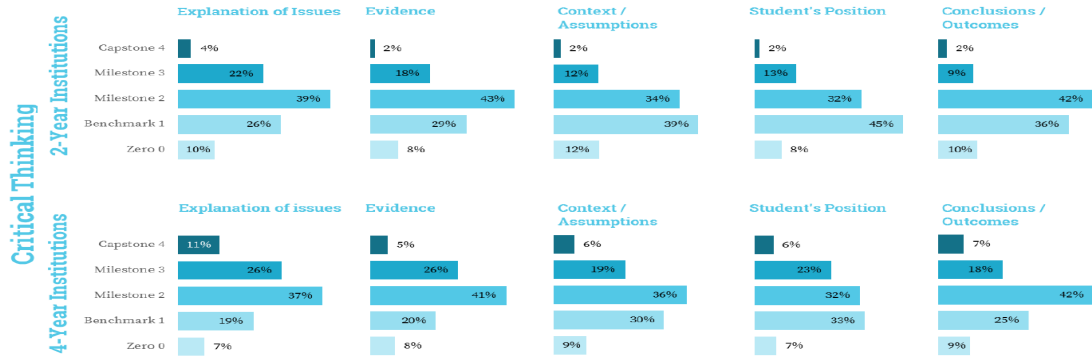


## Multi-state Collaborative

<https://www.aacu.org/OnSolidGroundVALUE>

### Results for the Multi-State Collaborative: 2015-2016 Demonstration Year

75% Completion (2-Year Institutions = 45+ Credit Hours; 4-Year Institutions = 90+ Credit Hours)



## Other YSU Analysis

- Ordinal Logit Results (unmatched sample)
  - Meaningful and statistically significant:
    - High School GPA
    - English ACT
  - Odds of scoring another level higher are greater for most upper-division courses
  - Large differences between programs
    - Some issues with assignment expectations and quality
- Trend Analysis
  - Slight downward trend over the last few years

## Writing Assessment Service

Targeted evaluation at the program level including the following:

- Norming session by the Writing Center for the department using the ROAD Writing Rubric
- Scoring session by the department using department papers uploaded to the ROAD
- Outside scores by trained ROAD reviewers for validation
- Analysis of results using covariates from Banner
- Recommendations for writing improvements based on results and the Framework for Success in Postsecondary Writing (WPA)

Academic Dishonesty Cases – Academic Year 2018-2019 as of April 24, 2019

# of Cases	# where student accepted responsibility	# of cases that went to hearing	# of cases that student was found guilty	# of cases that student was found not guilty
56 Fall semester: 47 (84%) Spring semester: 9 (16%)	54	2	1	1

<p><b>Charges Issued (some multiple charges):</b></p> <ul style="list-style-type: none"> <li>○ Plagiarism: 33 (58.9%)</li> <li>○ Unauthorized Tools: 8 (14%)</li> <li>○ Inappropriate Collaboration: 10 (17.8%)</li> <li>○ Multiple Submissions of Work: 4 (7%)</li> <li>○ Complicity: 1 (1.7%)</li> <li>○ Fabricated Data: 1 (1.7%)</li> <li>○ Impersonation: 1 (1.7%)</li> <li>○ Lying for Academic Advantage: 1 (1.7%)</li> </ul>	<p><b>Student Status:</b></p> <ul style="list-style-type: none"> <li>• Domestic: 51 (91%)                             <ul style="list-style-type: none"> <li>○ In-State: 43</li> <li>○ Out-of-State: 6</li> </ul> </li> <li>• International: 5 (9%)</li> </ul>
<p><b>Colleges:</b></p> <ul style="list-style-type: none"> <li>• BCOE: 5 (9%)</li> <li>• CCAC: 8 (15%)</li> <li>• CLASS: 12 (22%)</li> <li>• HHS: 11 (19%)</li> <li>• STEM: 12 (22%)</li> <li>• WCBA: 4 (6%)</li> <li>• Undeclared: 4 (8%)</li> </ul>	<p><b>Gender:</b></p> <ul style="list-style-type: none"> <li>• Female: 31 (55%)</li> <li>• Male: 25 (45%)</li> </ul>
<p><b>Class Standing:</b></p> <ul style="list-style-type: none"> <li>• CCP: 3 (5%)</li> <li>• Freshman: 16 (28.5%)</li> <li>• Sophomore: 11 (20%)</li> <li>• Junior: 7 (13%)</li> <li>• Senior: 16 (28.5%)</li> <li>• Masters: 3 (5%)</li> </ul>	<p><b>Month of Offense:</b></p> <ul style="list-style-type: none"> <li>• September: 3 (5%)</li> <li>• October: 2 (3.5%)</li> <li>• November: 13 (23%)</li> <li>• December: 29 (52%)</li> <li>• February: 2 (3.5%)</li> <li>• March: 5 (9%)</li> <li>• April: 2 (3.5%)</li> </ul>

**COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE**

Date **4/18/2019** \_\_\_\_\_ Senate Meeting Date **5/1/2019** \_\_ Report # (Senate Use Only) \_\_\_\_\_

**Intended Action:**    **Informational**   **x**      **Senate Vote** \_\_\_\_    **Consultative/Advisory** \_\_\_\_

**Name of Committee Submitting Report: University Curriculum Committee**

**Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)**    **appointed chartered**

**Names of Committee Members**

**Elected Members**

**Appointed Members UNIVERSITY CURRICULUM**

**Tom Wakefield, CSTEM (Chair)**

Susan Clutter, BCHHS

Julia Gergits, CLASS

Cicilia Yudha, CCCAC

Nicolette Powe, CLASS

Birsen Karpak, WCBA

Surech Sharma, CSTEM

Jozsi Jalics, CSTEM (non-voting)

Joy Tang, CLASS (non-voting)

Shilpa Bhandari, Student

Mary Beth Earnhardt, Programs Chair (ex officio)

Sue Miller, Admin. (ex officio)

Kristine Blair, Admin. (ex officio)

Jayne Caputo, Admin. (ex officio; courtesy appt.)

**Please write a brief summary of the report the Committee is submitting to the Senate:**

The list of courses approved at the 4/11/2019 meeting of the UCC is attached.

**If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration?**



**Introduction and Rationale****Revised Policy/Policies (when applicable)****Recommendation**

The committee recommends the attached list of changes to courses be adopted.

<b>Undergrad Curr Committee Chair (142)</b>				
<b>Code</b>	<b>Title</b>	<b>Status</b>	<b>Initiator</b>	<b>Received</b>
<a href="#"><u>ADV 3720</u></a>	<a href="#"><u>ADV 3720: Introduction to Adobe Creative Cloud</u></a>	Added	bdkeillor	3/29/2019
<a href="#"><u>AERO 1501</u></a>	<a href="#"><u>AERO 1501: Heritage and Values</u></a>	Edited	dmaliberti	4/1/2019
<a href="#"><u>AERO 2601</u></a>	<a href="#"><u>AERO 2601: Team and Leadership Fundamentals</u></a>	Edited	dmaliberti	4/1/2019
<a href="#"><u>AERO 3701</u></a>	<a href="#"><u>AERO 3701: Leading People/Effective Communication</u></a>	Edited	dmaliberti	4/1/2019
<a href="#"><u>AERO 4801</u></a>	<a href="#"><u>AERO 4801: Leading National Security/Leadership Responsibilities</u></a>	Edited	dmaliberti	4/1/2019
<a href="#"><u>ART 3759</u></a>	<a href="#"><u>ART 3759: Interactive Design</u></a>	Added	mnelson	4/1/2019
<a href="#"><u>ART 3760</u></a>	<a href="#"><u>ART 3760: Typography</u></a>	Added	mnelson	4/1/2019
<a href="#"><u>ART 3761</u></a>	<a href="#"><u>ART 3761: Intermediate Graphic Design</u></a>	Edited	mnelson	4/1/2019
<a href="#"><u>ART 3769</u></a>	<a href="#"><u>ART 3769: Intermediate Interactive Design</u></a>	Edited	mnelson	4/1/2019
<a href="#"><u>ART 4814</u></a>	<a href="#"><u>ART 4814: Senior Project: Spatial Arts</u></a>	Deleted	mmccormick	4/1/2019
<a href="#"><u>ART 4842A</u></a>	<a href="#"><u>ART 4842A: Student Teaching Seminar for Art Education</u></a>	Added	sadupoku	4/3/2019
<a href="#"><u>ART 4844</u></a>	<a href="#"><u>ART 4844: Supervised Student Teaching: Art (K-12)</u></a>	Added	sadupoku	4/3/2019
<a href="#"><u>CHEM 3764</u></a>	<a href="#"><u>CHEM 3764: Chemical Toxicology</u></a>	Edited	maserra	3/28/2019
<a href="#"><u>CHEM 3785</u></a>	<a href="#"><u>CHEM 3785: Biochemistry 1</u></a>	Edited	maserra	3/28/2019
<a href="#"><u>CHEM 3786</u></a>	<a href="#"><u>CHEM 3786: Biochemistry 2</u></a>	Edited	maserra	3/28/2019
<a href="#"><u>CIS 3741</u></a>	<a href="#"><u>CIS 3741: Business Programming Project</u></a>	Deleted	jrsullins	4/14/2019
<a href="#"><u>CIS 4810</u></a>	<a href="#"><u>CIS 4810: Special Topics</u></a>	Deleted	jrsullins	4/14/2019
<a href="#"><u>CIS 4820</u></a>	<a href="#"><u>CIS 4820: Computer Center Operations</u></a>	Deleted	jrsullins	4/14/2019
<a href="#"><u>CSCI</u></a>	<a href="#"><u>CSCI 3770: Concepts of Programming Languages</u></a>	Edited	jrsullins	4/14/2019

### Undergrad Curr Committee Chair (142)

<b>Code</b>	<b>Title</b>	<b>Status</b>	<b>Initiator</b>	<b>Received</b>
<a href="#">3770</a>				
<a href="#">CSIS 1510</a>	<a href="#">CSIS 1510: Global Electronic Information Resources</a>	Deleted	jrsullins	4/14/2019
<a href="#">CSIS 1525</a>	<a href="#">CSIS 1525: Survey of Modern Operating Systems</a>	Edited	jrsullins	4/14/2019
<a href="#">CSIS 1580</a>	<a href="#">CSIS 1580: Technical Presentation and Communication</a>	Deleted	jrsullins	4/14/2019
<a href="#">CSIS 2605</a>	<a href="#">CSIS 2605: Fundamentals of Programming and Problem- Solving 2</a>	Edited	jrsullins	4/14/2019
<a href="#">CSIS 3700</a>	<a href="#">CSIS 3700: Data Structures and Objects</a>	Edited	jrsullins	4/14/2019
<a href="#">CSIS 3701</a>	<a href="#">CSIS 3701: Advanced Object-oriented Programming</a>	Edited	jrsullins	4/14/2019
<a href="#">CSIS 3722</a>	<a href="#">CSIS 3722: Development of Databases</a>	Edited	jrsullins	4/14/2019
<a href="#">CSIS 3755</a>	<a href="#">CSIS 3755: Information Assurance</a>	Edited	jrsullins	4/14/2019
<a href="#">DNCE 1540</a>	<a href="#">DNCE 1540: Modern Dance 1</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 1550</a>	<a href="#">DNCE 1550: Conditioning and Wellness for the Performing Artist</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 1570</a>	<a href="#">DNCE 1570: Jazz Dance 1</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 1571</a>	<a href="#">DNCE 1571: Tap Dance 1</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 1572</a>	<a href="#">DNCE 1572: Ballet 1</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 1575</a>	<a href="#">DNCE 1575: Hip Hop Dance</a>	Added	awright07	4/3/2019
<a href="#">DNCE 2641</a>	<a href="#">DNCE 2641: Modern Dance 2</a>	Added	awright07	4/5/2019
<a href="#">DNCE 2667</a>	<a href="#">DNCE 2667: Musical Comedy</a>	Added	awright07	4/3/2019
<a href="#">DNCE 2670</a>	<a href="#">DNCE 2670: Jazz Dance 2</a>	Added	awright07	4/3/2019
<a href="#">DNCE 2671</a>	<a href="#">DNCE 2671: Tap Dance 2</a>	Added	awright07	4/3/2019

### Undergrad Curr Committee Chair (142)

<b>Code</b>	<b>Title</b>	<b>Status</b>	<b>Initiator</b>	<b>Received</b>
<a href="#">DNCE 2673</a>	<a href="#">DNCE 2673: Ballet 2</a>	Added	awright07	4/5/2019
<a href="#">DNCE 3742</a>	<a href="#">DNCE 3742: Dance Composition 1</a>	Added	awright07	4/5/2019
<a href="#">DNCE 3751</a>	<a href="#">DNCE 3751: Modern Dance 3</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 3770</a>	<a href="#">DNCE 3770: Jazz Dance 3</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 3771</a>	<a href="#">DNCE 3771: Tap Dance 3</a>	Added	awright07	4/5/2019
<a href="#">DNCE 3781</a>	<a href="#">DNCE 3781: Ballet 3</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 3791</a>	<a href="#">DNCE 3791: Dance Participation</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 4851</a>	<a href="#">DNCE 4851: Modern Dance 4</a>	Added	awright07	4/3/2019
<a href="#">DNCE 4881</a>	<a href="#">DNCE 4881: Ballet 4</a>	Edited	awright07	4/3/2019
<a href="#">DNCE 4893</a>	<a href="#">DNCE 4893: Independent Study in Dance</a>	Added	awright07	4/3/2019
<a href="#">ECE 3760</a>	<a href="#">ECE 3760: Cross-Curricular Applications and Classroom Management/Guidance</a>	Edited	jhberger	3/26/2019
<a href="#">ECE 4841</a>	<a href="#">ECE 4841: Supervised Student Teaching: Early Childhood</a>	Edited	jhberger	3/26/2019
<a href="#">ECE 4842</a>	<a href="#">ECE 4842: Student Teaching Seminar in Early Childhood Education</a>	Edited	jhberger	3/19/2019
<a href="#">ECE 4859</a>	<a href="#">ECE 4859: Pre-Kindergarten Teaching Methods and Materials</a>	Deleted	jhberger	3/19/2019
<a href="#">ECIS 2629</a>	<a href="#">ECIS 2629: Best Practices in ECIS</a>	Edited	clratican	3/26/2019
<a href="#">ECIS 3700</a>	<a href="#">ECIS 3700: Integrated Strategies in ECE/ECIS Inclusive Environments</a>	Edited	clratican	3/19/2019
<a href="#">ECIS 3790</a>	<a href="#">ECIS 3790: Assessing Learning in Early Childhood Education PK3</a>	Edited	clratican	3/19/2019
<a href="#">ECIS 4801</a>	<a href="#">ECIS 4801: Teaching of Language Arts and Social Studies: The Early Years</a>	Edited	clratican	3/26/2019
<a href="#">ECIS 4802</a>	<a href="#">ECIS 4802: Teaching of Mathematics and Science:</a>	Edited	jhberger	3/19/2019

### Undergrad Curr Committee Chair (142)

<b>Code</b>	<b>Title</b>	<b>Status</b>	<b>Initiator</b>	<b>Received</b>
<a href="#">4802</a>	<a href="#">The Early Years</a>			
<a href="#">ECIS 4841</a>	<a href="#">ECIS 4841: Supervised Student Teaching: ECE/ECIS</a>	Edited	mjmatanin	3/19/2019
<a href="#">ECIS 4842</a>	<a href="#">ECIS 4842: Student Teaching Seminar in ECE/ECIS</a>	Edited	mjmatanin	3/19/2019
<a href="#">EDFN 1501</a>	<a href="#">EDFN 1501: Introduction to Education</a>	Edited	jhberger	4/1/2019
<a href="#">EDFN 3708</a>	<a href="#">EDFN 3708: Education and Society</a>	Edited	jhberger	4/10/2019
<a href="#">EMCE 4815</a>	<a href="#">EMCE 4815: Seminar in Elementary School Science</a>	Deleted	jhberger	3/19/2019
<a href="#">ENGL 1551</a>	<a href="#">ENGL 1551: Writing 2</a>	Edited	jmgergits	3/26/2019
<a href="#">ENGL 4871</a>	<a href="#">ENGL 4871: The Black Experience in American Literature</a>	Edited	clvigliotti	3/25/2019
<a href="#">ENGL 4882</a>	<a href="#">ENGL 4882: The English Renaissance</a>	Edited	clvigliotti	3/25/2019
<a href="#">ENGL 4887</a>	<a href="#">ENGL 4887: The Romantic Period</a>	Edited	clvigliotti	3/25/2019
<a href="#">ENGL 4896</a>	<a href="#">ENGL 4896: British Literature from World War II to the Present</a>	Edited	clvigliotti	2/25/2019
<a href="#">HEPE 1575</a>	<a href="#">HEPE 1575: Performance and Analysis of Net and Wall Games</a>	Edited	mlavine	3/19/2019
<a href="#">HEPE 3715</a>	<a href="#">HEPE 3715: Teaching of Middle School Health Education</a>	Edited	mlavine	3/28/2019
<a href="#">HEPE 3716</a>	<a href="#">HEPE 3716: Teaching of High School Health Education</a>	Edited	mlavine	3/28/2019
<a href="#">HEPE 3780</a>	<a href="#">HEPE 3780: Methods of Teaching Dance</a>	Edited	jhberger	3/29/2019
<a href="#">HEPE 4808</a>	<a href="#">HEPE 4808: Standards Based Assessment in Health and Physical Education</a>	Edited	mlavine	3/19/2019
<a href="#">ITAL 3726</a>	<a href="#">ITAL 3726: Italian Phonetics and Phonology</a>	Added	jesarkissian	3/25/2019
<a href="#">ITAL 3736</a>	<a href="#">ITAL 3736: Italian Linguistics</a>	Added	jesarkissian	3/25/2019
<a href="#">MATH 1564</a>	<a href="#">MATH 1564: Foundations of Middle School Mathematics 1</a>	Edited	dhpollack	3/27/2019

**Undergrad Curr Committee Chair (142)**

<b>Code</b>	<b>Title</b>	<b>Status</b>	<b>Initiator</b>	<b>Received</b>
<a href="#"><u>MATH 2665</u></a>	<a href="#"><u>MATH 2665: Foundations of Middle School Mathematics 2</u></a>	Edited	dhpollack	4/10/2019
<a href="#"><u>MATH 3767</u></a>	<a href="#"><u>MATH 3767: Algebra/Geometry for Middle School Teachers 1</u></a>	Edited	dhpollack	3/27/2019
<a href="#"><u>MATH 3768</u></a>	<a href="#"><u>MATH 3768: Algebra/Geometry for Middle School Teachers 2</u></a>	Edited	dhpollack	3/27/2019
<a href="#"><u>MATH 4870</u></a>	<a href="#"><u>MATH 4870: Mathematics Seminar for Middle School Teachers</u></a>	Edited	dhpollack	3/27/2019
<a href="#"><u>MET 4810</u></a>	<a href="#"><u>MET 4810: Manufacturing Systems Analysis</u></a>	Edited	jdmartin01	3/22/2019
<a href="#"><u>MET 4820</u></a>	<a href="#"><u>MET 4820: Machine Systems</u></a>	Edited	jdmartin01	3/22/2019
<a href="#"><u>MKTG 3745</u></a>	<a href="#"><u>MKTG 3745: Sales and Account Management</u></a>	Edited	bdkeillor	3/29/2019
<a href="#"><u>MKTG 3749</u></a>	<a href="#"><u>MKTG 3749: Introduction to Sports Marketing</u></a>	Added	bdkeillor	3/29/2019
<a href="#"><u>NURS 3725</u></a>	<a href="#"><u>NURS 3725: Nursing Informatics</u></a>	Edited	lkrobich	4/1/2019
<a href="#"><u>NURS 3730</u></a>	<a href="#"><u>NURS 3730: Culture in Nursing</u></a>	Edited	lkrobich	4/1/2019
<a href="#"><u>NURS 4846</u></a>	<a href="#"><u>NURS 4846: Community Health Nursing for RNs</u></a>	Edited	lkrobich	4/1/2019
<a href="#"><u>NURS 4846L</u></a>	<a href="#"><u>NURS 4846L: Community Health Nursing for RNs Laboratory</u></a>	Edited	lkrobich	4/1/2019
<a href="#"><u>NURS 4852</u></a>	<a href="#"><u>NURS 4852: Senior Capstone Seminar</u></a>	Edited	lkrobich	4/10/2019
<a href="#"><u>NURS 4854</u></a>	<a href="#"><u>NURS 4854: Nursing Leadership</u></a>	Edited	lkrobich	4/1/2019
<a href="#"><u>PHLT 4801</u></a>	<a href="#"><u>PHLT 4801: Field Work in Health Education</u></a>	Edited	jjmistovich	4/1/2019
<a href="#"><u>PHYS 2617</u></a>	<a href="#"><u>PHYS 2617: Physical Science for Middle and High School Teachers</u></a>	Added	wgsturrus	4/10/2019
<a href="#"><u>SED 3706</u></a>	<a href="#"><u>SED 3706: Principles of Teaching Adolescents</u></a>	Edited	mlcripe	3/19/2019
<a href="#"><u>SED 4800C</u></a>	<a href="#"><u>SED 4800C: Science Methods for Adolescent and Young Adult Learners</u></a>	Edited	mlavine	3/28/2019
<a href="#"><u>SED 4800E</u></a>	<a href="#"><u>SED 4800E: English Methods for Adolescent and</u></a>	Edited	mlavine	3/28/2019

### Undergrad Curr Committee Chair (142)

<b>Code</b>	<b>Title</b>	<b>Status</b>	<b>Initiator</b>	<b>Received</b>
<a href="#">4800E</a>	<a href="#">Young Adult Learners</a>			
<a href="#">SED 4800M</a>	<a href="#">SED 4800M: Mathematics Methods for Adolescent and Young Adult Learners</a>	Edited	mlavine	3/29/2019
<a href="#">SED 4800S</a>	<a href="#">SED 4800S: Social Studies Methods for Adolescent and Young Adult Learners</a>	Edited	mlavine	3/29/2019
<a href="#">SED 4827</a>	<a href="#">SED 4827: Supervised Student Teaching: Language (K-12)</a>	Edited	jhberger	3/26/2019
<a href="#">SED 4842</a>	<a href="#">SED 4842: Supervised Student Teaching: High School</a>	Edited	jhberger	3/26/2019
<a href="#">SED 4842A</a>	<a href="#">SED 4842A: Student Teaching Seminar for Secondary Education</a>	Edited	jhberger	3/26/2019
<a href="#">SED 4843</a>	<a href="#">SED 4843: Supervised Student Teaching: Art (K-12)</a>	Edited	jhberger	3/26/2019
<a href="#">SED 4844</a>	<a href="#">SED 4844: Supervised Student Teaching: Music (K-12)</a>	Edited	jhberger	3/26/2019
<a href="#">SED 4845</a>	<a href="#">SED 4845: Supervised Student Teaching: Health (K-12)</a>	Edited	jhberger	3/26/2019
<a href="#">SED 4846</a>	<a href="#">SED 4846: Supervised Student Teaching: Physical Education (K-12)</a>	Edited	jhberger	3/26/2019
<a href="#">SPED 2630</a>	<a href="#">SPED 2630: Individuals with Exceptionalities in Society</a>	Edited	jhberger	3/28/2019
<a href="#">SPED 2630L</a>	<a href="#">SPED 2630L: Individuals with Exceptionalities in Society Laboratory Experience</a>	Added	jhberger	3/29/2019
<a href="#">SPED 2631</a>	<a href="#">SPED 2631: Intervention Strategies with Special Needs Children in Early Childhood</a>	Deleted	jhberger	3/19/2019
<a href="#">SPED 3715</a>	<a href="#">SPED 3715: Characteristics and Needs of Children and Youth with Mild/Moderate Disabilities</a>	Edited	jhberger	3/26/2019
<a href="#">SPED 4828</a>	<a href="#">SPED 4828: Education for Children and Youth with Emotional Behavior Needs</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4833</a>	<a href="#">SPED 4833: Characteristics and Needs of Exceptional Children and Youth with Moderate/Intensive Disabilities</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4834</a>	<a href="#">SPED 4834: Educational Strategies and Methods for Children and Youth with Moderate/Intensive Disabilities</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4835</a>	<a href="#">SPED 4835: Classroom Management for Exceptional Children and Youth</a>	Added	jhberger	3/29/2019

### Undergrad Curr Committee Chair (142)

<b>Code</b>	<b>Title</b>	<b>Status</b>	<b>Initiator</b>	<b>Received</b>
<a href="#">SPED 4839</a>	<a href="#">SPED 4839: Supervised Student Teaching: Moderate/Intensive Intervention Specialist</a>	Edited	mlavine	4/10/2019
<a href="#">SPED 4849</a>	<a href="#">SPED 4849: Supervised Student Teaching: Mild Moderate/Disabilities</a>	Edited	mlavine	4/10/2019
<a href="#">SPED 4851</a>	<a href="#">SPED 4851: Transition Planning, Social Skill Development and Health-Related Issues</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4852</a>	<a href="#">SPED 4852: Prog Development Instructional Strategies for Learners with Moderate to Intensive Except Learn Needs</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4853</a>	<a href="#">SPED 4853: Diagnosis and Intervention in Mathematics for Special Education</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4854</a>	<a href="#">SPED 4854: Cross-Curricular Interventions</a>	Edited	jhberger	3/29/2019
<a href="#">SPED 4864</a>	<a href="#">SPED 4864: Service Coordination, Collaboration, and Consultation for Students with Special Needs</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4866</a>	<a href="#">SPED 4866: Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4867</a>	<a href="#">SPED 4867: Intervention and Remediation of Receptive/Expressive Language Dysfunction</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4868</a>	<a href="#">SPED 4868: Mild/Moderate Disabilities Practicum</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4869</a>	<a href="#">SPED 4869: Student Teaching Seminar for Special Education</a>	Edited	jhberger	3/19/2019
<a href="#">SPED 4872</a>	<a href="#">SPED 4872: Assessment and Referral for Children and Youth with Exceptionalities for the Intervention Specialist</a>	Added	jhberger	3/29/2019
<a href="#">SPED 4873</a>	<a href="#">SPED 4873: Communication and Literacy Skills for Learners with Significant Disabilities</a>	Added	jhberger	3/29/2019
<a href="#">TCED 4800L</a>	<a href="#">TCED 4800L: Laboratory Experience for Teaching All Learners</a>	Edited	jhberger	3/29/2019
<a href="#">TEMC 4802</a>	<a href="#">TEMC 4802: Student Teaching: Middle Childhood</a>	Edited	jhberger	4/10/2019
<a href="#">TEMC 4803</a>	<a href="#">TEMC 4803: Student Teaching Seminar for Middle Childhood Education</a>	Edited	jhberger	3/26/2019
<a href="#">TERG 2601</a>	<a href="#">TERG 2601: Reading Application in Content Area Early Years</a>	Edited	jhberger	3/19/2019
<a href="#">TERG 2610</a>	<a href="#">TERG 2610: Reading Application in Content Areas Middle Years</a>	Edited	jhberger	3/19/2019



<b>Undergrad Curr Committee Chair (142)</b>				
<b>Code</b>	<b>Title</b>	<b>Status</b>	<b>Initiator</b>	<b>Received</b>
<a href="#">TERG 3701</a>	<a href="#">TERG 3701: Phonics in Reading Instruction</a>	Edited	jhberger	3/19/2019
<a href="#">TERG 3702</a>	<a href="#">TERG 3702: Developmental Reading Instruction</a>	Edited	jhberger	3/19/2019
<a href="#">TERG 3703</a>	<a href="#">TERG 3703: Assessment and Instruction in Reading</a>	Edited	jhberger	3/19/2019
<a href="#">TERG 3711</a>	<a href="#">TERG 3711: Reading Application in Content Areas, Secondary Years</a>	Edited	jhberger	3/19/2019
<a href="#">THTR 1512</a>	<a href="#">THTR 1512: The American Musical</a>	Edited	mfdenison	4/10/2019
<a href="#">THTR 2664</a>	<a href="#">THTR 2664: Musical Theatre Studio</a>	Edited	mfdenison	4/3/2019
<a href="#">THTR 3768</a>	<a href="#">THTR 3768: Script Analysis for Stage and Screen</a>	Edited	kngarlick	4/3/2019

The following courses will be approved pending corrected syllabi received:

<a href="#">ENGL 4831</a>	<a href="#">ENGL 4831: British Genres, Circles, and Movements</a>
<a href="#">ENGL 4860</a>	<a href="#">ENGL 4860: The Medieval World</a>
<a href="#">ENGL 4862</a>	<a href="#">ENGL 4862: Themes in American Literature</a>
<a href="#">ENGL 4864</a>	<a href="#">ENGL 4864: American Literary Conversations</a>
<a href="#">ENGL 4881</a>	<a href="#">ENGL 4881: Shakespeare and His World</a>
<a href="#">ENGL 4886</a>	<a href="#">ENGL 4886: Restoration and Eighteenth Century British Literature</a>
<a href="#">ENGL 4892</a>	<a href="#">ENGL 4892: Nineteenth Century British Literature Studies</a>
<a href="#">ENGL 4895</a>	<a href="#">ENGL 4895: Early Twentieth Century British Studies</a>

As of Friday, March 1, 2019 the following workload categories have been standardized across the colleges/departments:

- **Lecture (LE):** A lecture is formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques. The courses require no special physical plant facilities but may be offered in any general classroom. The student in such a course receives one (1) hour of academic credit for each hour spent in the classroom. One (1) Teaching Hour (TH) equals one (1) contact hour (50 minutes) of lecture instruction in a course.

**Workload: 1 TH per 1 contact hour**

- **Seminar (SE):** A seminar is an educational experience which is less formal than a classroom/lecture/discussion class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations. The courses require no special physical plant facilities but may be offered in any general classroom. The student in such a course receives one (1) hour of academic credit for each hour spent in the classroom. One (1) Teaching Hour (TH) equals one (1) contact hour (50 minutes) of seminar instruction in a course.

**Workload: 1 TH per 1 contact hour**

- **Recitation (RE):** Use this category to describe small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction that occurs in the larger lecture. The courses require no special physical plant facilities but may be offered in any general classroom. The student in such a course receives one (1) hour of academic credit for each hour spent in the classroom. One (1) Teaching Hour (TH) equals one (1) contact hour (50 minutes) of recitation instruction in a course.

**Workload: 1 TH per 1 contact hour**

- **Practicum (PR):** A practicum is an on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.

**Workload: 1 TH per 1 contact hour**

- **Independent (Individual) Studies (IS):** Course sections in which a faculty member works with a student or small group of students. These courses require the student, under faculty supervision, to conduct individualized research to pursue an individual project. No faculty member may receive more than three (3) TH for independent (individual) study courses during any one term.

**Workload: One (1) TH for each six (6) SCH as reflected by the census point**

- **Internship Program (IN):** An internship program is a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work or community service experience and that does both of the following:

1. Offers internships of specified and definite duration;

2. Evaluates each participating student's performance in the internship position, both from the perspective of the student's institution of higher education and the student's internship employer.

An internship program may provide participating students with academic credit upon successful completion of the internship, and may provide students with compensation in the form of wages or salaries, stipends, or scholarships.

*(Reporting Note: Internships may be paid and may be for credit; they are usually one off activities rather than alternating as with coops)*

**Workload: One (1) TH for each fifteen (15) SCH as reflected by the census point.**

- **Lab (LB):** A laboratory is an educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member. A laboratory requires applied study in a place on campus especially equipped for that purpose. The student is traditionally required to devote a greater number of weekly contact hours in a laboratory than the number of credit hours received for successful completion of the course.

**Workload: 2/3 TH per contact hour**

- **Studio (ST):** Studio is used to describe music, performance art, and theater courses. In a studio course there are demonstrations of specific skills, lecture portions are either non-existent or very limited and the class is structured as a practicum of doing with the guidance of instruction from a faculty member. The student is traditionally required to devote a greater number of weekly contact hours in a studio than the number of credit hours received for successful completion of the course.

**Workload: 2/3 TH per contact hour**

The following workload categories have yet to be standardized across the colleges/departments:

- Clinical
- Co-op
- Field Experience
- PhD and Master's Classes
- High Enrollment Classes
- Music lessons/ensembles
- Study Abroad
- Student Teaching
- Courses fitting in the "other" category

For Thesis/Dissertation advising, while general guidelines will be developed, it is recommended this be finalized in concert with strategic planning determining the areas within which we will gain national and strategic distinction so this step to finalize is linked to institutional goals/objectives.

## Voluntary and Involuntary Medical Leave

### What is Medical Leave?

Medical leave is available for all students (undergraduate and graduate-level) with a documented physical or psychological illness of a serious nature that requires them to leave the University mid-semester without completing their coursework, or that requires them to withdraw from the University for up to two consecutive semesters. Students who have reported an incident to the Title IX office **may** also be eligible for a medical withdrawal under this policy. After two consecutive semesters, a student who does not take appropriate steps to return to the University will be deemed officially withdrawn. **Students must intend to withdraw from all coursework to be eligible for medical leave.** Approved medical leave does not guarantee students the ability to return to the University without approval from the Vice President of Student Affairs (VPSA).

- Students attempting to withdraw from an individual summer session should understand that all summer sessions are considered part of a single semester. If a student wishes to withdraw from a specific summer session, they must petition their academic college.
- If a student wishes to switch to part-time status or withdraw from selected courses, they must contact their academic advisor and obtain approval of their college Dean.

### Medical Leave Process

Medical leave requests are processed through the Division of Student Experience and approved by the VPSA. The VPSA may grant a student medical leave in place of the student requesting late withdrawal through their academic college.

**Requests for medical leave must be submitted on or before the last day of classes (prior to finals week) of the term from which the student wishes to withdraw.** The VPSA will not retroactively withdraw students from previously completed terms. Any subsequent request of a similar nature may be denied at the discretion of the VPSA. Finally, students must follow the existing process to receive a retroactive withdrawal.

Students are encouraged to discuss medical issues with a counselor or care provider as soon as it becomes apparent that their health is preventing them from successfully completing their work. This serves both the best interests of the student and the University. In order for a medical leave request to be considered, students must provide official documentation from a licensed care provider. Students may contact Wick Primary Care and/or Student Counseling Services for treatment, or consult a licensed care provider of their choosing. Documentation may be submitted via fax, U.S. mail, or by dropping off the documents at the VPSA Office. The official documentation must contain the following information:

- The care provider's name on office letterhead
- A brief statement identifying the student as a patient or client
- The date of illness onset
- Dates of medical care
- The general nature of the student's medical condition
- The impact of the student's medical condition on their coursework
- The most recent date that the student was able to attend classes
- The length of time (up to two consecutive semesters) that the student will require medical leave

Upon receipt of the aforementioned information, the VPSA will forward all documents to the Medical Director for Wick Primary Care or the Director of Student Counseling Services for authentication. After the documents have been authenticated, the VPSA will approve or deny the request and notify the student of their decision.

### **Notification of Medical Leave**

When medical leave is approved, the VPSA notifies the Office of the Registrar, the Bursar's Office, Financial Aid, and the student's academic college of their withdrawal.

- The Office of the Registrar will formally withdraw the student from semester courses and their transcript will be notated with a W grade for each class. W grades do not affect GPA or a student's academic standing.
- The Bursar's Office will audit the student's account and bill for any outstanding fees. The audit may take up to 30 days to conclude. If the student has no active balance, or has a credit on their account, they will receive a statement containing this information. Students who are approved for medical leave may be eligible for prorated refunds in accordance with the late withdrawal date established by the Bursar's office.
- If the student lives in University housing, the VPSA will notify the Office of Housing & Residence Life of their medical leave. The student is individually responsible for scheduling a time to vacate their residential space and return room keys.
- If the student receives veteran's benefits, is an international student on a visa, or is an NCAA athlete on scholarship, the student must independently notify the appropriate office(s) to avoid disruption to aid, additional benefits, or eligibility.
- If the student is a dependent, the VPSA does **not** notify their parents/guardians of the medical leave, unless the student signs a release of information waiver.

### **Involuntary Medical Leave**

In order to provide a safe environment in support of the University mission, a student may be required to take involuntary medical leave when their physical or psychological illness, and behavior relative to their illness, is incompatible with the minimum standards of academic performance and community expectations. The VPSA will review information regarding students who may benefit from involuntary medical leave on a case-by-case basis. Students who may be considered for involuntary medical leave are:

- Those who pose a threat to themselves or others. This includes significant risk of suicide, persistent self-harm and homicidal intentions.
- Those whose physical/psychological illness requires specialized services unavailable at the University or locally.
- Those whose behavior is severely disruptive to others. Severe disruption causes significant emotional and/or physical distress to other students, staff, and/or faculty in the campus community. Such disruption may stem from a single incident or a pattern of ongoing behavior.
- Those whose behavior results in damage to property owned by the University or community members.
- Those who do not comply with previously established assessment and/or treatment plans required by University officials. Failure to follow these plans of action increases the likelihood that a student's behavior progresses toward long-term impairment and inability to function as a successful student at the University.

### **Effective Date of Medical Leave Possible Extension of Leave Status**

The effective date of approved or required medical leave is the date when the VPSA receives the leave request and required documentation. A student's one or two-semester leave period will commence on the first day of the subsequent academic semester. A student on a one-semester medical leave may request an additional one-semester extension by submitting a written request to the VPSA prior to the desired semester of continued leave. Additional documentation may be necessary for approval of an extension. A decision approving or denying extended medical leave will follow the same process described in the section entitled "Medical Leave Process." The VPSA has the discretion to alter or extend the return date on a case-by-case basis.

### **Returning to the University**

Students on medical leave are not regarded as having permanently withdrawn from the University and are not required to apply for readmission unless the leave period exceeds two consecutive semesters. Upon departure from the University, a medical leave hold will be placed and remain on a student's account, inhibiting them from registering for courses until all responsibilities have been met for readmission. A student requesting to return from medical leave must:

- Have a licensed care provider provide a specific diagnosis and provide a detailed report discussing the nature of the psychological or medical illness, outlines the major symptoms of the illness, and indicates how the illness affects the student in the University environment.
- Have their licensed care provider establish and outline a treatment plan, including necessary medications and any substantial side effects that could impair the student's ability to return to campus. Any recommended accommodations should be included in the report, if long-term disability exists.
- Sign a release of information allowing the VPSA, Director of Student Outreach & Support, Director of Student Counseling Services, and Medical Director of Wick Primary Care to communicate with the licensed care provider to determine readiness to return to the University.
- Have proof of progress toward or completion of active recommendations from the licensed care provider.
- Complete any required Student Conduct sanctions stemming from prior behavioral incidents, if applicable.
- If approved to return to the University, meet with the Director of Student Outreach & Support for regular check-ins, as requested.
- All records will be maintained in the Maxient database as the main repository.
- Upon final approval, a resolution letter outlining the status of the medical withdrawal and the guidelines for return will be forwarded electronically to the following appropriate offices: Registrar's office, Bursar's office, College Dean and Department Chair, Financial Aid and Scholarships, and Housing and Residence Life.

Upon receipt, appropriate University administrators will review the aforementioned information, determine whether requirements have been satisfied, and establish if the student is ready to return to campus. This decision is final.