

Proposed Chapter 4: Faculty Work and Load Contents

1. Introduction/Policy/Values Statement

2. Criteria

- 2.1 Basis of Load
 - 2.1 Basis and Process
 - 2.1.1 Work and Load
 - 2.1.2 Process for Assigning Load
 - 2.1.3 Load Adjustments and Exceptions
 - 2.1.4 Under-subscribed units
- 2.2 Teaching
 - 2.2.1. Load Measures
 - 2.2.1.1 Credit hours
 - 2.2.1.2 Overload
 - 2.2.1.2.1 Overload Limitations
 - 2.2.1.2.2 Overload Calculations
 - 2.2.1.2.3 Over-load Courses
 - 2.2.1.3 Contact hours
 - 2.2.1.4 Mode of instruction
 - 2.2.1.4.1 Combined and team-taught
 - 2.2.1.4.2 Team Taught
 - 2.2.2 Non-Load Teaching Responsibilities
 - 2.2.2.1 Learning Objectives and Syllabi
 - 2.2.2.2 Class Sessions
 - 2.2.2.3 Grading
 - 2.2.2.4 Office Hours
 - 2.2.2.5 Recruiting
- 2.3 Advising and Mentoring
- 2.4 Administration (NTA-Administrative)
 - 2.4.1 Program directors
 - 2.4.2 Division chairs
 - 2.4.3 Administrators of clinical practice offices
 - 2.4.4 Lead Instructors
 - 2.4.5 Global Studies/Cross-Cultural Learning & Service Program
 - 2.4.6 Other Administrative Load
- 2.5 Scholarship
- 2.6 University Service
 - 2.6.1 University Service non-Load
 - 2.6.2 University Service in-Load (NTA-Service)

3. Outside Employment

4. Review

5. Remuneration Tables

- 5.1 Adjunct/Overload Faculty Salary Scale for Course and Administrative Assignments (not SME)
- 5.2 Course Development Remuneration Schedule
- 5.3 Low Enrollment Courses, including Degree Completion General Education and Elective
- 5.4 Payment Schedule
- 5.5 Observation, Practicum, Field Work, Internship
- 5.6 Miscellaneous
- 5.7 Thesis
- 5.8 Private Music Instructors

Faculty Work and Load Statement

The proposed handbook revision would add a new Chapter on Faculty Work and Load as Chapter 4 between Chapter 3 Faculty Personnel Policies and the current Chapter 4 Faculty Evaluation Process.

1. Introduction

Consistent with our mission to be a Christian university, a community of learners, and a prophetic people, the university seeks 1) to maximize the student's transformative classroom and mentoring experience with faculty, 2) to support exceptional faculty personnel in their mission as teachers & mentors, scholars, and community servants, and 3) wisely use financial resources to keep a university degree financially attainable in a challenging economic environment. To this end the following policy on load is a guide as to how to accomplish our values. These values work to guide best practices to promote faculty flourishing through human resourcing by addressing matters such as equity, scheduling, development, and accountability.

Key Objectives

- 1) student transformation through faculty engagement in classroom and mentoring
- 2) faculty development and flourishing
- 3) financial responsibility and sustainability

2. Criteria

2.1 Basis and Process

2.1.1 Work and Load: Work consists of in-load, over-load, and non-load expectations. The basis of load is the "unit". Units are assigned for teaching and administration and may be assigned for scholarship and service. Non-load expectations are forms of work that are not assigned specific units but expected parts of regular faculty work, in contrast to adjunct faculty whose work consists of only teaching units.

As an institution that focuses upon teaching as central, we recognize that faculty serve the mission in a variety of ways. There may be periods when a faculty member is asked, or desires, to invest a greater level of institutional service, scholarship, or serving our teaching mission. Similarly, faculty who are assigned an above-normal teaching load may have a corresponding reduction in their institutional service expectation.

2.1.2. Process for Assigning Load: The total workload of a faculty member is determined annually by the Dean of the School with approval from the University's Provost/Senior Vice President for Academic Affairs ("Provost"), taking into consideration factors from this chapter.

2.1.3. Load Adjustments and Exceptions: under certain exceptional conditions a faculty member's load may be revised beyond the guidelines offered in this chapter in consultation with the School Dean and with approval from the Provost. A written record detailing the timeline and agreed upon assignments must be signed by the faculty member, the Dean, and the Provost and included in the faculty member's personnel file. Mid-contract load adjustments shall also be signed, recorded, and placed in the faculty member's file in the same manner. These agreements are to be made available to the Rank and Continuing Status Committee when the faculty member is up for review.

2.1.4 Under-subscribed load units: when in-load falls below contracted units (e.g. low course enrollment), the faculty member will undertake other in-load assignments as negotiated with and/or assigned by the administration.

2.2 Teaching

Faculty members are appointed with the understanding that they are principally occupied with the academic growth and development of students during the term of employment. While other occupations such as voluntary service in governance activities, professional development, and service beyond the university are important, teaching and advising should be the primary occupation of all faculty members unless specifically stated otherwise in the annual contract and its accompanying workload assignment if any.

2.2.1 Load Measures

The instructional assignment is usually divided equally across the contract term. Occasionally, circumstances such as the University's business needs or the instructor's preferences may lead to a modification of this pattern, as approved by the administration.

2.2.1.1. Credit Hours

A full-time faculty load for a nine-month contract will consist of 24 units, a ten-month contract will consist of 27 units, and an eleven-month contract will consist of 30 units.

- These loads may consist of both teaching and non-teaching assignments.
- These units may not be composed of directed, independent, or arranged studies, practicum, internship, thesis, etc. (variable enrollment courses). Exceptions to this would be if the practicum, internship, or thesis is a regularly subscribed course in the curriculum, and its enrollment is confirmed and approved by the dean.

2.2.1.1.1 Automatic Credits

The following automatic credits will be granted to meet the required contract units but are variable so as not to generate overload. These do not limit the ability to receive overload for additional units taught, excess Student Credit Hours ("SCH"), overload-specific courses, etc. The First Year Teaching Credit can be combined with one other credit, but the Six Course Preps Credit (below) cannot be combined with the SCH Credit to meet the required contract units.

2.2.1.1.2 First Year Teaching Credit

The purpose of first year teaching credits is to recognize the time commitment associated with mandatory participation in the University's new faculty orientation programming for newly hired faculty. Newly hired full-time faculty will be granted 3 units towards for their first year at FPU and are released from University committee membership. In exchange, newly hired faculty are required to attend a new faculty orientation program, regardless of prior teaching experience.

2.2.1.1.3 Six Course Preparations Credit

The purpose of course preparation credits is to recognize the time commitment associated with preparing to teach a specific course. A faculty will be granted 1-3 units for six different course preparations that meet in-load requirements. Course preparations are determined by unique course identifiers (subject and number) excluding section identifier. The credit is used to meet, but not exceed, in-load units.

- Preparation for a 1 or 2-unit course will be counted as .5 course preparation and preparation for a 3 or 4-unit course will be counted as 1.0 course preparation.
- Teaching the same course in two different semesters during the same contract year counts as a single preparation.
- For a 9-month contract, a 23-unit load will receive 1 unit, a 22-unit load will receive 2 units, and 21-unit load will receive 3 units.
- For a 10-month contract, a 26-unit load will receive 1 unit, a 25-unit load will receive 2 units, and 24-unit load will receive 3 units.
- For an 11-month contract, a 29-unit load will receive 1 unit, a 28-unit load will receive 2 units, and 27-unit load will receive 3 units.

2.2.1.1.4 SCH Credit

Student Credit Hours (SCH) is a measure of the course unit value times the number of students enrolled in the course. It is one method of measuring faculty work load. A faculty will be granted 1-3 units for a minimum of 440 SCH in a 9-month contract, minimum of 495 SCH in a 10-month contract, and minimum of 550 in an 11-month contract for units in courses that meet the in-load requirements. The credit is used to meet, but not exceed, in-load units.

- For a 9-month contract, a 23-unit load will receive 1 unit, a 22-unit load will receive 2 units, and 21-unit load will receive 3 units.
- For a 10-month contract, a 26-unit load will receive 1 unit, a 25-unit load will receive 2 units, and 24-unit load will receive 3 units.
- For an 11-month contract, a 29-unit load will receive 1 unit, a 28-unit load will receive 2 units, and 27-unit load will receive 3 units.

- Enrollment numbers are determined by the Spring census. Since annual SCH is not known until the Spring census, cases where baseline SCH are achieved with fewer than the contract amount but courses totaling the contract amount units are already planned, the faculty is granted 1-3 units to meet load and the remaining units are moved to overload.
- If a faculty plans a schedule that assumes SCH will be achieved with fewer than required contract amount and the SCH does not meet the required amount, faculty will be required to make up the unit difference in consultation with the administration.

2.2.1.2. Overload

Overload is optional for faculty. Overload consists of units that are above the in-load units for the contract period. Some types of courses, described below, are automatically paid as overload and, as such, are not calculated as part of in-load units.

Overload assignments are compensated on the basis of the policy on adjunct, overload and summer compensation.

2.2.1.2.1. Over-Load Limitations

In order to promote quality student and faculty experiences, a maximum of 42 units (total of in-load and over-load) per contract year are paid by the university. Faculty may choose to teach above this load unit without additional compensation.

2.2.1.2.2. Over-Load Calculations

Overload will be granted for SCH for in-load courses above levels established for the contract period (see 2.2.1.1.4 SCH Credit for levels). 1 unit is awarded for each additional 20 SCH.

Graduate: Large Class Enrollment
(See Remuneration document for current caps)

2.2.1.2.3. Over-Load Courses

Courses that are not eligible for contract load are reimbursed as over-load. Rates vary. Courses that are part of in-load but that are calculated at varying rates are also listed in the schedule. (See Remuneration Schedule for Updated Lists)

2.2.1.2.4 Independent/Directed/Arranged Studies

Faculty may assume responsibility for independent or directed studies. Because directed studies can be very demanding of faculty time, a faculty member should normally accept no more than two in any semester.

2.2.1.3. Contact Hours

Typically, course units are equal to in-load units. Some exceptions may occur when contact hours do not match course units (e.g. labs and stretch courses). See the Remuneration Table for specific examples.

2.2.1.4. Mode of Instruction

All teaching load shall be compensated at the same rate regardless of teaching modality.

- **Face-to Face:** A face-to-face course is one whose instruction occurs primarily in a manner whereby an instructor delivers, and students receive, lecture material in the same physical space in a synchronous manner.
- **Online:** An online course is one whose instruction occurs primarily in a manner whereby an instructor delivers, and students receive, lecture material in an asynchronous manner through an online learning management system.
- **Blended:** A blended course is one whose instruction occurs in near equal measure as face-to-face and online.

2.2.1.4.1 Combined

For teaching assignments where two student populations are combined (graduate students in traditional undergraduate courses, or vice-versa), when two sections are combined, or two program sections go on a common trip. Faculty will be compensated per the Remuneration Schedule.

2.2.1.4.2. Team Taught

The units and SCH for team taught courses are to be assigned equitably based on considerations for such issues as time in class, co-teaching or sequential teaching, percentage of grading, etc.

2.2.2. Non-Load Teaching Responsibilities

2.2.2.1. Learning Objectives and Syllabi

Faculty members are expected to plan their course learning objectives and deliver courses through classroom methodologies appropriate to their disciplines that will lead to student learning as measured through appropriate course examinations, analytic writing, performances and presentations. The courses should be planned at a level appropriate to the assigned course level and in concert with faculty members in the discipline to avoid course content and level redundancy within the disciplinary area. Faculty are responsible to coordinate syllabi with lead Instructors and/or program Directors to maintain consistency between sections (e.g., adhering to learning outcomes, maintaining signature assignments, assessments, accreditation standards etc.). Faculty should plan appropriate assignments, text and supplemental materials using the course syllabus guide. A copy of each semester's course syllabus is to be provided to the dean's office where it is available to accrediting agencies.

2.2.2.2. Class Sessions

Faculty members are expected to be available for all class meetings of each course assigned through their contract and workload assignment. In the event of emergency or other necessary absence from work, the faculty member should contact his/her dean as soon as possible so that students can be notified. In the event of absences allowed under the University's leave of absence policy (including but not limited to illness), the dean, or his/her designee, will try to arrange with another faculty member to meet classes and achieve the learning objectives. Absences expected to last more than one week will, if possible, be covered by a substitute (adjunct) faculty member.

Faculty members who must be absent for non-emergency matters should include in their syllabi alternate class sessions or learning activities that will meet the learning objectives. The faculty member should notify his/her dean at the beginning of the semester of such absences and how the learning activities of the class meeting will be covered.

Faculty are to hold classes for the required hours and sessions in a term. Classes are not to be cancelled for extra time off for holidays. Final weeks are part of the required calendar and class sessions are to be conducted. Final exams or projects, when part of scheduled assignments, should be conducted during final exam periods.

2.2.2.3 Grading

Faculty members are expected to grade students as fairly as possible. The method of assigning grades should be identified in broad terms in the syllabus. The syllabus should include point values and/or rubrics, if used, for calculating assignment grades and final grades.

Faculty shall submit final grades to the Registrar's Office in proper form by the announced deadline. If an emergency or illness occurs that prevents the faculty member from completing this task, the faculty member must provide his/her grading records to date to the dean and the dean may make the grade assignment.

Incomplete grades are to be assigned only in cases of major circumstances beyond the control of the student, such as an incapacitating illness or a family emergency. Incomplete grades should not be assigned to mitigate the effects of procrastination or irresponsibility on the part of the student or failure on the part of the faculty member to determine grades on time.

A faculty member should keep a record of grades assigned in a course, either on paper or electronically.

2.2.2.4 Office Hours

Faculty members will be expected to be available to students in their classes by 1) holding regular office hours, electronically or in person on campus (or other appropriate location), or 2) by any other means by which a student may contact or schedule time with the instructor. Regular office hours should be identified in the course syllabi, including the hours of availability, location and method of contact. Such information should also be made known to

students through such means as Moodle or other Learning Management System, any electronic means used by the faculty member, posting on the faculty member's office door, and/or with the dean's administrative assistant.

2.2.2.5. Student Recruiting

From time to time, faculty members may be asked to serve with the admissions staff in recruiting students. These activities may include meeting students and their families at special days such as FPU Preview Days, open houses at regional campuses, at information meetings, or individually with students by appointment. At times faculty members may be in the community on one type of activity and learn of the potential interest of prospective students. In these cases faculty members should proactively encourage prospective students to contact the appropriate enrollment area or seek information from faculty representing program majors.

2.3. Advising and Mentoring

Faculty members are expected to mentor and advise all students in their classes through the above options for meetings. In addition, faculty members may be assigned advisees within their programs as part of non-load service. They will schedule meetings to discuss course planning, graduation requirements, and other developmental or career mentoring. Such interactions are part of the FPU Idea that considers student growth and maturing intellectual, social, and spiritual development an important value. Each dean will work to ensure that the advising and mentoring responsibilities are shared among the faculty members of the respective degree programs.

The Dean may additionally recognize mentoring assignments substantially above and beyond the regular duties of faculty by assigning Administrative Load.

2.4. Administration (NTA-Administrative)

Some faculty, especially in the professional schools, are assigned significant administrative responsibilities, either routinely or episodically, necessary for the functioning of their programs.

Administrative Load is determined by the Dean, in consultation with the Provost/Senior VP, and is based on the program's head count, SCHs, faculty in the program/department, campus locations, accreditation demands, and other types of administrative responsibilities.

Additional administrative load support may be offered with respect to the strategic plan of the University as determined by the Dean and Provost/Senior VP.

Faculty with such administrative responsibilities have Administrative Load assigned to their contract as a regular part of their load. The time commitments of these assignments may reduce the ability of faculty to accept overload assignments. Faculty under these conditions are subject to the same limitations governing overload. In no case can overload work be used as an excuse for not appropriately performing the duties for which Administrative Load is being granted.

Such load assignments should be respective of the time investment required to meet the responsibilities of the position, and comparable to the load associated with teaching assignments. The basic guideline for determining Administrative Load is based on the Carnegie unit (1 unit = 45 hours).

2.4.1 Program Directors

Included in the standard responsibilities of Program Directors are the following: academic oversight, routine annual program assessment, faculty oversight, student recruitment (see 2.4.4), student advising, administrative problem solving, and external partnership development.

TASK: Create link to job descriptions in Appendix. See 2013 document.

2.4.2 Division Chairs

Depending on the needs of a school and division, the following non-exhaustive list of standard responsibilities may be assigned to a Division Chair: routinely meet with administration to conduct school business, annually prepare course schedules and instructional assignments, prepare and monitor budget, coordinate divisional scholarships, coordinate divisional meetings, participate or arrange representation in student recruitment and faculty search efforts, review adjunct applications, conduct informal evaluations of faculty for purposes of feedback prior to

participating in or arranging formal faculty review, and generally represent the division on committees as appropriate.

TASK: Create link to job descriptions in Appendix. See 2013 document.

2.4.3 Administrators of Clinical Practice Offices

TASK: Create link to job descriptions in Appendix. See 2013 document.

2.4.4 Lead Instructors

For courses requiring coordination of multiple sections and instructors beyond the scope of what is appropriate for a Program Director / Division Chair to oversee, a Lead Instructor may be assigned to assist in consistently maintaining course standards among full-time, part-time, and adjunct faculty. Included in the standard responsibilities of a Lead Instructor are the following: coordinate with the Program Director / Division Chair, maintain communication with instructors of the course, assist in recruiting/training of faculty, coordinate instructors in implementation of the course, and develop and update course design and assessment as needed through collaboration with instructors and the Program Director / Division Chair.

2.4.5 Global Studies/Cross-Cultural Learning & Service Program

The faculty member facilitating the start-up of the Global Studies/Cross-Cultural Learning & Service Program will receive 3 units of load per year.

2.4.6 Other Administrative Load

Other kinds of routine Administrative Load, periodic or episodic administrative NTA, or special assignments necessary for the functioning of respective programs and incurring significant responsibilities may be considered by the Dean in consultation with the Chief Academic Officer to be counted in standard load. The following are examples of such NTA: Lab Coordinator, Program Review, significant authorship of accreditation documents, SME program development, special assignments.

2.5 Scholarship

As a Christian University, FPU views scholarly activity as central to our mission and vocation. All faculty are therefore expected to stay abreast of current developments in their discipline. All continuing status (track) faculty are expected to meet the minimum expectations of scholarship as determined by each school. While it is desired that Clinical and LTA faculty meet the same expectations, it is not required. Furthermore, scholarship for clinical faculty would include field related work that is necessary for staying current in their field. That might include requirements for continued licensure, work in clinical settings, or work with institutions serving the field directly. The minimum expectation of scholarship is determined by each school (see Appendix I of the Faculty Handbook).

However, while FPU is primarily a teaching school, it is recognized that many faculty members view ongoing scholarship as central to their scholarly vocation and identity, and as the primary means of enriching their teaching. Hence, some faculty may bring to FPU or seek to develop for FPU a level of scholarly activity (e.g. publications, presentations, hosted conferences, compositions, experimental research, etc.) that represents exceptional contributions to their field of expertise, reflects a demonstrable expression of FPU's mission, and/or holds the promise of distinction for the institution and its programs. In such cases, some load may be assigned for scholarly activities, as provided by the following process.

Faculty who wish to be held to a higher standard of scholarship, and to have it in-load as Scholarship Load may submit an application/proposal to the Office of the Provost, with a clear timeline and accountability structure for scholarly products indicated. The application/proposal shall be a non-monetary option with in the Provost Research Grant application process. The application/proposal may be for a short-term project (conference paper, clinical certification, shorter article) or a medium-length or longer-term project (e.g. monograph). Hence, the application/proposal for in-load scholarship may be for the duration of (1) one semester, (2) one academic year, or, in exceptional cases, (3) two years for larger projects, provided sufficient production has been demonstrated in year one. For the purposes of successful future applications/proposals, and with the exception of longer term projects (e.g. book projects exceeding 2 years), it is expected that faculty will demonstrate to the Office of the Provost

(through the Provost Research Grant committee) evidence of finished (and where relevant, *in-print* or accepted and forthcoming) scholarly products, demonstrating their stewardship of in-load scholarship benefits.

The following restrictions and clarifications apply to the taking of in-load for scholarship: First, it is generally expected that such faculty will be held to the highest 'level' of scholarship indicated by the existing standards of their respective school (for example: the "advanced scholarship" tier of the Humanities, Religion and Social Sciences ("HRSS") scholarship document). Second, with the exception of those who have been appointed as Distinguished Scholars, in-load units for scholarly activity shall be episodic and not an ongoing arrangement, absent further successful submission of application/proposals. Third, at no time may more than 12% of existing faculty take advantage of the in-load scholarship option, and in-load allowances shall not exceed 6 units per academic year. Fourth, faculty with in-load scholarship responsibilities/privileges have non-teaching load assignments ("NTA") assigned to their contract as a part of their faculty load and shall not be eligible for elective-overload teaching where such overload is for the primary purpose of increased remuneration.

Finally, if the contracted objectives of the scholarship application are not completed, the in-load units assigned for scholarship will be considered contractually non-fulfilled, and such units will be added to their current or subsequent contract period. The non-completion of objectives will be noted as part of the faculty member's next evaluation.

2.6. University Service

2.6.1. University Service Non-Load

Each faculty member is expected to assume activities in support of the governance of the university. These activities occur in standing and *ad hoc* committees or other assignments as part of the Faculty Senate or broader school governance. Faculty members, however, are encouraged to resist engaging themselves in such a heavy load of governance as to interfere with the primary responsibilities of teaching and advising.

In carrying out their role in faculty governance activities, faculty members are encouraged to engage in dialogue with other members of the community in all matters brought to the various governance bodies. Every member has the right to voice their views and opinions and responsibility to respond to each other with charity and civility.

Faculty members are expected to take part in major academic events such as the fall faculty workday, school work days, commencement, convocations and those special events announced by the President or Provost/Senior VP in advance.

Newly hired faculty are exempt from Service requirements in the first year of employment with the University.

Additional service to the university and broader communities may include:

- advising student organizations,
- volunteering to represent the university in local, regional, state or national groups,
- leading student and alumni travel experiences,
- mentoring junior colleagues,
- leadership in the church locally, regionally, and/or nationally,
- participation in service organizations aimed at meeting human needs,
- providing professional (voluntary) expertise to local organizations (e.g., serving on a K-12 school committee)

2.6.2 University Service in-Load

Some university service is determined to be more essential and time-intensive than others so that it warrants granting in-load units. Committee time-commitments are to be reviewed regularly and proposals made to the Provost/Senior VP about the granting of in-load Service units.

- The Senate Chair will receive 3 in-load units/year.

2.6.3. Outside Employment

Full time faculty members are expected to provide full time teaching, scholarship and service during the period of their contract and avoid a conflict of commitment where outside teaching or business interferes with the paramount obligations to students, colleagues, and the primary mission of the institution where they are appointed and salaried.

Any paid or voluntary occupations such as paid consultancies, professional development and service as an elected or appointed official should not be undertaken during the times when faculty members are expected to be available to teach or mentor students, if they otherwise interfere with the faculty member's job duties or if they otherwise present a conflict of interest with their role of as a faculty member. Faculty members accepting employment outside the university or undertaking significant time commitment to a volunteer position must inform their dean to ensure compliance with this policy. In no case can outside employment or volunteerism be used as an excuse for not appropriately performing the duties for which the faculty member is contracted at FPU.

The expertise of a university's faculty constitutes a significant resource to society and to the church. Therefore, faculty are encouraged to engage in outside employment and consulting in their area of expertise.

In considering opportunities for outside employment or consulting, the faculty member should conform to the following guidelines:

- The full-time faculty member's primary time commitment is to the university. The scheduling of university classes, committees, etc., will have priority over outside obligations. Due to classroom demands, faculty are expected to be available to teach classes within an eight-hour period on any given class day. Faculty may teach on the main campus, a regional center, online, or a combination of these.
- Faculty are expected to report annually to the Dean their involvement in outside employment or consulting and to give notice of intent to engage in future endeavors.
- Faculty engaged in outside consulting on their own account must make it clear that they do not act as agents of the university. Faculty should not use university business cards or any other representation of university affiliation as indication of their expertise other than the acknowledgement that they are employed by the university. Faculty engaged in consultant work are required to have consultant contracts or engagement letters which make clear the work is not in any way being performed by the faculty member as an employee of Fresno Pacific University, nor with FPU resources or staff.

4. Review

A review of actual faculty loads will be conducted at no longer than 5-year intervals in order 1) to gauge whether guidelines are being maintained, 2) to analyze data that can inform proposed changes, 3) to provide information to the Faculty Senate about faculty load in relation to the three basic objectives in section 2. Information about individual faculty loads remain subject to privacy rules.

5. Remuneration Tables

Proposed deletion of 1.8, 1.9, 1.10 from Remuneration Table and to be inserted in previous sections.

- 1.1. Adjunct/Overload Faculty Scale for Course and Administrative Assignments (not SME)
- 1.2. Course Development Schedule
- 1.3. Low Enrollment Courses, including Degree Completion General Education and Elective
- 1.4. Payment Schedule
- 1.5. Observation, Practicum, Field Work, Internship
- 1.6. Miscellaneous
- 1.7. Thesis
- 1.8. Private Music Instructors