



## University Senate Agenda

### November 2023 Meeting

TO: Members of the University Senate

FROM: Sarah Robinson, University Senate Chair, 2023-2024

SUBJECT: November 2, University Senate Meeting

DATE: October 30, 2023

The November 2023 meeting of the University Senate will be held on Thursday, November 2, 2023, from 3:30-5pm via Zoom. Voting members should use the personalized link they were sent to join the webinar as a panelist. Please check your clutter/junk/spam folder if you do not see the invitation in your inbox. A public link for visitors is posted on the Senate website and in the University Letter.

#### I. Call to Order (Chair Sarah Robinson)

#### II. Senate calendar:

##### 1) Announcements

- a) University Council scheduled: November 6<sup>th</sup>, 2023, 3:00 – 4:30 pm, Nistler Hall and on Zoom
- b) Council of College Faculties update (Daphne Pederson)
- c) Staff Senate update (Mike Wozniak)
- d) Student Government update (Ella Nelson)
- e) Updates from the Provost (Eric Link)
- f) Faculty Athletics Representative (Gary Schindler)

##### 2) Establish Quorum (Secretary Scott Correll)

##### 3) Review and approval of October 5<sup>th</sup>, 2023 meeting minutes (see attached)

##### 4) Senate Executive Committee Report (Chair Sarah Robinson)

- Please continue to work on committee self-evaluations.
- Reminder that anyone can use the public link to join Senate meetings

##### 5) Question period (max 20 minutes)



**III. Consent calendar:**

1. University Curriculum Committee report
2. Open Educational Resources Committee annual report (attached)

**IV. Business calendar:**

1. Digital Literacy Implementation proposal (attached)
2. Ad hoc committee proposal for Student Evaluation of Learning and Feedback for Instructors (SEFI) Review (attached)
3. Consideration of revised Senate Resolution (attached)

**V. Matters arising**

**VI. Adjourn**

Minutes of the University Senate Meeting  
October 5, 2023

1.

The September meeting of the University Senate was held at 3:30 p.m. on Thursday, October 5, 2023, via Zoom Conference. University Senate Chair Sarah Robinson presided.

2.

The following members of the Senate were present:

Alberts, Crystal	Hume, Wendelin	Munski, Douglas
Anderson, Sonya	Iseminger, Colt	Newman, Robert
Anvari-Clark, Jeffrey	Jendrysik, Mark	Novak, Michelle
Armacost, Andy	Keengwe, Grace	Oancea, Cristina
Azizova, Zarrina	Kehn, Andre	Petros, Thomas
Bakke, Rebecca	Kinney, Anna Marie	Pokornowski, Alex
Beltz, Michael	Legerski, Elizabeth	Reading, Patrick
Bjorg, Renae	Lim, Yeo Howe	Richter, Justin
Blankenship, Jonathan	Linder, Meloney	Robinson, Sarah
Bowman, Frank	Link, Eric	Saga, Lea
Correll, Scott	Liu, Jun	Sauer, Michelle
Dahlke, Rachel	Malloy, Art	Singhal, Sandeep
Dodge, Michael	Maskaly, Jonathan	Sperle, James
Doze, Van	Masursky, Danielle	Tatro, Lauren
Elderini, Tarek	Mayo, Whitney	Traynor, Paul
Ferguson, Connor	Mihelich, John	Urban, Shanna
Gjellstad, Melissa	Milavetz, Barry	Wallace, Alfred
Grijalva, James	Moritz, Sandra	Zerr, Ryan
Hove, Hannah	Mosher, Sarah	

3.

The following members of the Senate were absent:

Anderson, Brynn	Mongeon-Stewart, Karla
Bichel, Rebecca	Nelson, Ella
Bjorggaard, Stacy	Nelson, Chris
Cox, Paula	Pappas, Brian
Emter, Adelyn	Price, Samantha
Grave, Shannon	Rajpathy, Odele
Henley, Amy	Rundquist, Brad
Hoffmann, Mark	Running Bear, Ursula
Homstad, Stephanie	Seddoh, Amebu
Hoppenrath, Joseph	Shogren, Maridee
Hunter, Cheryl	Smart, Kathy
Johnson, Amber	Swanson, Brenna
Kempel, Sarah	Tande, Brian
Kraus, Robert	Wintermute, Kaleb
Lawson-Body, Assion	Wozniak, Mike
Marquis, Jared	Wynne, Joshua
Martin, Noelle	

4.

Ms. Robinson congratulated the winners of last month's senate elections including the new members of the Committee on Committees: Tarek Elderini and Renae Bjorg.

5.

Ms. Robinson announced the University Council meeting to be held on November 6, 2023, 3:00 p.m. - 4:30 p.m. in Nistler Hall.

6.

Ms. Pedersen provided updates from the Council of College Faculties. Ms. Pedersen discussed the loss of five to six faculty and one staff member at Dickinson State University. Multifactor authentication is being considered for Blackboard. If you have concerns, please share them with Ms. Pedersen.

7.

Ms. Kinney provided a Staff Senate update. There are five new senators filling vacancies. All positions are now filled. Last week was Staff Appreciation week. Attendance was up from last year. Tubs of Love is coming up in November. Thirty-one days of Glory is also coming in November.

8.

Mr. Ferguson provided updates from Student Government. There is a food pantry allocation of \$30,000 from Student Government. It should fund the pantry for three months. There is an education campaign around bed rails and safety as a few injuries have occurred in the residence halls. On October 31<sup>st</sup>, there will be safety event for pedestrians. Students will be on the Campus Safety Walk occurring soon. There are many bills going through Student Senate at this time.

9.

Mr. Link provided updates from Academic Affairs. Enrollment numbers from our census count are up 2.1%. It was a team effort. We are up in Presidential Scholars and international students. The FAFSA for student aid is changing this year and the go-live date will be delayed two months. The federal health emergency for Covid-19 expired in May 2023. The mask requirement by faculty members will end after this semester. One may still choose to wear a mask. Tomorrow will be filled with Homecoming events on campus.

10.

Quorum was established.

11.

Without objection, the minutes from the University Senate on September 7, 2023, were approved.

12.

Mr. Schellpfeffer discussed the HLC reaffirmation site visit during April 2024. There will be open fora in January 2024 to review the draft of the reaffirmation argument and provide feedback. Mr. Schellpfeffer will provide regular updates to the Senate during the 24-25 academic year.

13.

Ms. Robinson provided a report from the Senate Executive Meeting last month. There is Provost support for shared governance. There were SBHE listening sessions last week for President Armacost's evaluation. Almost all committee vacancies have been filled. There will be a committee chair's luncheon on October 10, 2023.

14.

The twenty minute question and answer period opened at 3:58 p.m. Mr. Elderini asked if student government is getting feedback from graduate students. Mr. Ferguson stated the representation of graduate students on Student Government. Mr. Elderini asked about international students. Mr. Ferguson could explore more international student involvement. The question period ended at 4:09 p.m.

15.

Ms. Robinson called attention to the Curriculum Committee report. Ms. Gjellstad asked to move the UNIV 270 to the business calendar.

16.

Ms. Gjellstad asked to rollback UNIV 270 to the University Curriculum Committee for further review to ensure that this is the best process. Ms. Alberts seconded the motion. A discussion ensued. UNIV 270 will be returned to the UCC to discuss with their colleges. This return will be annotated on the University Curriculum Committee report.

17.

Ms. Robinson called attention to the proposed name change to academic probation. Mr. Correll moved to approve the name change from academic probation to academic alert. Mr. Newman seconded the motion. A discussion ensued. The motion did not carry. Mr. Beltz moved to return this change to the Academic Policies and Admission Committee with the charge to provide an alternative name. Mr. Traynor seconded the motion. The motion carried.

18.

Mr. Iseminger moved to approve the PLA proposal. Mr. Munski seconded the motion. A discussion ensued. The motion carried.

19.

Mr. Jendrysik moved to move the March Senate meeting to March 14, 2024. Mr. Munski seconded. Without discussion, the motion carried.

20.

Mr. Munski motioned he would like to submit a resolution regarding academic freedom, shared governance, and appropriate handling of tenure to send to the Council of College Faculties. Mr. Traynor seconded the motion. A discussion ensued.

Ms. Alberts moved to extend the meeting by five minutes. Mr. Munski seconded. The motion carried.

Ms. Alberts moved to extend the meeting another five minutes. Mr. Petros moved to second. The motion carried.

After additional discussion, the motion on the resolution carried.

21.

The meeting adjourned at 5:10 p.m.

Scott Correll, Secretary  
University Senate

## Open Education Resources Committee

**Jackson Harper, Co-Chair**

**Alison Kelly, Co-Chair**

The 2022-2023 OER Committee:

- Conducted two cycles of OER adoption grants for UND faculty, with 15 of the 24 applications funded (8 funded in fall 2022, and 7 funded in spring 2023).
  - The fall cycle was funded by student government and awarded \$25,000, while the spring cycle was funded by the provost's office and awarded \$18,000.
- Connected faculty to additional funding opportunities for OER adoption available through the North Dakota University System, which benefitted 6 faculty members.
  - A total of \$11,000 was awarded through this grant. 4 faculty received awards of \$2,000 and 2 received awards of \$1,500.
- Funded projects spanned across 6 colleges and 13 disciplines, including:
  - College of Arts & Sciences
    - Criminal Justice
    - Geography
    - History
    - Mathematics
    - Psychology
    - Sociology
  - College of Engineering & Mines
    - Geological Engineering
    - Engineering
  - Nistler College of Business & Public Administration
    - Entrepreneurship
  - College of Nursing & Professional Disciplines
    - Social Work
  - John D. Odegard School of Aerospace Sciences
    - Space Studies
  - College of Education & Human Development
    - Kinesiology
    - Teaching, Leadership & Professional Practice
- Ran three iterations of a workshop to prepare grant awardees to take full advantage of the affordances offered by OER (1 workshop in the fall, 2 workshop sessions in the spring).
- Selected two co-chairs (Jackson Harper and Alison Kelly) to replace the outgoing committee chair.
- 3 OER were added to the UND institutional repository. There are now a total of 33 OER in the Scholarly Commons, with a collective sum of 36,681 downloads.

**NORTH DAKOTA  
STATE BOARD OF HIGHER EDUCATION  
Policy Manual**

**Policy:** 461 Digital Literacy

**Effective:** May 23, 2023

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1. DEFINITION:
  - a. Digital literacy is the ability to use technology to find information, evaluate sources, create content, and communicate with others effectively. It's a skill set used to navigate the new technological paradigm in which society operates.
2. Each institution must have a digital literacy requirement for all associate and baccalaureate-level programs.
3. These requirements may be accomplished through any of the following instructional methods:
  - a. A specific course requirement ranging from 1-3 semester credits;
  - b. Adding or embedding within an existing course;
  - c. Presented through a series of self-paced modules with documentation of a completed series; or
  - d. Designated courses offered through the Dakota Digital Academy.
4. Learning outcomes include:
  - a. Evaluate and interpret the accuracy, credibility, and relevance of digital information;
  - b. Describe the ways in which society and culture interact with digital technology;
  - c. Demonstrate the knowledge to use digital technology safely and ethically at a basic level;
  - d. Understand the applicability of digital literacy and artificial intelligence to the current and emerging workforce.
5. There shall be no increase in the number of credits required to earn an associate or baccalaureate-level degree because of this policy.
6. Documentation of a completed digital literacy requirement at a NDUS institution will be honored in transfer to another NDUS institution.
7. Each institution must meet the following program implementation deadlines:
  - a. By July 1, 2024, all institution academic catalogs and corresponding degree audit materials must reflect how students meet the digital literacy requirement;
  - b. By May 2026, first-year students with a term to enter of fall semester, 2024, graduating from an associate-level program must meet the published digital literacy requirement.; and



- c. By May 2028, first-year students with a term to enter of fall semester, 2024, graduating from a baccalaureate-level program must have met the published digital literacy requirement.
- d. If campuses cannot identify the resources to implement the requirements of this policy, the Board shall be notified.

Digital Literacy/Information Literacy Subcommittee Report  
Passed by ESC on 9/21/2023

Learning outcomes From SBHE Policy 461:

- A. Evaluate and interpret the accuracy, credibility, and relevance of digital information;
- B. Describe the ways in which society and culture interact with digital technology;
- C. Demonstrate the knowledge to use digital technology safely and ethically at a basic level;
- D. Understand the applicability of digital literacy and artificial intelligence to the current and emerging workforce.

To address SBHE Policy 461 while also being true to Essential Studies as an academic program that enriches the undergraduate experience through a liberal arts education, we recommend linking Digital Literacy and Information Literacy at UND. The educational connection to Information Literacy takes our conception of Digital Literacy away from a utilitarian approach that is simply about *using* technology to one that encourages students to think about how we know what we know; how we ascertain truth; and how technology is shaping individuals while also shaping the larger society.

It is these larger theoretical, ethical, and epistemological issues that we would like to see brought into the ES Program. To that end, we would propose addressing different components of the Policy in different manners. Particularly:

- **Learning outcome “C”** can be addressed through the Vector Solution module that entering students can take as part of their admission to the University. However, we believe that the word “ethically” that appears here should be addressed through the academic curriculum.

“C” thus becomes “Demonstrate the knowledge to use digital technology safely at a basic level.”

- **Learning outcome “D”** needs to be addressed in the academic majors (and potentially also through Career Services).
- **It is thus outcome “A” and “B” that the ES program would be trying to address.** We would, however, add the word “ethical” (and the concept of Information Literacy) back into both of those learning goals:

“A” thus becomes something like, “Evaluate the accuracy and credibility of digital information while learning how to use, share, and communicate information ethically.”

“B” thus becomes something like, “Explore the impact of digital technology on the individual and the larger society, particularly in light of emerging ethical and epistemological issues.”

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**To address “A” and “B” through the ES Program, we propose that the Committee work to create a new Special Emphasis in Information/Digital Literacy**

The idea here is that the Special Emphasis courses are designed to be an “overlay” in the ES Program. Currently, we have a Special Emphasis that lines up with ES’s goals of communication, intercultural knowledge, and quantitative reasoning—but we do not have a special emphasis that enforces student learning in Information Literacy (and we know very few ES classes claim Information Literacy as their primary learning goal). Requiring that students meet a new IL/DL special emphasis area would correct that issue—and ensure that every student meets the new Digital Literacy policy. If the new Special Emphasis is overlaid on to classes that meet either Breadth of Knowledge areas or courses that meet requirements in the major, a special emphasis does not necessitate the addition of credit hours to ES.

To make this happen, we would need:

- Strong faculty buy-in across campus, but particularly in the College of Arts and Sciences.
- Collaborations between ES faculty and the Library.
- Opportunities for faculty development to consider ways of proposing new classes or updating old courses to address the new Special Emphasis.
- A potential re-writing of the Information Literacy learning goal
- A concrete set of standards that courses would need to meet to be validated in this special emphasis area.
- A separate rubric for assessment of DL/IL

	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025
Meet SBHE Timeline (May 2028 graduates will have met Digital Literacy requirement)	Identify a group of classes for fast-track validation	Validation Process for fast-track courses	Academic catalog and corresponding degree audit materials reflect how students will meet the digital literacy requirement	Vector Solutions for all incoming students.  Small group of new SE courses available.			
Meaningfully Implement new ES Special Emphasis	Identify Faculty Working Group.  Hold “town halls.”  With help of townhalls and working group, rewrite ES Learning Goal; Define the new Special Emphasis; Define course criteria; explore rubrics for assessment.	Continue with town halls and working groups.  Summer faculty development application process.  <b>Take full proposal to Senate.</b>	Opportunities for Faculty Development and Course Development	Validation materials due to ESC by December	ESC completes course validations for new Special Emphasis in time for catalog.	Opportunities for Faculty Development and Course Development	Full range of new Special Emphasis Courses ready for students; More courses to go through ES validation process after summer course development.

## University Senate

### Ad-Hoc Student Evaluation of Learning & Feedback for Instructors Review Committee

**Purpose:** To review the current content of and administrative process for the Student Evaluation of Learning & Feedback for Instructors (SEFI) instrument and to implement updated SEFI content and process improvements by Spring 2025.

**Membership:**

Previous Ad-Hoc SEFI Committee members (two)  
University Senate Executive Committee members (one)  
University Assessment Committee member (one)  
Diversity, Equity, and Inclusion Committee member (one)  
Faculty Instructional Development Committee (one)  
Online and Distance Education Committee (one)  
University Analytics and Planning (one)  
Teaching Development and Transformation Academy (one)  
University Promotion and Tenure Committee (one)  
Graduate student (one)  
Undergraduate student (one)

**Terms:** Fall 2023 – Spring 2025

**Selection:** Appointed by University Senate Executive Committee

**Functions and Responsibilities:** Acting of its own volition, upon the request of the Senate and/or others, the Committee shall assume the following responsibilities:

1. Review current SEFI questions with feedback from faculty and campus stakeholders by the end of Spring 2024.
2. Review the current process through which the SEFI is administered with feedback from faculty and campus stakeholders by the end of Spring 2024.
3. Collaborate with the University Analytics and Planning team on the selection of a platform to host the SEFI by end of Spring 2024.
4. Pilot the updated SEFI questions and process in Fall 2024.
5. Implement the updated SEFI questions and process in Spring 2025.

**Report to Senate:** Update the University Senate Executive Committee and the University Senate regularly on process. Prepare a final report that addresses each function and responsibility and submit it to the Senate secretary.

DRAFT of a UND SENATE RESOLUTION for NDUS SBHE Support in Matters of Shared Governance, Due Process in Issues of Tenure, and Academic Freedom

Whereas the gold standard for matters related to shared governance, due process in issues of tenure, and academic freedom is the AAUP 1940 Statement of Principles on Academic and Freedom and related statements on government of colleges and universities over the past 83 years, including items released in 2023, and

Whereas NDUS SBHE Policy 100.6 and NDUS Policy 606.3.7 are unclear about adherence to such time-honored customs and protocols of academe relative to the guiding principles as benchmarks of shared governance, due process in issues of tenure, and academic freedom,

Be it resolved that the UND Senate requests that the NDUS SBHE re-affirm the importance and usage of these principles to maintaining a collegial and productive environment not just for faculty but for the benefit of our students, our staff, our administrators, and our stakeholders beyond the 11 campuses of the NDUS by incorporating references to the AAUP guidelines in both NDUS SBHE Policy 100.6 and NDUS Policy 606.3.7 and

Furthermore, be it resolved that this resolution be sent to the senates of the other 10 campuses of the NDUS for endorsement and support to send this request to the NDUS SBHE and

Additionally, be it resolved that this resolution of reaffirmation of the importance of well-stated and reasonable guidelines from the AAUP in handling the responsibilities as well as the privileges of shared governance in higher education, particularly as it relates to due process in issues of due process regarding tenure and academic freedom, be forwarded to the NDUS Council of College Faculties with a request to have this matter discussed by the council for bringing a systemwide resolution forward to the NDUS SBHE.

Respectfully submitted by

Douglas C. Munski, Professor of GEOG & GISc and member-at-large of the UND Senate

**University Senate**

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UND.edu/university-senate

## UND SENATE RESOLUTION for NDUS SBHE Support in Matters of Shared Governance, Due Process in Issues of Tenure, and Academic Freedom

**WHEREAS**, the gold standard for the matters related to shared governance, due process in issues of tenure, and academic freedom is established in the [AAUP 1940 Statement of Principles on Academic and Freedom](#), which is incorporated as the reference in [NDUS SBHE Policy 605.1](#);

**WHEREAS**, according to these established principles and policy, shared governance is a cornerstone of academic institutions, fostering collaboration and collective decision-making among faculty, administrators, and other stakeholders;

**WHEREAS**, according to these established principles and policy, due process is essential to protect the rights and livelihoods of faculty members, particularly in matters related to tenure and promotion;

**WHEREAS**, according to these established principles and policy, academic freedom is a fundamental principle that allows scholars and educators to engage in open inquiry, free expression, and the pursuit of knowledge without undue external interference and for the benefit of students, staff, administrators, and stakeholders/community;

**WHEREAS**, these principles are critical to maintaining the integrity and quality of higher education;

**THEREFORE, BE IT RESOLVED** that the UND Senate requests that the NDUS SBHE reaffirms:

- its commitment to the principles of shared governance, emphasizing and recognizing the importance of faculty participation in decision-making processes at university.
- its dedication to upholding due process in all matters related to tenure and promotion, recognizing the significance of fair and transparent procedures in assessing faculty qualifications and contributions.
- its support for academic freedom, emphasizing the importance of protecting the rights of faculty members to engage in teaching, research, and scholarship without fear of censorship or retribution.
- its call upon the university administration, trustees, and all relevant stakeholders in the 11 institutions of NDUS to uphold and respect the principles of shared governance, due process, and academic freedom in all university policies, practices, and decisions.
- its commitment to working with the 11 institutions of NDUS to address any concerns or challenges related to shared governance, due process, or academic freedom.

This resolution reflects the UND Faculty Senate's unwavering dedication to the principles of shared governance, due process, and academic freedom, which are essential for the continued success and excellence of the University of North Dakota and our community.

**FURTHERMORE, BE IT RESOLVED** that this resolution be sent to the senates of the other 10 campuses of the NDUS for endorsement and support to send this request to the NDUS SBHE; and

**ADDITIONALLY, BE IT RESOLVED** that this resolution of reaffirmation of the importance of well-stated and reasonable guidelines from the AAUP in handling the responsibilities as well as the privileges of shared governance in higher education, particularly as it relates to due process regarding tenure and academic freedom, be forwarded to the NDUS Council of College Faculties with a request to have this matter discussed by the council for bringing a systemwide resolution forward to the NDUS SBHE.



**University Senate Curriculum Committee Report  
November 2, 2023**

**I New Course**

- EDL 995 : Scholarly Project
- KIN 415 : History of Sporting Experiences in America
- KIN 515 : Cultural Impact of Sports in American History
- NURS 615 : Library Resources and Literature Search
- NURS 617 : Responsible Conduct for Research
- SPED 490 : Teaching Students with Multiple Disabilities & Visual Impairment
- T&L 412 : Science of Reading: Research-Based Literacy Practices

**II Course Inactivation**

- BADM 316 : Introduction to Business in China
- BADM 318 : China Then and Now
- BADM 319 : Business Fieldwork in Shanghai
- BADM 395B : Special Topics
- BADM 497 : Internship in China
- HIST 352 : Enlightenment and Revolution: Europe 1700-1800
- OT 488 : Elective Fieldwork in Occupational Therapy

**I New Program**

- ACCT-GRCERT : Graduate Certificate in Tax Compliance and Planning
- COMM-BA : B.A. in Journalism
- COMM-UGMINOR : Minor in Journalism
- DPTLPP-GRCERT : Certificate Visual Impairment
- DPTLPP-GRCERT : Early Childhood Education Administration & Leadership Certificate
- FIN-UGMINOR : Minor in Finance
- HIST-UGCERT : Public History Certificate
- IS-UGCERT : Certificate in Native Health and the Humanities
- MGMT-UGMINOR : Minor in Human Resource Management
- T&L-GRCERT : Reading Science Certificate

**II Department Name Change**

- “Modern & Classical Languages & Literatures” to “Languages & Global Studies”

**Senate Approval is not required for the following report items**

**III Program Changes**

- ANTH-UGMINOR : Minor in Anthropology
- BADM-MBA : Master of Business Administration
- ECON-GRCERT : Certificate in Applied Economics

- N&D-BSD : BS in Dietetics
- OT-DOT : Occupational Therapy Doctorate
- POLS-BAPS : BA in Political Science
- POLS-GRCERT : Certificate in Public Administration
- POLS-MPA : Master of Public Administration

#### **IV Course Changes: Undergraduate**

- ANTH 350 : Ethnographic Methods
- BADM 105 : Career Development I
- ECON 324 : Public Finance
- ENTR 316 : Entrepreneur Law & Operations
- ENTR 333 : New Product Development
- ENTR 388 : Entrepreneurship: The Money
- ENTR 410 : Marketing and Management Concepts for Entrepreneurship
- FIN 310 : Principles of Financial Management
- FIN 397 : Cooperative Education
- FIN 420 : Investment Analysis and Portfolio Management
- HIST 350 : The Renaissance and Reformations: Europe 1450-1600
- HIST 480 (340) : Introduction to Public History
- MATH 277 : Mathematics for Elementary School Teachers
- N&D 345 : Community Nutrition
- PHE 240 : Introduction to Wellness
- PHE 301 : Principles and Foundation of Health Education
- PHE 302 : Community Health
- PHE 303 : Organization and Administration of Community Health Programs
- PHE 304 : Health Program Planning, Implementation, and Evaluation
- PHE 305 : Research Methods in Kinesiology & Public Health Education
- PHE 306 : Epidemiology and Biostatistics
- PHE 307 : Methods and Materials of Health Education
- PHE 308 : Health Policy, Law, and Ethics
- PHE 309 : Introduction to Human Disease
- PHE 415 : Public Health Internship
- SPST 425 : Observational Astronomy
- T&L 335 : Foundations of Reading
- T&L 409 : Reading in the Content Areas
- T&L 413 : Assessing and Correcting Reading Difficulties
- T&L 525 : Writing in the Classroom

#### **V Course Changes: Graduate**

- ACCT 510 (514) : Federal Taxation 2
- ECON 597 : Economic Research Internship
- EDL 501 : Leadership and Organizational Behavior

- EDL 519 : Principalship
- NURS 555 : Grant Submission
- NURS 556 : PhD Student Intensive
- NURS 557 : Foundations of Nursing Science
- NURS 565 : Rural Populations and Rural Health
- NURS 577 : Rural Healthcare Ethics
- NURS 581 : The Nurse Scientist
- NURS 586 : Rural Health Programs and Research
- OT 602 : Management & Advocacy for OT Practice
- OT 614 : Innovative Practitioner
- OT 683 : Level II Fieldwork
- OT 684 : Level II Fieldwork B
- POLS 570 : MPA Capstone
- T&L 563 : K-12 Classroom Based Coaching Practices
- T&L 564 : Designing Professional Development for K-12 Educators
- T&L 565 : K-12 Instructional Coaching Clinical
- T&L 995 : Scholarly Project