Section 4: Courses

College Curriculum Review

The college curriculum review of courses and programs is completed each spring, summer, or fall for the next academic year's course offerings (work one year in advance). These college reviews should be completed in time to meet the deadlines for University Curriculum Council (UCC) review (usually October 1st). The deadline is necessary to meet publication timelines and to make database changes prior to course scheduling (usually in December for the next Fall) and registration (begins in April).

Course Changes that Affect Degree Programs:

For all course changes that affect undergraduate program requirements a Program Change Request must be submitted to the UCC. Course changes that change a program include adding new required courses, changing credit hours that change the major/minor hours, deleting core courses, etc.

Only those students who declare their major during the academic year (Fall through Summer) that the new requirements go into effect are obligated to meet these new requirements. *All other students should be allowed to follow the degree program in effect at the time they declared their major.* The university guarantees students the right to graduate from the program *as it was* when it was declared.

Departments may counsel with a student showing the benefits of the new program or warning them about licensure requirements, etc., but the choice is up to the student — not the department or advisor.

Changes to an existing course:

1. If changes to the course title, description, and/or credit hours are extensive, the course should be treated like a new course and not a change to an existing course.
   a. Would the department be willing to use the "new" version of the course as equivalent for repeat purposes to the "old" version of the course?
   b. If not, then it should be treated like a new course.

2. Changing credit hours:
   a. If the course is required for a degree program, submit a Program Change Request to the UCC. The UCC prefers that program hours decrease or stay the same.
   b. If hours are decreasing, the curriculum index number for the course will need to change so that the computer will not allow repeat (i.e., a 3 hours course cannot repeat a 4 hour course).
   c. According to university guidelines, one credit hour represents 3 hours of work per week for a typical student. For example, three credit hours could represent:
      i. 3 hours in class and 6 hours out of class.
      ii. 2 hours in class, 1 hour lab, and 6 hours out of class.
      iii. 2 hours in class and 7 hours out of class
      iv. 9 hours a week on the computer for an online course.

3. Is the course used by other departments as a prerequisite course or as part of their degree programs?
   a. If so, alert these departments so they are aware of the change and can give feedback as necessary.

4. Is the course cross-listed with another course?
   a. If the same curriculum index number is used for both course, both departments will need to agree on the changes being made.

Adding new courses:

1. The course form should indicate the resource impact of the course. The department and college will need to negotiate any resource adjustments that will need to be made.

2. To add a new course to a degree program, submit a Program Change Request.

3. As the justification for creating a new course, explain why the course should be offered.
   a. Does the degree program really NEED the course? Are the students going to be seriously impaired in their career fields if they do not know the subject covered by the course? Is this the direction the technology, market, business w3orkd, scientific world, etc. is moving and the department needs to keep up? These, and other questions, need to be dealt with before approving a new course that will require university resources.
   b. A professor's pet thesis or field of study is not sufficient justification.
   c. Usually, a department should be willing to give up a current course to create a new course to keep the curriculum of the department (and the university) in equilibrium.

Deleting courses:

1. Is the course used by another department as a prerequisite or part of their degree program?

a. The other department(s) should approve and sign the request.
b. If the other department(s) needs the course, negotiate with the department(s) so the needs of the students can be met.

2. If the deleted course was part of a degree program in the department, is it being replaced by another course or is the program being reorganized.
   a. If so, submit a Program Change Request to the UCC.

Late (or Mid-year) course changes.

The UCC must review and approve all late changes. Late changes are only approved under extenuating conditions. Such late changes may impact a student's schedule, tuition, scholarship or grant, etc. The following should be considered before submitting a late change to the UCC for approval.

1. How will students be informed of changes after the catalogs are published and the class scheduling is completed for a given semester?

2. Is there a sufficient compelling reason to make the change immediately rather than waiting for the next review cycle?

3. Changes effective to a course offered during a semester or term after that semester or term has already started should never happen. (The only exception is a Grade Rule change. This would not even need to happen if instructor's would be alert to the Grade Rule posted on their class roles.)

4. What effect will the change have on degree programs and on student Progress Reports?

UCC Review of All Course Changes and New Courses

The UCC will review all college-approved changes. Any change may be discussed if UCC members have a concern. Some proposed changes may be sent back to the college before a final decision is made.

To make changes to an existing course or to create a new course, please use the "Course Form" in the "Forms" section of this Handbook.

To delete (expire) an existing course or any of its flex titles, please use the "Course Delete Form" in the "Forms" section of this Handbook.

Course Catalog Numbers

The abbreviated department name (now known as the teaching area) (5 alphabetical character limit) plus a three-digit number, which may have a letter suffix, should be used to designate each course.

Course Number	Type of Course
1 to 99	Preparatory and remedial (non-credit)
100 to 299	Lower-division
300 to 499	Upper-division
500 to 599	Advanced undergraduate (90 hours completed and/or departmental approval) or graduate
600 to 799	Graduate

Reserved Numbers

199R, 299R, 399R, 496R, 599R, 688R — Internships
499R — Senior or honors thesis
589 — Inservice course with school districts
699R — Master's thesis research and writing
799R — Doctoral dissertation research and writing
698R and 798R — Field project in lieu of thesis and dissertation

Course Suffixes

H — Designates an Honors Course (discontinued usage as of Fall 2004)
M — Designates a departmental majors course
R — Designates a course that may be repeated for credit

> Two R courses offered through the same department, with the same number on a transcript are treated as two independent courses. If an R course is repeated to raise the grade received, the grade will be averaged, because it is assumed that the subject matter varies with each new enrollment.

Note: Suffixes, such as "A," "B," or "C," showing course sequencing, are discouraged. Instead, course sequences should be designated with separate numbers (i.e., Math 112 and 113) and with Arabic numerals in the title (i.e., Calculus 1 and Calculus 2).

Special Topics Courses

Departments are encouraged to have in their programs one or more special topics courses whose course content may vary from time to time. This enables the department to offer current subjects on a one-time-basis, or experimental courses, or courses which would not be allowed to remain on the books because they are offered too infrequently. *These courses normally have an R suffix.*

Use of Previously Used Course Numbers

In order to avoid difficulties in the interpretation of student records and so students are not confused about their program requirements, a course number should not be reused for a different course until the course has been expired (deleted from the university curriculum) for a period of at least three years. Departments can use the CRS3 page in the AIM system to see which course numbers are available for use.

Use of 500-Level Catalog Numbers

Definition: Graduate, advanced undergraduate, or certification/licensure courses

Approved uses:

1. Introductory, foundation, or elective graduate courses
2. Courses that require 400 level prerequisites
3. Advanced undergraduate elective courses that **must** exceed upper division level
4. Foundational or introductory post-baccalaureate courses leading to professional certification or licensure
5. Courses essential to programs that bridge between five-year undergraduate programs and graduate foundation studies

Uses requiring justification:

1. Courses that mix graduates with undergraduates because of inadequate teaching resources
2. Courses intended to facilitate a small class environment for *undergraduate-level* mentoring

Guiding Principles:

1. Graduate courses and programs should differ qualitatively from undergraduate programs and courses.
2. An excellent undergraduate experience should not *require* enrollment in graduate level courses, except in the case of an integrated bachelor/masters program.
3. Thoroughly qualified undergraduates *who are willing and able to meet graduate level standards* may enroll in any 500 level courses that are not restricted to graduate students.
4. Advanced graduate level courses should be numbered at the 600 and 700 levels.

March 16, 2004

Course Titles

Full Course Title

The full course title should reflect the main topic of the course as succinctly as possible. This is the title that will show in the university catalog.

Abbreviated Title

This is the abbreviated version of the full course title to use no more than 30 spaces. This is the title that will show in the Class Schedule and on the student's transcript. Abbreviations should be as understandable as possible.

Flexible Titles

This option allows a department to offer multiple titles for one course. One or more of the approved flexible titles may appear in the Class Schedule at one time. Flexible titled courses should use the "R" suffix, thus allowing students to take more than one titled course and receive credit. Generally, flexible titled courses are used with special topics courses, seminars, or courses for which the general subject area is fixed but the specific materials very from year to year.

Please Note:
To change the title of a course or add flex titles, please use the *Course Form* found in the "Forms" section of this Handbook.

Course Credit Hours

One semester unit of academic credit represents a minimum of one hour of instruction per week in a semester or two hours of instruction per week in a term/block (e.g., a three hour class will meet at least three hours per week in a semester).

An average student is expected to spend two to three hours of preparation time for every hour in class. Student preparation may include laboratory or quiz section work.

Condensed course offerings should not give more than one credit hour per week unless special authorization is obtained from the academic vice president.

Catalog Listing

The hours designation listed in the catalog (in parentheses after the course title) is outlined as follows:

- Credit hours — the first number represents the number of hours a student will earn toward graduation by completing the course with a passing grade.

- Lecture hours per week — the second number represents the number of class hours of lecture, recitation, or seminar meetings per week.

- Lab or Quiz hours per week — the third number represents laboratory, field study, or individual research hours required per week beyond the hours included in “Lecture Hours per Week.” May take the place of the two to three hours of preparation time as outlined above.

Please Note:
To change the credit hours, lecture hours per week, or lab/quiz hours per week for a course, please use the *Course Form* in the “Forms” section of this Handbook.

Grade Rules

Valid grades for the course are determined by the approved Grade Rule. The Grade Rule is listed on the Class Roll each semester/term. The Electronic Grade Submittal System will only allow instructors to mark such grades as are outlined by the Grade Rule for that course.

The different Grade Rules are as follows:

Grade Rule 7: 1.5–4.0. (Numeric grade rule)
  To be used by Law School only.

Grade Rule 8: A, B, C, D, E, I. (Standard grade rule)

Grade Rule 9: P, E, I. (Pass-fail grade rule)
  To be used only where evaluation of student performance is inadequate for use of the standard grade rule.

Grade Rule 10: A, B, C, D, E, T, I. (Standard grade rule with a T option)
  To be used when the completion of course work does not normally occur at the end of a term or semester.

Grade Rule 11: P, T, E, I. (Pass-fail grade rule with a T option)
  To be used when evaluation of student performance is inadequate for use of the standard grade rule and completion of the work does not normally occur at the end of a term or semester.

Grade Rule 12: A, B, C, D, E, P, T, I. (Inclusive grade rule)
  To be used only when no other grade rule can meet the need. Must have sufficient justification to be used.

Grade Rules may be changed only for the full course. Individual sections of a course cannot have separate Grade Rules. However, individual flexible titles (each individual title code assigned to the curriculum index number) can have a different Grade Rule from the main or generic title of the course.

Please Note:
To request a change in a Grade Rule, a memo should be sent to the Registrar's Office (c/o Tanya Gibson, University Curriculum Administrative Assistant, B-150 ASB) outlining the course to be changed, what the department would like the new Grade Rule to be, when the change should be effective (current semester can be changed as long as grade rolls have not been produced online), why the change needs to take place, and signed by the department chair. A *Course Form* is not needed to make these changes.

D Credit Policy

Students may use a course in which they receive a D ("minimum passing") to complete major, minor, religion, or general education requirements. Those receiving a D in a course will not be required to retake the course unless there is a *significant educational purpose* that has been justified as an exception on the basis of legal requirements, health and safety considerations, accreditation standards, certification demands, or essential skill development. The University Curriculum Council must approve all exceptions.

UCC Considerations:

1. A letter grade of D is defined in the BYU Undergraduate Catalog as "minimum passing."
2. Restrictions on D credit may contribute to grade inflation if they encourage faculty to award a C when a D should have been received. Restrictions may also increase time to graduation without significant benefit to the student.
3. A minimum overall GPA of 2.0 is required for graduation. This prevents students from graduating with a significant number of D grades. Should this requirement be extended to the major and minor?
4. Students may retake any course when they are so advised or deem it necessary to their education.
5. Graduate schools and recruiters recognize the high quality of BYU graduates and are capable of evaluating the significance of a D grade on a graduate's record.

Catalog Entry:

Students may use a course in which they receive a D ("minimum passing") to complete major, minor, religion, or general education requirements. Those receiving a D in a course will not be required to retake the course unless a higher minimum grade is stipulated in a degree program or course sequence description in the undergraduate or graduate catalog.

11/18/03

Cross Listed Courses

Courses taught as multiple-listed or cross-listed courses are jointly taught between two (or more) departments and are listed in both departmental sections of the catalog and class schedule.

Both abbreviated teaching area names appear in the catalog in the course description area as part of the entry. For example:

> **C S 124. (C S – EC En) Introduction to Computer Systems.** (3:3:2) F, W, Su
> Etc.
>
> **EC En 124. (EC En – C S) Introduction to Computer Systems.** (3:3:2) F, W, Su
> Etc.

In order for courses to be cross-listed, the following criteria must be met:

- Courses must be taught at the same time, in the same room, and by the same instructor(s).
- Courses must have the same credit hour designation.
- Courses must have the same course title, description, and prerequisites.
- A graduate-level course (numbered 500 to 799) may NOT be cross-listed with an undergraduate-level course (numbered 100 to 499).
- Courses will have the same Curriculum Index Number (registration number) but different title codes.

Two courses are not cross-listed just because they are taught together.

To request a cross-listed course, the department wishing to *cross list* with an already established course should do the following:

Make arrangements with the *host* department to cross-list with their course.

Come to an agreement about the title, credit hours designations, title, description, and prerequisites for the course. The course number does not necessarily have to be the same in all departments — but that is preferred.

Both department chairs must sign off on this transaction either by both departments submitting a *Course Form* indicating the same, agreed upon information (especially if there are going to be changes to the host department's catalog listing); or, the new department submits a *Course Form* outlining the course *as it is currently* in the catalog and showing their intention to be *cross-listed* with this course and attach a memo of agreement should be attached signed by the host department chair.

To request a *new course* to be jointly shared by two or more departments (there is not a host department in this instance), the following needs to be done:

- All departments involved must come to an agreement about the title, credit hours designations, title, description, and prerequisites for the course. The course number does not necessarily have to be the same in all departments — but that is preferred.
- All departments involved must submit a *Course Form* request the course to be created and cross-listed. (Of course, the information on the forms should be the same as outlined above.)
- Submit the *Course Form* through the regular departmental and college review bodies for each department requesting the course.

Please Note:
To request a cross-listed course, please use the *Course Form* found in the "Forms" section of this Handbook.

Prerequisites

- In listing prerequisites for courses, only the **immediate** prerequisite should be specified (not the whole list of courses that feed one into another).

- There are to be no “hidden” prerequisites in listing program requirements. If a course has a prerequisite(s) they automatically become part of the program requirements and the hours are added to the total hours for the program. (An exception to this would be a list of elective courses students may choose among as part of a specialization/option/track within their major program.)

- If there are prerequisite courses that may be waived depending on the students previous experience (e.g., Span 101, 102, 201 are waived if a student has had previous language experience or been on a mission to a Spanish-speaking area) they still must be listed as part of the program requirements and the hours must be added into the total program hours. However, there can be a statement indicating the prerequisites can be waived and there can be an hour range shown (e.g., 56–72 total hours) for the degree program.

Please Note:
To list new prerequisites or change current prerequisites for a course, please use the *Course Form* found in the “Forms” section of this Handbook.

Course Descriptions

Should be written in such a way that a person of “average” intelligence would be able to understand what is contained in the course. Following are guidelines for writing a course description:

- Should not be longer than is absolutely necessary.
- Use “active” voice.
- Delete articles wherever possible.
- Restrict adverbs and adjectives.
- Use parallel structure.
- Don’t repeat information contained in the course title.
- Don’t capitalize, except very proper nouns.
- Avoid unnecessary introductory phrases (e.g., A course in . . .; A study of . . .; etc.). It is self evident that this is a course and will be a study of…
- Avoid phrases where a single word will do (e.g., with special emphasis = emphasizing; application of the = applying; relevant to the study of = relating to; etc.).
- Avoid the phrase “the student”.
- Avoid Latinisms (e.g., utilization = use; introductory or fundamental = basic; etc.)
- Avoid “special jargon” unique to the discipline as much as possible. Remember that those outside your field of study may need to know what this course is — not just those trained in the field.

Course descriptions submitted for a course will be edited to make sure there is consistency in the voice and structure throughout the catalog.

Please Note:
To list a new description or make changes to an existing course description, please use the *Course Form* found in the “Forms” section of this Handbook.

Policy Statement on Fees

The Board of Trustees has asked the University to avoid, wherever possible, charging students fees over and above tuition. The Board expects educational programs to be covered from budgeted funds, not through additional student fees. Hence, student fees are generally discouraged at BYU.

Exceptions to this general principle will be considered for the following:

- "Take-away" Materials: Fees may be justified for "take-away" materials. Such materials are used for projects that have a clear personal benefit (e.g., oak for a desk in a woodworking class, flowers for a bouquet in flower arranging class, film for film-making, etc.). Materials used to teach labs (e.g., chemicals for chemistry courses) are not to be paid for from student fees.

  Paper for personal printing in computer labs may be billed to the student as "take-away material." Such fees are for paper costs only, not to maintain or replace capital equipment, keep software updated, or supply TA support.

  Take-away materials are sometimes the equivalent of text books and, like text books, the university prefers that departments arrange purchases through the Bookstore or other campus retail outlets rather than through fees.

- Breakage Costs: Fees may be justified to cover breakage costs. When a breakage fee is charged up front, however, it should be fully refundable if there is no breakage. Such fees should be used only to maintain, not to enhance, stock.

- Campus Auxiliaries and Off-Campus Vendors: Fees may be justified to cover payments to campus auxiliaries (e.g., bowling) or to off-campus vendors (ski passes, licensing costs, liability insurance, ice skating rink fees, etc.)

- Extraordinary Instructional Expenses: Fees may be justified to cover extraordinary instructional expenses: for example, food and lodging for approved field trips; private and semi-private music lessons; and student teaching fees.

Although fees may be approved for these reasons, approval is not automatic. The university prefers to cover educational costs through expenditure budgets. Requests for academic fees must be submitted to the University Curriculum Council. Recommendations from the UCC will be forwarded to the Academic Vice President's Office, which coordinates with Financial Services approved fees. Approved fees can be collected through fee cards issued by the Financial Services Office (ex. 2-7800) or be listed and billed on the Tuition Billing Statement.

Please Note:
To request a new fee, delete an existing fee, or make changes to an existing fee, please use the *Fee Request Form* found in the "Forms" section of this Handbook.

Practice Oriented Courses Policy

Definition

Practice-oriented courses such as field study, practicum, student teaching, internship, externship, clerkship, service-learning (internship and service-learning are governed by specific policies as specified in the Curriculum Handbook), external research project, or clinical work often require close collaborations with experience providers. These collaborations engage students and faculty with a mentor in the work environment that guides student learning experiences. Faculty and experience providers cooperate in monitoring and evaluating student progress.

Relevance and Alignment

A practice-oriented course must be relevant to a specific academic discipline. It must also be aligned with the Mission of BYU and the Aims of a BYU Education.

Enrollment and Academic Credit

Credit for experience in a practice-oriented learning environment is *not* awarded retroactively. Student enrollment, orientation (see below), contractual agreements with experience providers (when required), and completion of course requirements must *precede* granting of credit.

Department/School and Faculty Commitment

The academic department/school must establish appropriate prerequisites and ensure adequate student preparation for practice-oriented courses. It must review and approve learning objectives and provide faculty supervision sufficient to mentor, monitor, resolve concerns, and provide feedback on a regular basis. The faculty supervisor is responsible to coordinate with the experience provider to ensure a quality learning experience and request and receive the experience provider's evaluation of each student's performance. The department/school should also evaluate each experience provider regularly.

Experience Provider Commitment

The experience provider must be informed of and agree to the student's learning objectives and to a reasonable level of involvement in monitoring and evaluating student progress.

Academic Standards

Course requirements and expectations must be appropriate to the number of credit hours to be earned and the academic level of the course. Each practice-oriented course must have a syllabus that includes:

1. Purpose of the course within the program it serves
2. Learning objectives and activities
3. Assignments and/or expectations
4. Assessment methods that will be used to measure learning outcomes such as tests, papers or other evaluation criteria or grading standards

Student Orientation Standards

Each student must receive the following at the beginning of a practice-oriented course:

1. Special registration instructions (if applicable)
2. Course syllabus that meets the academic standards stated above
3. Statement of the standards of personal conduct expected
4. Statement of the purpose and frequency of interaction with the faculty supervisor and the experience provider
5. Health insurance options (if applicable)
6. University liability insurance
7. A copy of any required Master Agreement or International Memorandum of Understanding (see

below)

8. Procedures for an unanticipated termination of the experience

Master Agreement

In order to ensure the safety of students and to manage risk and liability for the university its faculty, and experience providers, a Master Agreement may be required. Using the following criteria, an academic department must determine whether or not a Master Agreement is required:

Category 1 (no Master Agreement required):

Enrolled students are primarily observing, giving limited service, or consulting without responsibility or accountability for the experience provider's product or service.

Category 2 (Master Agreement required):

An enrolled student is involved in the actual work of the experience provider and may represent, act for, or speak on behalf of its organization.

If an experience falls within category two, the academic department is required to establish a written contractual arrangement with the off-campus experience provider. Most contracts with experience providers will be the Master Agreement approved and established by the university and administered through the Internship Office. (A student may begin an internship prior to completion of a contract or Master Agreement only if finalization is in process and there is a reasonable expectation of completion.)

International Locations

International locations and experience providers are proposed by departments/schools to the International Studies Program (ISP) Office of the Kennedy Center for International Students for prior clearance. With assistance from the ISP Office, the department/school then completes an International Memorandum of Understanding (IMOU) between the university and the experience provider. The IMOU will constitute the Master Agreement and must be filed with the Internship Office. The sponsoring department/school is responsible for selection of the students for international experiences, course-related preparation, and arranging with the ISP office personnel in the Kennedy Center to prepare students to cope with cultural, health, security, political and social issues within the geographical area of their experience. Course numbers used for international practice-oriented learning must be reviewed and approved by the ISP Office.

Related Policy

The university's policy on civic and political involvement will guide faculty in selecting the most appropriate practice-oriented learning opportunities. (See Service-Learning Policy and Procedures)

24 April 2006

Service-Learning Policies and Procedures

BYU supports and is committed to a service-learning community of practice.

Policies and Procedures:

1. The Service-learning community of practice will:
    a. Function under a volunteer leadership group selected annually from among engaged members of the faculty with the Faculty Center director as an ex-officio member. The Faculty Center director will serve as the official faculty liaison with Campus Compact.
    b. Create guidelines outlining the scope, purpose, and activities of the community of practice.
    c. Be self-sustaining (i.e. dependent on the interest and activity of those involved and maintain historical records of its work and activity.
    d. Encourage faculty to apply for institutional funding and external support for service-learning projects and professional development through established channels within the university.
    e. Promote the appropriate use of service-learning, including:
        - Adapting existing service-learning support materials and resources and making them available through the Faculty Center website.
        - Identifying internal "exemplars" of service-learning for the purpose of mentoring new members of the community of practice.
        - Facilitating regular inquiry and project study, for both novice and experienced faculty, for the purpose of continuously improving the practice of service-learning at BYU, e.g., exploring effective ways to assess student learning in service-learning courses.

2. The service-learning community of practice will receive support form the Faculty Center, the Internship Office, the Center for Service and Learning, and the International Study Program Office in the Kennedy Center.
    a. The Faculty Center will provide pedagogical support for service-learning as well as some logistical support for the service-learning community of practice, e.g., meeting space, web presence, and other kinds of incidental support. The director of the Faculty Center will serve as the official link between the community of practice and the Associate Academic Vice President-Undergraduate Studies.
    b. The Internship Office will assist faculty in complying with university guidelines and policy pertaining to educational experiences involving off-campus providers.
    c. The Center for Service and Learning will continue to work with community agencies to find the best possible service opportunities for student volunteers and will serve as a resource for faculty who are seeking community partners.
    d. The International Study Program Office in the Kennedy Center will provide administrative support and ensure policy compliance for all international service-learning experiences. The ISP office will continue to work with faculty to appropriately authorize international experiences and provide training for students.

The community of practice will maintain a file in the Faculty Center of exemplary service-learning course materials, scholarship, and creative work that can be used by departments and colleges to calibrate evaluation standards.

The Faculty Center will encourage department chairs in their yearly training meetings to align department rank and status documents with the university document pertaining to service-learning and the scholarship engagement.

Civic and Political Involvement

Policy:

Faculty members should use wisdom and good judgment in selecting service-learning opportunities. They should also avoid involving students in civic activities that might be construed as incompatible with official positions of The Church of Jesus Christ of Latter-day Saints, including its position of neutrality on political issues and candidates. In addition, they *must not involve students in fund raising.* In cases where students themselves are given discretion in choosing service-learning projects, faculty should guide their decisions and behaviors to ensure they give no appearance of officially representing BYU or the Church and that their projects are not in conflict with stated University or Church positions or policies. Faculty and students are encouraged to contact the Center for Service and Learning for guidance about appropriate service-learning activities and opportunities.

Syllabus Statement:

The following paragraph will be a part of all syllabus documents:

Students participating in class-related service-learning activities will not be asked to support or promote a purpose or position they do not personally espouse, nor will they be asked to participate in fund raising. In cases where students are given discretion in choosing their own service-learning projects, they should make certain that their involvement can not be construed as representing any official position of BYU or The Church of Jesus Christ of Latter-day Saints, or signal support of a political issue or candidate by the University or the Church. Furthermore, students must avoid civic involvement that is contrary to official positions taken by the University or the Church and fully understand and always practice tenets of ethical and moral behavior while involved in service-learning activities. If students have questions, they should consult with their instructor or contact the Internship Office.

24 April 2006

Internship Policy

An internship (including externships, clerkships, student teaching or similar work experience) is an academic, curriculum-based practical work experience in a particular field of study that enhances student learning, and for which a student is enrolled. While a qualified supervisor in the workplace directs the larger part of learning, the student is also supervised by a discipline-specific faculty advisor or department administrator who monitors the student's progress and resolves any concerns of the student or the internship provider under policy established by the department/school internship oversight committee.

Internship Enrollment and Experience

The course numbers designated by the University Curriculum Council for internships are 199R, 299R, 399R, 496R, 599R, and 688R. All students engaged in internships must be enrolled in one of the designated course numbers (0.5-12 credit hours), and those numbers should not be used for any other purpose. The minimum number of experience hours for each hour of credit earned is 42 hours, but academic departments/schools determine the actual number of experience hours required for each earned credit hour. Credit for internship experience is not give retroactively. All internship experience for which a student is enrolled must be preceded by the establishment of academic requirements, completion of contractual agreements, and pre-internship orientation of the student.

Suitability of the Internship Experience

The department/school's faculty advisor or administrator must determine the suitability of internship experiences using written guidelines established by the department/school's faculty oversight committee. Experiences should have material relevancy to the academic discipline. Students should be expected to use a variety of skills and knowledge and have an assigned on-site mentor. They should be given quality experiences involving increasing responsibilities and learning opportunities to develop their skills as independent thinkers and to actively prepare for post-graduate opportunities.

International Internships

International internship locations and experience providers are proposed by BYU departments/schools to the International Studies Program (ISP) office of the Kennedy Center for International Studies to clear the locations and experience providers. The department/school then works with the experience providers to complete an International Memorandum of Understanding (IMOU) that constitutes the contractual agreement filed with the Internship Office. The sponsoring department/school is responsible for selection of students for the international internships, preparation within their discipline, and making arrangements with ISP Office personnel in the Kennedy Center who will prepare students to cope with cultural, health, security, political, and social issues within the geographical area of their internships.

Department/School Commitment

An academic department/school must establish an internship oversight committee, which shall be responsible for departmental policy and practice. The oversight committee will establish appropriate prerequisites and ensure proper student preparation. The department/school must also assign adequate supervision for the internship, including a faculty advisor or department administrator to help the student set learning objectives for the experience, and to mentor, monitor student progress, resolve concerns and provide feedback to the student on a regular basis. The department is also required to establish a contractual arrangement (approved by the Office of the General Counsel) with each internship provider (most contracts will be the Master Agreement already established by the university). Contracts must be signed and filed with the Internship Office prior to the start of a student's internship. In unusual circumstances, the student may, upon the prior written approval of the Internship Office in consultation with the Office of General Counsel and Risk Management and Safety, begin an internship before a contract has been signed.

Internship Provider Commitment

The internship provider must agree to the learning objectives and to monitor student progress, making regular reports to the faculty advisor or department administrator. Progress reports should include attendance as well as qualitative assessments of student learning. The internship provider must agree to a contractual arrangement (approved by the Office of General Counsel).

Academic Standards

Each course designating internship enrollment (0.5-12 credit hours) should provide a syllabus with the following instructions:

- Purpose of the course
- Course outline
- Assignments and expectations
- Test, evaluation, and grading instructions

The assignments must include combinations or elements of the following:

- Text(s) and/or readings
- Papers and/or reports
- Projects and/or research
- Demonstrations and/or presentations

Administrative Standards

During a pre-internship orientation, each student is to receive instructions regarding:

- Registration procedures
- Assignments and expectations
- Grading procedures
- Standards of personal conduct
- The nature and amount of supervisory contact between the faculty advisor or department administrator and the student
- Health insurance options
- University liability insurance
- The university contractual agreement that outlines the obligations of the student, the university, and the experience provider
- Procedures for unanticipated termination

Documentation

The department/school must make available to the student and the experience provider copies of the program documents and contracts describing the purpose and principles of the internship, including the activities and work involved.

Assessment and Feedback

The department/school must provide scheduled contact with the experience provider for feedback and assessment of the student's performance. The department/school must also provide routine assessment of internship providers to ensure quality learning experiences.

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