Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Martha Kinney-Sedgwick, Department Head
Teacher Education

From: David Woike, Assistant Vice President
Academic Human Resources

Date: December 19, 2016

Re: Approved DID

Attached is a copy of the revised Departmental Input Document for the Teacher Education Department approved by the Provost on December 19, 2016. Please take steps to assure that faculty members are aware of these approved changes. The revised copy will be posted for reference on the Academic Human Resources documents page. Thank you.

DEPARTMENT INPUT DOCUMENT

Department of Teacher Education

College of Education

Date of Last DID Revision: December 19, 2016

APPROVALS:

	12/19/16
Assistant Provost & Assistant VP for Administration	(Date)
	12/19/16
Provost and Executive Vice President	(Date)

DEPARTMENT INPUT DOCUMENT

Department/School of Teacher Education

INTRODUCTION

Purpose and Scope

The purpose of this document is to describe the organization, structure, and procedures available to faculty in the Department of Teacher Education for providing input in the areas of selection and evaluation of faculty members, curriculum development, and distribution of financial resources.

Nothing in these procedures prevents the department head from consulting with individual faculty members or groups of faculty members if he or she deems it appropriate to do so in carrying out the duties of the position. Moreover, nothing in these procedures prevents faculty members from consulting with each other individually or in groups if they deem it appropriate to do so in carrying out their duties. However, it is understood that such informal consultation does not constitute faculty input as defined by the EMU/EMU-AAUP contract.

This document shall not serve to alter, modify, or otherwise supersede any provision of the Master Agreement between Eastern Michigan University and the Eastern Michigan University Chapter of the American Association of University Professors nor shall any provision herein detract from any right(s) or function(s) retained by or granted EMU or EMU-AAUP through the parties' Master Agreement.

The Department's Personnel Committee shall review the DID and the DED every five years or when a new contract necessitates changes for their compliance with the EMU/EMU-AAUP Master Agreement and Department practices. It shall report the results of its review to the Department. If changes are needed, the DID and/or DED shall be revised and submitted for approval as provided in the Department Input Document.

Amendments

Notwithstanding the necessity of subsequent approval by the department head, the college dean, and other administrative officers in the university, amendments to the Department Input Document (DID) and the Department Evaluation Document (DED) require a two-thirds vote in favor by the tenured and tenure track faculty. Absentee ballots (obtained from and returned to the chair of the elections and awards committee) may be cast.

DEPARTMENT MEETINGS

Purpose

Department meetings are designed for purposes of sharing information with the faculty and for providing input into decisions affecting the faculty. All action that requires input from the faculty as a whole occurs at these meetings. All departmental voting, unless otherwise provided, takes place during the department meetings.

Meeting Times and Procedures

1. Department meetings are held at least once a month during the fall and winter semesters. Special meetings may be held during the spring semester.
2. The department meeting will be chaired by the department head or a presider will be chosen by the faculty.
3. A schedule of regular department meetings for the academic year will be developed by the department head who will assure that such meetings do not conflict with the classes scheduled for tenured and tenure track faculty.
4. All faculty are expected to attend each monthly faculty meeting. Faculty will not schedule office hours or other committee meetings for the times set aside for regular meetings. Lecturers may be invited, though not required, to attend department meetings. Their input may be solicited. They do not, however, hold voting rights, and they may be asked to leave meetings when personnel matters are discussed.
5. Changes from scheduled times, days, and duration of regular meetings must be approved by a majority of the faculty.
6. Special meetings may be called by the department head, by one of the contractually required committees (personnel, instruction, and finance) or by petition from one-fourth of the faculty.
7. Faculty will place any items on the agenda that she or he wishes to discuss prior to the meeting. Items to be voted on will be made available to the faculty either in hard copy and/or by electronic copy given to the faculty at least one week prior to the meeting. If voting items are not made available in a timely manner, discussion will proceed but voting may be delayed. A hard copy will be made available in the teachers' work room. Voting items will be presented first, and the voting process will adhere to Robert's Rules of Order.

Quorum

For department meetings, the quorum is a majority of the tenured and tenure track faculty. In determining the quorum number, faculty on leave or on full-time special assignment outside the department or off-campus are not counted. Faculty supervising student teachers full-time off campus are counted.

Voting Rights and Procedures

1. Full voting rights are held by all tenured and tenure track faculty in the department, excluding the department head.
2. When the policies in this section conflict with other department policies, the others will prevail.
3. Robert's Rules of Order, revised, will be followed.
4. When intending to participate in the discussion, the presider will vacate the chair.
5. Absentee voting is permitted where stated in this document, but such votes are not included in determining the quorum. This process of accepting absentee votes will be managed by the department head.

Minutes and Records

1. At each meeting, the presider selects a secretary or staff member to record the minutes.
2. The minutes will include date and place of the meeting; names of presider, recorder, department members, and visitors in attendance; abbreviated descriptions of relevant announcements; nature of and action upon seconded motions; indications of discussion of items introduced for action at a subsequent meeting; brief identifications of printed materials distributed, and corrections to minutes of earlier meetings.
3. The minutes and records of all meetings are disseminated to the faculty and are filed in the office of the department head.

PROGRAM AREAS

Purpose

Program area meetings are held to provide the department head with input on issues that warrant program attention. There are six program areas in the Department of Teacher Education: Early Childhood Education, Curriculum and Instruction, Reading, Educational Psychology, Educational Technology and Media, and Social Foundations. Program areas are identified for purposes of governance and are not identical with degree areas, which are more numerous.

Membership

Full voting rights are held by tenured and tenure track faculty who teach courses in the program. Faculty members may hold voting rights in more than one program area. Meetings are open to lecturers and graduate students, who may attend as non-voting members. Voting rights of limited duration or purpose may be extended to lecturers and other employees; such extensions require a two-thirds vote.

Operating Guidelines

Program area meetings are held at least once a month during the fall and winter semesters. Minutes are distributed to program area faculty and the department head. Special meetings may be called by the department head or by petition of one-fourth of the faculty in the program area Program area faculty may request to meet with the department head if they deem it appropriate to do so in carrying out their duties. Similarly, the department head may, with prior notice, attend program area meetings in order to deliberate on specific agenda items. No program area may speak authoritatively for the department or commit it to any policy or action. Program area decisions are recommendatory to the department head and to the department's standing committees.

Program Area Coordinators -Program and Graduate Coordinators:

Every three years or more frequently, program area faculty elect a coordinator, called the Program Coordinator, who is responsible for scheduling, planning and facilitating program area meetings, and another coordinator, called the Graduate Coordinator, who is responsible for program area communications with existing and potential graduate students, the admissions process, and review of graduation audits. As a group, program area coordinators serve as contacts for programmatic level communication. They communicate the needs of program area faculty to the department head as well as the needs of the department head to the program area faculty. Program coordinators function as a "sounding board" for the department head's ideas; they assist the department head in identifying faculty concerns. While developing program area input, the program area coordinators facilitate discussion (either in program area meeting or electronically) among all program area faculty members for the purpose of articulating program area input to the Department Head; secure approval of input from a majority of program area faculty; conduct official vote on input items when requested by any member of the program area faculty; provide for written documentation of input in program area minutes; and relay input to the Department Head verbally in contexts which will be documented by meeting minutes or in writing copied to all members of the program area. Program area coordinators provide leadership in program area development and facilitate the completion of the program area functions listed below.

Program Area Functions

1. Updating course outlines and periodically evaluating the graduate and undergraduate curricular offerings.
2. Reviewing course and program proposals in accordance with departmental guidelines.
3. Reviewing undergraduate and graduate catalog descriptions of program area degrees, concentrations, and courses.
4. Proposing semester course schedules to the department head accounting for faculty load and overload within the program area faculty.
5. Reviewing credentials of lecturers.
6. Recommending program area courses and programs to Extended Programs.
7. Preparing equipment requests and submitting them in writing to the finance committee and the department head.
8. Recommending position announcements for new vacancies in the program area to the department head and personnel committee.
9. Admitting graduate students to the program.

DEPARTMENT COMMITTEES

Purpose

The standing committees of the department are responsible for carrying out the mandates of the department consistent with the university's governing policies and the EMU-AAUP contract. There are six standing committees in the Department of Teacher Education: personnel, instruction, finance, elections and awards, grade grievance, and BESE (Basic Elementary and Secondary Education). Committee members are elected by the faculty and are responsible to the faculty in providing meaningful input to the department head.

Membership

Membership is open to all tenured and tenure track faculty. The personnel committee, instruction committee, and finance committee consist of five members, who serve staggered two-year terms. The grade grievance committee and the elections and awards committee consist of three members, who serve staggered three-year terms. Committee members are elected by the faculty in accordance with departmental guidelines. Elections are held at the end of winter semester with new members assuming their committee responsibilities at the beginning of the subsequent fall semester.

BESE consists of six members: the department head (ex officio), the coordinator of undergraduate advising, and four members elected at large from the Department of Teacher Education. The elected members must be faculty who regularly teach and advise students in the basic programs in elementary and secondary education. Except for the coordinator of undergraduate advising, who is a permanent member of the committee, the faculty members serve staggered two-year terms.

Recall

After receiving a written request from five department members, the department head will make the recall of a committee member an agenda item at the next department meeting. A majority vote will affect the recall.

Election Procedures

The election procedures described here apply to all committees of the department, college, or university in which vacancies are required to be filled by the election of a member of the faculty of the Department of Teacher Education.

1. Each March or April, the chair of the elections and awards committee will place in the mailbox of each faculty member a nomination form. If feasible, the nomination form will be mailed to faculty members on leave.
2. The nomination form will specify the vacancy, the term of office, the continuing committee members and, where deemed necessary, the committee's function.
3. More than one vacancy may be described on a single nomination form.
4. For each vacancy, the form will provide for the nomination of up to two (2) department members.
5. The form will specify the return date. Forms must be returned to the chair of the elections and awards committee by the return date in order to be valid.
6. The committee will tabulate the names of nominees and rank order such names on the basis of the number of mentions.
7. The committee will then contact the nominees to determine acceptance of the nomination.
8. All nominees will appear on the ballot and the department head will be notified of the nominees.

9. The chair of the elections and awards committee will place in the mailboxes a written ballot listing the nominees for each specified vacancy and a date for its return to the chair of the elections and awards committee.
10. Immediately after the date for ballot return, the committee will tabulate the election results.
11. Nominees receiving the higher number of votes will be elected. In the event of tie votes, vacancies will be filled by random selection.
12. The chair of the elections and awards committee will notify the department of the election results.

Operating Guidelines

Chairperson. Each year committee members elect a chairperson, who is responsible for formulating the agenda and scheduling the meetings. Items will be placed on the agenda at the request of any committee member, a faculty member, or the department head. The chairperson will distribute the agenda to the committee members at least two days in advance of the meeting and post it on a designated area for all department members to see. (Grade grievance committee agendas, however, are not posted.) The chairperson also reports on committee business at regular faculty meetings.

Meetings. Committees meet regularly in accordance with issues needing consideration and in accordance with the members' schedules, which may change from semester to semester. Special meetings may be called at the request of the department head or by petition of two committee members. Most meetings are open to faculty. Two exceptions are the personnel committee when evaluating faculty and the grade grievance committee when deliberating a grade grievance. Committee members may request to meet with the department head, if they deem it appropriate to do so in carrying out their duties. Similarly, the department head may, with prior notice, attend committee meetings. Exceptions are the personnel committee when evaluating faculty and the grade grievance committee when deliberating a grade grievance. For this purpose, committee chairpersons will keep the department head informed of meeting times and anticipated order of business.

Minutes. Each committee will have a secretary who is responsible for recording and disseminating the minutes of all meetings. Minutes will exclude confidential matters (i.e., faculty evaluations and grade grievances) and will be distributed to the department head and faculty.

Authority. No committee chairperson or member may speak authoritatively for the department or commit it to any policy or action. Committee decisions are recommendatory to the faculty as a whole and the department head. All policy recommendations must be approved first by the committee and then by the department as a whole before being recommended by the faculty to the department head.

Ad Hoc Committees

Ad hoc committees are established by the department head, by the contractual committees (personnel, finance, and instruction), or by a majority vote of the faculty. The purpose, size, composition, and reporting responsibilities of the ad hoc committees are determined at the time of establishment Membership will be for one year or until the committee is no longer needed. The operational guidelines are identical to those prescribed for standing committees. Ad hoc committees are advisory to the department as a whole and to the department head.

Personnel

The functions of the personnel committee include but are not limited to:

1. Reviewing promotion applications.
2. Conducting interim, full, and PPE reviews.
3. Conducting department head evaluations following the procedures specified in the EMU-AAUP Contract.
4. Recommending new faculty for hire in accordance with department guidelines.
5. Making recommendations regarding personnel issues including teaching overload policies to the department at large.
6. Providing input to the dean regarding the selection of a new or interim department head.
7. Reviewing and amending the DID and the DED as per page 1 of this document.

Instruction

The functions of the instruction committee include but are not limited to:

1. Reviewing course and program proposals in accordance with departmental guidelines.
2. Assisting the department head in monitoring the quality of continuing education offerings.
3. Providing guidelines for total departmental curriculum review.
4. Making recommendations regarding undergraduate and graduate curriculum development as well as teacher certification programs.
5. Making recommendations regarding advising and instruction to the department at large.

Finance

The functions of the finance committee include but are not limited to:

1. Providing input to the department head regarding the annual budget, the general allocation of finances, and future allocations.
2. Providing input to the head regarding the department's FTEF allocation and its distribution over the four academic terms.
3. Making recommendations regarding the expenditure of funds for equipment as well as supplies, materials, and services (SS&M).
4. Recommending policy regarding the distribution of travel funds.
5. Assisting faculty in identifying sources of financial support for research and.travel outside the department.
6. Assisting the department head in monitoring department expenses.
7. Providing input to the department head regarding equivalency loads and other departmental released-time assignments.

Elections and Awards

The functions of the committee include but are not limited to:

1. Assigning financial awards to College of Education students based on the eligibility criteria and funding allocations provided by the Office of Financial Aid.
2. Assisting the department head in awarding Graduate Fellowships and Graduate Assistantships.
3. Assisting the· department head in identifying faculty and alumni for nominations for college and university awards.
4. Reviewing sabbatical applications and reports as well as other awards made available through the Graduate School, the Office of Research Development, and the College of Education; assisting faculty in applying for awards and grants.
5. Monitoring and assisting with voting procedures in accordance with departmental guidelines.

Grade Grievance

The functions of the grade grievance committee include:

1. Conducting hearings in accordance with the university guidelines published in the graduate and undergraduate catalogs.
2. Disseminating information to faculty and lecturers about fair grading practices and suggesting strategies for avoiding grade grievances.

BESE (Basic Elementary and Secondary Education Programs Committee)

BESE provides input to the department faculty, department head, and college advisory committees (College of Education Council and the Basic Programs Committee) regarding the basic programs in elementary and secondary education. The functions of this committee include but are not limited to:

1. Making recommendations regarding the general education component of the elementary and secondary programs.
2. Making recommendations regarding the specialty studies component of the elementary and secondary programs.
3. Making recommendations regarding the professional studies component of the elementary and secondary programs, including clinical and field- based experiences.
4. Making recommendations regarding the advising services needed by the elementary and secondary students.
5. Making recommendations regarding the admissions, retention, and exit criteria required by NCATE.
6. Making any other recommendations needed to improve and enhance the elementary and secondary programs leading to initial certification at Eastern Michigan University.

PROGRAMS

Existing Programs

The department of Teacher Education is home to the department-wide initial teacher preparation programs and Education Studies doctoral program. Undergraduate majors, graduate certificates and Master's programs are hosted by program areas.

Course and Program Approval for New or Revised Courses and Programs:

1. Completed proposals are forwarded to the program area chair with a request for review by the program area.
2. Proposals for cross-listed courses and interdisciplinary programs must be reviewed by all affected program areas.
3. The program area chair will see to it that the proposal is on the agenda at the next program area meeting provided that faculty receive copies of the proposal one week in advance of the meeting.
4. After input from program area faculty, the chair will forward the proposal to the chair of the instruction committee with a brief written description of strengths and weaknesses as identified by the program area.
5. The chair of the instruction committee will see to it that the proposal is on the agenda at a meeting of the instruction committee and that committee members receive copies of the proposal one week in advance of the meeting.

6. At a department meeting, the chair will report to the faculty on the program area and committee findings relating to the strengths and weaknesses of the proposal. The chair will also see to it that faculty receive copies of the proposal and evaluative summaries at least one week in advance of the meeting.
7. Proposals require a majority vote for department approval. Only approved proposals will be forwarded through the input system.

Workshops and Special Topics Courses

1. Completed proposals are forwarded to the appropriate program area chair with a request for review by the program area.
2. The program area chair will see to it that the proposal is on the agenda at a program area meeting and that faculty receive copies of the proposal at least one week in advance of the meeting.
3. After input from program area faculty, the chair will forward the proposal to the department head with a summary of the action taken (approval, approval with revisions, non-approval) and the rationale for that action.
4. Copies of approved proposals will be kept on file in the department's office and the dean's office.

HIRING NEW FACULTY

Intention

The Department of Teacher Education will maximize opportunities for faculty to participate fully in all aspects of the process of selecting new faculty. Further, it is the responsibility of the Office of Diversity and Affirmative Action to provide guidance in hiring activities of the University to foster a diverse faculty and staff and to meet Affirmative Action goals. Additionally, the office monitors faculty and staff recruitment activities to ensure compliance with University policies and procedures, federal and state laws and regulations, and University collective bargaining agreements. The Search Committee under the direction of the Personnel Committee will refer to and use the Recruiting Plan form (located in the Forms section on the Academic Human Resource website) to identify the publications where the advertisement should appear.

Preparing for a Search

1. A search committee is formed. The hiring program area selects three representative committee members and identifies two representatives from 1-2 other program areas. A graduate and/or undergraduate student, a practitioner, or a faculty member from another department may be selected. It is suggested that the search committee be led by co-chairs. Where possible, one member should be from the program area in which the vacancy occurred and one from the faculty at-large.
2. The program area presents the names of the search committee to the Personnel committee for approval. Search committees are sub-committees of the personnel committee and are not autonomous. A meeting between each search committee and the personnel committee must be held to initiate the search process and communicate mutual roles and expectations. After this meeting, the personnel committee will develop and distribute a timeline for completion of search tasks to all faculty.

Recommendation to Hire

1. The search committee, with faculty input, will recommend the hiring of a candidate and/or an alternate. All input to a search committee or to the personnel committee must be signed by the person submitting input.
   A. Before the search committee meets, the program area should meet to discuss the candidates and provide written input to the search committee including input on service rank credit and any other issues to be included in offer letters.

DEPARTMENT HEAD

Selecting a Department Head

The Department of Teacher Education will maximize opportunities for faculty to participate fully in the process to select an interim or new department head. Furthermore, the department is committed to recruiting, interviewing, and hiring candidates from underrepresented populations. All phases of the selection process will be undertaken with affirmative action guidelines in mind.

Search Committee

1. When a permanent Department Head is to be selected, the personnel committee will work with the dean to establish a search committee that is broadly representative of faculty interests in the Department of Teacher Education as well as other constituencies internal and external to the university. The committee will have no fewer than seven and no more than thirteen members, a majority of whom are full-time faculty members in the Department of Teacher Education. The personnel committee, with input from the faculty, will select the department's representatives on the search committee. The exact size of the search committee will be determined by the dean.
2. Once the search committee is established, the dean or someone appointed by the dean will convene the first meeting during which a chair or two co-chairs are elected. The chairs are responsible for scheduling, planning, and facilitating all subsequent meetings. They will ensure that minutes are taken at all meetings and that agendas are distributed in advance of the meeting to search committee members. The chairs also will report to the faculty on the progress of the search at regularly scheduled department meetings.

Evaluating the Department Head

The Department's Personnel Committee shall be responsible for conducting Department Head Evaluations every three years in accordance with the Article XV of the EMU/EMU-AAUP Master Agreement.

INDEPENDENT STUDY REQUESTS

1. Faculty members who wish to sponsor an independent study must complete an independent study request form for approval by the Department Head. This form must give the rationale for the independent study, a detailed description of the independent study including a bibliography of materials to be read, the number of hours of faculty time involved in the independent study and a description of the final project.
2. If the independent study is approved by the Department Head, the faculty member will provide the department head with a copy of the student's final project when the independent study is completed.

3. It is the joint responsibility of the faculty member and the Department Head to keep a record of the independent studies accrued by the faculty. This information should include the name and E number of the student, the CRN number of the independent study, the number of credit hours and the semester in which the independent study occurred.

SUMMER TEACHING ROTATION POLICY

1. This policy is based on the principle of equity and recognizes faculty expertise and qualifications.
2. The Department Head will inform program coordinators and faculty of the date by which proposed summer schedules are due.
3. The Department Head, in consultation with the program coordinator and with input from the program area faculty, will prepare a list of program courses (not special topics courses) that should be offered in the summer sessions. This list will be distributed to all program area members.
4. In a regularly scheduled program area meeting, faculty members will bring requests to teach two courses, for which they are qualified, from this list. Proceeding in order of seniority (from most to least), faculty members will be given their first choice.
5. After all program faculty members have submitted a request for one course, and if there are unstaffed courses, the coordinator will return to the beginning of the seniority list and faculty members will submit their second course request until the summer schedule is complete.
6. During subsequent summers, #4 and #5 will be repeated, beginning with the next faculty member. If there are unstaffed courses after all faculty have submitted their request for one course, the faculty members who did not receive 20% the previous year, will have first choice at selecting a second course. This is a continuous process.
7. Faculty members may choose to pass when submitting request(s). If faculty members pass by yielding to a more experienced faculty member, that faculty member will retain the same position on the next rotation list. If a faculty member volunteers to pass for other reasons, the next rotation list will be continued as if that faculty member had selected a course.
8. If there is an unstaffed course in a program area, a faculty member from another program area who does not have 20%, will be able to request that course with program area approval.
9. It is the responsibility of the Department Head to maintain summer rotation records.

RELEASE TIME

1. A request for release time may originate with an individual faculty member, a program area, the department or the department head.
2. When it is determined that a need for faculty Release Time exists, the Department Head will solicit approval to offer Release Time from the Dean, along with input on qualifications and duties from the Faculty.
3. Once approved, the Department Head will notify the faculty of the availability of Release Time. The Department Head will inform the faculty of the duties and qualifications for the position and solicit applications from faculty.
4. Interested faculty members must submit their application to the Department Head explaining their qualifications and abilities to perform the required duties. The application must be submitted to the Department Head by the due date specified in the announcement of available Release Time.
5. The Department Head will evaluate the applications on the basis of the qualifications specified in the announcement and determine which applicant will be awarded the Release Time. The Department Head will announce the recipient of Release Time to the faculty and inform them of the duties and terms of the Release Time.

6. The Department Head will monitor existing Release Time and inform the faculty of continuing or changing needs for release time at least once per year when the faculty will re-evaluate ongoing needs for Release Time.

OVERLOADS

1. When it is determined that an overload is necessary or available, the Department Head will inform the program area, the personnel committee, and all faculty by email of the overload opportunity and the response date.
2. Frequently, overload teaching opportunities become available at the last moment and faculty members interested in overload opportunities are responsible for timely responses to their emails.
3. Faculty members interested in an overload assignment must apply to the Department Head, listing their qualifications to teach the course.
4. The Department Head in consultation with the program area will examine all qualified overload applications received by the response date and award the overload assignment to the most senior applicant based on a rotating seniority list.
5. The Department Head will maintain a rotating seniority list of applicants such that if the most senior applicant applies in consecutive years, the next applicant in subsequent years will be awarded the overload assignment.
6. The Department Head will notify the program area, the personnel committee, and all faculty by email of the recipients of all overload assignments.

APPENDIX A

University Equivalencies

MP 209: The established credit hours of a course are used to determine teaching load. The Departmental Input Document (DID) indicates exceptions to this rule ...."

General assumption: All sections of a given course have the same course cap. With input from the faculty and the approval of the DH/SD, special sections of the course (for example, Honors sections) can be offered with reduced course caps, however the reduced cap balances workload and additional equivalencies are not used. Equivalencies are not stacked on top of one another; only one equivalency can be applied to a course. For lecture/lab combinations, departments may develop policies, clarifying application of equivalencies, through the curriculum input process.

These equivalencies apply to traditional courses taught during the Fall and Winter semesters.

Course	Equivalency	Notes
Double section	2x	A "double section" is created by purposely scheduling two identical sections of a course at the same time, with the same cap, and with the same instructor. If the two sections fill to 1.5x the single section cap, the double section is created and each section is counted towards workload.
Writing Intensive courses	+1 hour	Courses designated as "W" with a course cap of 25 students qualify for this equivalency.
Graduate courses (500-699 level)	+1 hour	Graduate courses, and the overall participation in graduate programs, requires significantly greater preparation than undergraduate courses. A graduate course cross-listed with an undergraduate course does not receive this equivalency, unless enrollment of the graduate portion of the section exceeds the minimum number of graduate students for the course to "make" as a graduate section.
Doctoral courses (700-999 level)	+1 hour	Doctoral courses, and the overall participation in doctoral programs, requires significantly greater preparation than undergraduate courses.
Team-teaching	1:1	Each faculty member team-teaching the course receives the established credit hours of the course, assuming each faculty member is actively involved in teaching the course over the entire semester.

Contact Hours	1 contact hour = 1 credit hour towards load	If the scheduled hours that a face-to-face section meets are greater than the credit hours of the course, the contact hours are used to determine the teaching load, assuming the faculty member is actively involved in teaching the section over the entire meeting time. The typical case would be a clinical, studio or laboratory course.
Field-based and/or Academic Service Learning (ASL) courses	+1 hour	A section is scheduled at a field site, has the same course cap as an on-campus section, the faculty member is actively involved in coordinating and teaching the course at the field site, and the additional workload is not accommodated by any other means. ASL courses must be approved and vetted for General Education Learning Beyond the Classroom and designated as "L".

There are no additional equivalencies for the following courses/cases:

1) First-time teaching a course or first-time in a number of years teaching a course.
2) Additional preparations
3) Developing and teaching online courses
4) Teaching courses off-campus
5) General Education courses

APPENDIX B

Equivalencies specific to Department/School

The equivalencies below identify unique learning experiences that involve courses or sections in the Department/School not covered in Appendix A.

General assumption: All sections of a given course have the same course cap. With input from the faculty and the approval of the DH/SD, special sections of the course (for example, Honors sections) can be offered with reduced course caps, however the reduced cap balances workload and additional equivalencies are not used. Equivalencies are not stacked on top of one another; only one equivalencies can be applied to a course.

These equivalencies applied to traditional courses taught during the Fall and Winter semesters.

The equivalencies below assume workload has not been accommodated by other means, including but not limited to release time and courses already assigned as load.

Course	Equivalency	Notes
Student Teaching Supervision	2 students = 1 hour	The faculty member is in the field attending classes taught by the student, evaluating student work, meeting with the supervising teacher, and actively engaged in the student-teaching placement.
Internships and Co-op courses	10 banked credit hours = 1 credit hour course	The faculty member supervising the internship or co-op is identified as the instructor of record for the course and is actively involved in teaching the course (including arrangement of the internship or co-op, evaluating and monitoring student progress and meetings at the site). When the internship or co-op is completed (a final grade is entered), the credit hours of the course(s) is banked. Once 10 credit hours are banked, the faculty member receives one credit hour equivalency to balance the accumulated workload.
Thesis/Final Project/Graduate Capstone courses/Graduate Research/Graduate Independent Studies	10 banked credit hours = 1 credit hour course	The faculty member supervising a graduate thesis/final project/capstone course(s) is identified as the instructor of record for the course (for example, in the case of a Masters Thesis, the faculty member is serving as the committee chair). When the thesis/final project/capstone is completed (a final grade entered), the credit hours of the course(s) is banked. Once 10 credit hours are banked, the faculty member receives one credit hour equivalency to balance the accumulated workload.

Undergraduate Research courses/Honors Thesis courses/Independent Studies	**10** banked credit hours = 1 credit hour course	The faculty member supervising an Undergraduate Research course or a Honors thesis course is identified as the instructor of record for the course. When the course is completed (a final grade entered), the credit hours of the course is banked. Once 10 credit hours are banked, the faculty member receives one credit hour equivalency to balance the accumulated workload.

Rules for banked equivalencies:

1) Banked equivalencies are primarily used to balance faculty teaching loads.
2) Banked equivalencies can be used as soon as 10 hours have accumulated.
3) Banked equivalencies must be used when 40 hours have accumulated (at least 10 hours must be used).
4) No more then three (3) Independent Studies may be banked per year; Anything more than three (3) will count as service.

APPENDIX D

Equivalencies specific to Departments with PhD Programs

These equivalencies applied to traditional courses taught during the Fall and Winter semesters.

The equivalencies below assume workload has not been accommodated by other means, including but not limited to release time and courses already assigned as load.

Course	Equivalency	Notes
Dissertation and Qualifying exam courses	**5** banked credit hours = 1 credit hour course	The faculty member supervising a dissertation or chairing the qualifying exam is identified as the instructor of record for the course. When the dissertation course is completed (a grade is entered), the credit hours of the course(s) is banked. Once 5 hours are banked, the faculty member receives a one credit hour equivalency to balance the accumulated workload.
Dissertation and Qualifying committee members	**8** banked credit hours = 1 credit hour course	The faculty member is identified as a member of the dissertation committee or qualifying exam committee. The committee should be comprised of up to 3 faculty members. When the dissertation or qualifying exam is completed (a grade is entered), the credit hours of the course(s) is banked. Once 8 hours are banked, the faculty member receives a one credit hour equivalency to balance the accumulated workload.

Rules for banked equivalencies:

1) Banked equivalencies are primarily used to balance faculty teaching loads.
2) Banked equivalencies can be used as soon as 10 hours have accumulated.
3) Banked equivalencies must be used when 40 hours have accumulated (at least 10 hours must be used).
4) No more then three (3) Independent Studies may be banked per year; Anything more than three (3) will count as service.