COE Handbook: Section Eight

Undergraduate Academic Policies and Programs

Table of Contents

PART I: UNDERGRADUATE ACADEMIC POLICIES 3

A. 4+ Program 3

B. Academic Integrity 3

C. Academic Standing, Maintaining 8

D. Accelerated Degree Collaboration 10

E. Accelerated Programs 11

F. Attendance and Absence (Students) 13

G. Calendar Parameters 16

H. Certificates, Credit Bearing 17

I. Classification of Students 19

J. Cocurricular Eligibility 19

K. Confidentiality of Student Information 21

L. Copyright Compliance 22

M. Course Listing and Numbering 24

N. Definitions, Academic 24

O. Dual Degree Policy 27

P. Exams 28

Q. Fees, Course 29

R. FERPA: Family Educational Rights and Privacy Act 30

S. Field Trips 32

T. Grading 33

U. Graduate Courses, Undergraduate Students Enrolling in 43

V. Graduation Requirements and Commencement 45

W. Honors Program, GPA Requirements 48

X. Intensive Terms 49

Y. Majors 50

Z. Medical Leave 53

AA. Minors 55

BB. Online Course Limits for Undergraduate Students....56
CC. Online Courses....57
DD. Overload, Credit Hour....60
EE. Petitions, Academic....60
FF. Registration for Courses....60
GG. Repeating Coursework....62
HH. Special Courses and Credit Programs....63
II. Subsequent Degree Policy....68
JJ. Syllabi, Course....68
KK. Textbooks....71
LL. Transfer Courses and Transfer Credit....72
MM. Withdrawal from the University....74
PART II: UNDERGRADUATE ACADEMIC PROGRAMS AND SERVICES....75
A. Advising....76
B. Assistance, Academic....77
C. Experiential Programs....79
D. Peace and Conflict Studies Initiative....85
E. Service Day....88

PART I: UNDERGRADUATE ACADEMIC POLICIES

A. 4+ Program

4+ programs are approved academic programs that provide students with an option to earn both their bachelor's degree and graduate degree in a shorter period of time than if they completed both degrees separately as students take some graduate courses while they are still undergraduate students. A 4+ program can be completed with another partnering institution, or it can exist within a single institution. This policy applies to 4+ programs involving programming offered within Messiah University. (Definitions, Academic: 4+ Programs)

1. 4+ programs will conform to the following:

a. The curriculum meets the curricular requirements for the bachelor's degree including General Education and common learning requirements.

b. The curriculum meets all the curricular requirements for the graduate degree.

c. 4+ programs resulting in a Master's degree must include a minimum of 153 credits (123 for the undergraduate degree and at least 30 unique credits for a masters-level degree). Graduate credits will count toward the undergraduate degree within these credit assumptions.

d. 4+ programs resulting in a Doctoral degree must include a minimum of 183 credits (123 for the undergraduate degree and a minimum of 60 unique credits for the doctorate-level degree). Graduate credits will count toward the undergraduate degree within these credit assumptions.

e. Students may elect to participate in the undergraduate commencement ceremony in the academic year in which all undergraduate degree requirements are completed.

f. Students have undergraduate standing until they complete all undergraduate degree requirements and are awarded their Bachelor degree. As undergraduate students, they are: (a) assessed undergraduate tuition and fees; (b) eligible for undergraduate financial aid and scholarships; (c) subject to all undergraduate academic and student policies.

2. Proposals for 4+ programs must address the following questions in addition to those required of proposals for any program.

(1) What are the options and associated expectations for admission into this program? (2) What is the organizational and administrative home(s) of this program?

3. Governance process for 4+ programs proposals

Proposals must be approved by the relevant undergraduate department(s) and graduate program, Assessment of Student Learning Committee, Curriculum Committee, (General Education), Academic Council, Graduate Council, University Council, and COE Senate.

B. Academic Integrity

1. Policy

Violations of academic integrity are not consistent with the community standards of Messiah University. Seven types of academic integrity violations are identified and defined below. Each definition is followed by select examples, i.e., the examples are representative, but do not constitute an exhaustive list of possible violations.

a. Plagiarism
Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, purchased, or generated from another source, including digital sources, without the proper acknowledgment of that source. Examples: misrepresenting another's work as your own; failing to cite a reference; failing to use quotation marks where appropriate.

b. Self-Plagiarism
The reuse of significant, identical, or nearly identical portions of one's own work without acknowledging that one is doing so (by citing the original work) or without the instructor's permission to do so. Examples: Reusing portions of a previously written text, paper, or article (published or unpublished text); republishing or reusing the same paper that is published elsewhere without notifying the reader or publisher of the journal.

c. Cheating
Attempting to use or using unauthorized material, study aids, or technologies for assistance in examinations or other academic work. Examples: using a cheat sheet; looking at a peer's exam; having someone else take the exam for you; using an electronic device to access information during an exam; getting assistance via email or text messaging during an exam; purposely disconnecting from the internet to cause a lock on an online exam; utilizing artificial intelligence technology to complete an assignment in a way that hasn't been authorized by the instructor.

d. Fabrication
Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data; inflating observation hours.

e. Misrepresentation of Academic Records
Tampering with any portion of a student's record. Example: altering a graded exam; forging a signature on a registration form or change of grade form on paper or via electronic means.

f. Unfair Advantage
Attempting to gain an unfair advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper; destroying or removing library materials; having someone else participate in your place.

g. Facilitating Academic Dishonesty
Helping another individual violates this academic integrity policy. Examples: working together on an assignment where collaboration is not allowed; doing work for another student; allowing one's own work to be copied; sharing a past exam or quiz with another student.

The violations listed above represent a university-wide standard for academic integrity. Departments and programs may identify additional academic integrity standards by which their students must abide, as long as these additional standards align with the ones listed above. Any additional standards to which students in a given course or program must adhere must be clearly identified in the department/program course syllabi or the department/program handbook. With respect to their own courses, individual instructors may elaborate on the application of this policy in ways that are suitable to their particular courses.

2. Education Regarding Academic Integrity Policy

Messiah University is responsible to articulate the Academic Integrity Policy to students by publishing it in the academic catalog and by informing all incoming students of this policy through new student orientation programs or first-year courses. Instructors should reference the policy in their course syllabi. However, primary responsibility for knowledge of and compliance with this policy rests with the student.

3. Procedures for Perceived Violations of Academic Integrity

a. If a violation of the Academic Integrity Policy is suspected, the instructor should discuss the incident with the student(s) and determine to the instructor's satisfaction whether or not a violation has occurred.

b. If the instructor determines that it is more likely than not that the student is innocent, the student should be informed of this determination in writing. No report of the incident or of the instructor/student meeting should be filed with the school dean.

c. If the instructor determines that it is more likely than not that a violation has occurred, they should complete an Academic Integrity Violation Report, available on FalconLink, and submit the report as outlined on the first page of the form. The formal report should include a complete description of the incident, including date of the violation, the nature or type of the violation, and the nature and type of evidence. The formal report should also include appropriate sanctions (see below). The dean will send copies of the instructor's report to the student's advisor(s).

d. Instructors of courses that are not housed in an academic department should send the formal report to the Associate Provost, who will direct it to the appropriate school dean or supervisor.

e. The instructor should keep originals of tests, papers, etc., that provide evidence of the violation; when the case has concluded, those records should be sent to the Registrar's Office and should not be retained by the instructor.

f. With issues related to misrepresentation of academic records, the case may be referred to the Dean of Students for processing.

g. If a staff member or an administrator discovers violations of the Academic Integrity Policy, they should contact the dean of the school in which the violation occurred, who will contact the student.

h. The student may appeal in writing to the academic department in which the course is offered. A student's intent to appeal an instructor's response to a violation must be communicated to the department chair in writing within one week of the receipt of the written notification from the instructor dealing with the incident. The instructor filing the initial report of a violation should be recused from the department committee handling the appeal. A student in a course that is not housed in an academic department should appeal to the Associate Provost, who will direct the appeal to the appropriate school dean or department. The Associate Provost should ascertain that a group of faculty, with a majority of ranked faculty, will hear the appeal.

i. The student may appeal the decision of the academic department in writing to the school dean. The dean (or assistant school dean, as designated by the dean), will consider the appeal, and render a decision, which will be final.

j. When the appeal process ends, or the deadline for making an appeal has passed, the school dean will notify the Registrar, and determine if this is a first or second violation.

4. Procedures for Multiple or Egregious Violations of Academic Integrity

a. If the student has committed two or more violations of academic integrity, or if the dean determines that the violation is egregious, the dean of the school in which the violation occurred (or assistant school dean, as designated by the dean) will meet with the student who has committed the violation. Unless the violation is egregious, this meeting will take place after the appeal process ends.

b. The dean of the school in which the violation occurred (or assistant school dean, as designated by the dean) will consult with the student's academic advisor, the student's department chair, and the dean of the school of the student's major, if other than the reporting dean. The dean of the school in which the violation occurred (or assistant school dean, as designated by the dean) will determine appropriate sanctions (e.g., disciplinary probation, disciplinary suspension, or, in consultation with the Vice Provost for Student Success and Engagement, suspension from cocurricular activities).

c. The dean of the school in which the violation occurred will notify the student in writing of the sanctions determined and send copies to the student's advisor(s), and to the dean of the school of the student's major, if other than the reporting dean.

d. The student may appeal the decision of the school dean (or assistant school dean) in writing to the Provost, whose decision will be final.

5. Penalties for Violations of the Academic Integrity Policy

a. In all instances of violations of the Academic Integrity Policy, the instructor will assign sanctions within the context of the course. If the violation is a second offense, or is determined to be an egregious offense, the school dean (or assistant school dean, as designated by the dean) will assign appropriate sanctions that go beyond the course. In the case of an egregious offense, the school dean (with input from the assistant school dean, if needed) may temporarily suspend the student before and during any appeal process.

b. For a non-egregious first offense, the instructor may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

c. When violations occur near the end of the semester or term, instructors may request the Registrar's Office to file a course grade of "NR—Not Recorded" until the investigation and possible appeals are complete. Once the investigation/appeal process is complete, the instructor should submit a grade change request to record the appropriate course grade.

d. The policy of the University is to act, whenever possible, in redemptive rather than merely punitive ways. We believe that simply to ignore an offense is to be neither loving nor redemptive. Consequently, if a second report of a violation of the Academic Integrity Policy is received, or if the dean (or assistant school dean, as designated by the dean) determines the violation to be egregious, the range of possible responses includes suspension of the student, disciplinary probation, or other appropriate sanctions.

6. Time and Record-Keeping Considerations

a. Academic integrity violations should be processed in a timely manner:

(1) Instructors should report academic integrity violations within a week of their discovery.

(2) Student appeals must be filed within a week of receiving the written report of an academic integrity violation.

(3) The recipient of student appeals should acknowledge receipt of the appeal within one week.

(4) Timing constraints only apply when school is in session, but processing of violations may continue during breaks.

b. When violations occur near the end of the semester or term, instructors may request the Registrar's Office to file a course grade of "NR—Not Recorded" until the investigation and possible appeals are complete. Once the investigation/appeal process is complete, the instructor should submit a grade change request to record the appropriate course grade.

c. Academic integrity violations will continue to be processed if the student withdraws from the course in which the violation occurred.

d. Academic integrity violations may be reported within one semester after the course if first discovered at that time.

e. The final results of all academic integrity investigations, including all appeals, should be filed with the Office of the Registrar.

f. A record of academic integrity violations will be maintained by the Office of the Registrar in accordance with the University's Schedule for Records Retention. However, when determining whether a Messiah graduate student has had multiple violations, any violation the student committed at the undergraduate level will not be considered in that total.

g. If a student carries two majors, notification of academic integrity violations will be sent to the dean of the student's primary major.

h. The school dean will notify the instructor filing the report and the student's advisor(s) of the results of all appeals. In the case of multiple or egregious violations, the school dean will also notify the dean of the school of the student's major, if other than the reporting dean, of the results of any appeal.

i. On-campus program areas conducting required background checks of students (for example, teacher certification, professional advisor) should submit the students' names and ID numbers to the Office of the Registrar for clearance. The Registrar will determine that an appropriate need to know exists under FERPA guidelines.

j. If a department chair and the Registrar have established that that department chair has an ongoing need to know about academic integrity violations, the Registrar will automatically notify the department chair of any violations by students in that major after all appeals are resolved.

C. Academic Standing, Maintaining

1. Minimum Grade Point Average

Students must maintain a cumulative GPA of 1.80 (0-23 credits), 1.90 (24-56 credits), or 2.00 (57 or more credits) to be considered in good academic standing.

2. Academic Warning

When a student's term GPA falls below 2.00 but the cumulative GPA is at or above the required minimum, the student will be given an academic warning. This warning is not part of the student's permanent academic record. However, it does alert the student to potential difficulties.

3. Academic Probation, Suspension, and Dismissal

a. Academic Probation

Any student registered for 6 or more graded credits in a given semester who fails to maintain a cumulative GPA as outlined above will be placed on academic probation. A student will be removed from academic probation when their cumulative GPA meets the required minimum. A student on academic probation will be limited to a maximum of 14 credits per semester while on probation.

b. Academic Suspension

A student registered for 12 or more graded credits on academic probation whose cumulative GPA after a probationary semester remains below the minimum required will be suspended. A student registered for at least 6 and less than 12 graded credits, who after going on probation completes an additional 18 credits but has not met the required minimum cumulative GPA with the inclusion of those 18 credits, will be suspended. Any student taking six or more credits in a semester who receives less than a 1.00 term GPA for the semester will be suspended, whether or not the cumulative GPA would have warranted it.

c. Appealing Suspension

A suspension may be appealed within the time limit stated in the suspension notification. The student must file a written petition with the Registrar stating the reason for the appeal. Appeals are reviewed by the Academic Appeals Subcommittee. If the suspension appeal is granted, the student will continue on academic probation to allow the student to achieve good academic standing. If good academic standing is not achieved the student will be dismissed.

d. Readmission

Suspended students may apply for readmission after two semesters have elapsed. When applying for readmission, the student is required to present evidence of the potential for academic success. Normally, this is demonstrated by presenting a transcript of courses successfully completed at a regionally accredited institution of higher education (earning satisfactory grades of C or higher) during the semesters of suspension. Readmission is not automatic and is contingent upon evidence that the student has the ability and motivation to succeed in university. Requests for readmission will be considered by the Academic Appeals Subcommittee. If accepted for readmission, a student must meet the University's standards for good academic standing within two semesters of full-time study. If this has not occurred after two semesters, the student will be academically dismissed.

e. Academic Dismissal

(1) A student who is academically suspended for a second time is considered academically dismissed.

(2) A student who is academically dismissed may not apply for readmission for two years. In addition, such a student must present 24 credits of transferable work (from a regionally accredited institution of higher education earning satisfactory grades of C or higher) taken after the dismissal from Messiah. Requests for readmission will be considered by the Academic Appeals Subcommittee. Readmission is not automatic and is contingent upon the evidence presented and the likelihood of the student succeeding at Messiah.

f. Dual Enroll Students

(1) Maximum Credits. Dual Enroll students are permitted to register for a maximum of 11 graded credits per term. If a Dual Enroll student receives an F in a course, they will be limited to taking one course (maximum of 4 credits) in the subsequent semester; in addition, they must meet with their academic advisor before the next semester begins.

(2) Minimum Grade Point Average. Students must maintain a cumulative GPA of 1.80 (0 – less than 24 earned credits), or 1.90 (24 earned credits – less than 57 earned credits) to be considered in good academic standing.

(3) Academic Warning: When a student's term GPA falls below 2.00 but the cumulative GPA is at or above the required minimum, the student will be given an academic warning. This warning is not part of the student's permanent academic record. However, it does alert the student to potential difficulties.

g. Academic Probation, Suspension, and Dismissal

(1) Academic Probation. Any Dual Enrolled student who is registered for at least six credits and fails to maintain a cumulative GPA as outlined above will be placed on academic probation. A student will be removed from academic probation when their cumulative GPA meets the required minimum. A Dual Enroll student on academic probation will be limited to a maximum of 9 credits per semester while on probation. Dual Enroll students who were on academic probation the semester prior to becoming a degree-seeking student at Messiah University but did not raise their cumulative GPA to the required minimum at the end of the semester will remain on academic probation during the first semester as an undergraduate degree-seeking student.

(2) Academic Suspension. A Dual Enroll student, who after going on probation completes an additional 18 credits as a Dual Enroll student but has not met the required minimum cumulative GPA with the inclusion of those 18 credits, will be suspended. If a Dual Enroll student matriculates as a full-time Undergraduate student on academic probation, and if their cumulative GPA after a probationary semester as a full-time undergraduate student remains below the minimum required, they will be suspended. Any student taking six or more credits in a semester who receives less than a 1.00 term GPA for the semester will be suspended, whether or not the cumulative GPA would have warranted it. A Dual Enroll student on academic probation for two semesters prior to matriculation to Messiah University could be suspended for the first semester of matriculation.

(3) Appealing Suspension. A suspension may be appealed within the time limit stated in the suspension notification. The Dual Enroll student must file a written petition with the Registrar stating the reason for the appeal. Appeals are reviewed by the Academic Appeals Subcommittee. If the suspension appeal is granted, the student will continue on academic probation to allow the student to achieve good academic standing. If good academic standing is not achieved within two semesters, the student will be academically suspended.

D. Accelerated Degree Collaboration

1. Parameters

Any such program must meet all of the following:

a. The program fits with Messiah's mission and identity.

b. The program is financially viable and sustainable. It does not create a burden on existing programs or administrative offices. Any new costs must be covered by new income or by a reallocation of existing revenue.
c. The approved Messiah curriculum is designed in such a way that Messiah's curricular distinctives as expressed in both the General Education requirements and the major requirements are sufficiently maintained and exhibited.
d. The program does not detract from or weaken existing programming by significantly reducing the students enrolled in Messiah's major. In some instances, caps might be necessary to ensure the strength of existing programs.
e. All approved programs are monitored and reviewed by the Office of the Provost to make sure that, individually and collectively, they are having a positive impact on Messiah's overall curricular and cocurricular programming.
f. The approved Messiah curriculum is designed to guarantee that a student who chooses not to complete the M.S. degree can finish the baccalaureate degree in at least a year.
g. Coordination must be made with the academic departments which could be impacted by the program.

2. Rationale

There are several types of legitimate rationales. It should not be assumed that each and every rationale identified below must be met for a partner program to be approved.

a. Provides a sound and desirable educational opportunity to exceptional students.
b. Provides an opportunity to partner with a high-quality academic institution with such partnering leading to greater visibility and positioning for Messiah.
c. Provides the opportunity for attracting a significant number of students who would otherwise not come to Messiah, i.e., it is an enrollment management strategy.
d. Provides a strategy for better maintaining a desirable program area currently offered at Messiah.

3. Approval

Approving a specific collaboration would *not*

a. imply that the door is now open for the development of graduate programs at Messiah. The Messiah University and Carnegie Mellon/Heinz School Collaboration 3-2 Program is not a Messiah graduate program; Messiah is providing only a B.A. degree. Any proposal for a Messiah graduate program would have to be made on its own and on different terms. The Carnegie Mellon/Heinz program in no way prejudices the outcome of any future discussion.
b. imply that the University has a serious and strategic interest in developing or expanding this genre of programming. All such programming would have to be analyzed independently in accordance with the above parameters and potential rationales for such programs.

E. Accelerated Programs

Accelerated programs are approved academic programs that provide students with an option to earn both their bachelor's degree and graduate degree in a shorter period of time with fewer total credits than if they completed both degrees separately. An accelerated program can be completed with another partnering institution or it can exist within a single institution. This policy applies to accelerated programs involving programming offered within Messiah University. (Definitions, Academic: Accelerated Programs)

1. ***Accelerated programs will conform to the following:***
   a. The curriculum meets the curricular requirements for the bachelor's degree including QuEST/General Education and common learning requirements.
   b. The curriculum meets all the curricular requirements for the Master's degree.
   c. Accelerated programs resulting in a Master's degree must include a minimum of 153 credits (123 for the undergraduate degree and at least 30 unique credits for a masters-level degree). Graduate credits will count toward the undergraduate degree within these credit assumptions.
   d. Accelerated programs resulting in a Doctoral degree must include a minimum of 183 credits (123 for the undergraduate degree and a minimum of 60 unique credits for the doctorate-level degree). Graduate credits will count toward the undergraduate degree within these credit assumptions.
   e. Students may elect to participate in the undergraduate commencement ceremony in the academic year in which all undergraduate degree requirements are completed.
   f. Students have undergraduate standing until they complete all undergraduate degree requirements and are awarded their Bachelor degree. As undergraduate students, they are:
      (1) assessed undergraduate tuition and fees;
      (2) eligible for undergraduate financial aid and scholarships;
      (3) subject to all undergraduate academic and student policies.
   g. Students obtain graduate standing after completion of the undergraduate degree requirements. As graduate students, they are:
      (1) assessed graduate tuition and fees;
      (2) eligible for graduate financial aid and scholarships;
      (3) subject to all graduate academic and student policies.
2. ***Proposals for accelerated programs must address the following questions in addition to those required of proposals for any program.***
   a. What is the multi-year curricular plan for completing both degrees? Does the plan include summer requirements?
   b. What pathways to undergraduate majors are available for students who cannot or chose not to progress through this program?
   c. What are the options and associated expectations for admission into this program?
   d. What is the organizational and administrative home(s) of this program?
3. ***Governance process for accelerated programs proposals***

Proposals must be approved by the relevant undergraduate department(s) and graduate program, Assessment of Student Learning Committee, Curriculum Committee, (General Education), Academic Council, Graduate Council, University Council, and COE Senate.

F. Attendance and Absence (Students)

1. Introduction

a. Class attendance is important to student learning and hence central to Messiah University's educational mission; therefore, regular class attendance is expected. This entails physical attendance in the classroom for courses designated as operating in a face-to-face modality.

b. However, the University recognizes that certain types of educational activities take place outside the classroom and can lead to conflicts with class attendance. The purpose of this policy is to spell out guidelines for student attendance and absence, in general, and to clarify policy and protocol related to four out-of-class educational activities, in particular. These "University-endorsed" activities requiring University review and approval include:

(1) Intercollegiate athletic contests (this does not include regularly scheduled practices or club sports)

(2) Artistic performances (this does not include regularly scheduled rehearsals)

(3) Academic field trips

(4) Student presentations at professional conferences

2. Course Attendance Policies

a. Individual course policies on class attendance are left to the discretion of the instructor (or academic department). Individual faculty members (or academic departments) are expected to design and implement attendance policies that are supportive of the University-endorsed educational programming outside of the classroom and, to the extent it is possible, provide ways a student can make up the portions of the courses missed due to student participation in University-endorsed educational activities without penalty.

b. Attendance policies must be conveyed to students at the beginning of the semester and must be delineated in the syllabus. Attendance policies must address the following:

(1) the extent to which physical or remote attendance is required,

(2) the role absences play in the attendance policy,

(3) the policy for making up absences,

(4) and the impact of attendance/absences on student evaluation.

c. Faculty should be respectful of student schedules and the class time assigned to other courses. Faculty have been given an assigned time for their courses, and it is, in general, expected that instruction will take place within this designated time. Any exceptions must be stated in the syllabus.

d. If an out-of-class requirement in one course conflicts with the class time of another course, the faculty member making the out-of-class requirement must provide other ways for the student to fulfill the requirement of the required out-of-class requirement.

3. Procedures for Absences Related to University-Endorsed Activities

a. Steps will be taken to minimize student absences related to University-endorsed activities. Toward this end,

(1) All athletic contest schedules will be reviewed and approved by the Athletic Director and the Faculty Athletic Representative prior to the beginning of the semester.

(2) All artistic performance programming will be reviewed and approved by the Dean of the School of the Arts prior to the beginning of the semester.

(3) All student absences due to student professional presentations will be reviewed and approved by the appropriate School Dean at least one month prior to the activity.

b. All parties involved will be made aware of the scheduled absences well ahead of the date(s) of absence.

(1) To the extent it is possible, absences due to University-endorsed activities will be identified at the beginning of each semester or term.

(a) At the beginning of each semester the Faculty Athletic Representative will send all teaching faculty the approved dismissal times for all scheduled athletic contests.

(b) At the beginning of each semester the Dean of the School of the Arts will send all teaching faculty a schedule of approved performances which may result in class conflicts.

(2) Anyone sponsoring the University-endorsed educational activity must complete the "Instructor Notification System" that is available in Banner Self Service under the Faculty and Advisors menu two weeks prior to the activity. This form must be filled out in full, and upon completion will be sent to each faculty member that is impacted.

(3) Students participating in University-endorsed activities are still required to directly notify in advance the faculty member of any class they must miss. This must be done at least a week prior to the planned absence. Students are also responsible for meeting with the faculty member to work out the conditions for completing any work or assignments in advance with the attendance policy of the course.

c. No University-endorsed activities that result in student absences may be scheduled on the days before or after any University break or during finals week. Any exceptions must be approved by the Athletic Director, Vice Provost for Student Success and Engagement, School Dean or Provost.

d. It is understood that flexibility in these procedures will be granted in the case of conference and NCAA playoffs or approved late-developing opportunities for student performance or presentation.

4. Illness-Related Absences

a. Short-Term Absences Related to Personal Illness

For short-term absences due to personal illness, (no more than a few days), it is the student's responsibility to notify their instructor(s) prior to the class or synchronous session they will miss. If prior notification is not possible, the student should ensure that s/he notifies her/his instructors by the end of the day on which the class(es) meet. Students should consult with their instructors and/or their course syllabi with respect to make-up work and other course-related absence policies. These policies may vary from course to course.

b. Extended Medical Absences

An Extended Medical Absence may be granted to students for an acute illness or injury that does not require a full-semester Medical Leave, but nonetheless necessitates a period away from academics and/or from campus to receive care and support by family and/or medical professionals.

(1) An Extended Medical Absence excuses a student from class attendance and schoolwork. It is intended to last no more than one-eighth of the instructional time for a course, which amounts to about two weeks for a fifteen-week course (e.g., 4 T/R classes or 6 MWF classes).

(2) Students may choose to continue their coursework during their Extended Medical Absence, if they are able. However, it is up to the discretion of the instructor on whether or not the student will be able to make up the work they missed, and the student is responsible for making arrangements with their instructor for any missed content and assignments. An instructor may offer remote attendance ("Zoom into class") or class recordings as an option for keeping up with coursework, but is not obligated to provide these options.

(3) To request an Extended Medical Absence, a student should visit or contact the Engle Center (englecenter@messiah.edu). Verification of medical necessity will be issued by the Engle Center.

(4) In atypical academic cases (such as partial semester courses) the Extended Medical Absence will be reviewed for academic feasibility by the Office of Student Success, which will coordinate with the instructor regarding the Extended Medical Absence. In cases where a student will miss more than one-eighth of the course, the Office of Student Success may recommend a withdrawal from the affected course. If a medical condition warrants leave beyond the approved period, a Medical Leave will likely be recommended.

c. Medical Leave

Medical Leaves may be granted to students who, due to illness or injury, will not be returning to school for the remainder of the semester. For details, see the Medical Leave policy later in this document.

5. Family-Related Emergencies

For a death in a student's family and other critical family-related situations (e.g., an illness that requires the student's care), the student should notify the Dean of Students as soon as possible. The Dean's Office will notify the student's instructors

6. Appeal Process

If a student believes that the above policy has not been followed, they can appeal to the Provost.

G. Calendar Parameters

The Community of Educators has responsibility for setting the parameters of the academic calendar. The following parameters, approved by COE Senate, will be used by the Office of the Provost to establish annual academic calendars which, when finalized, will be distributed to the Community of Educators for information purposes.

1. University-Wide Calendar Parameters

a. Semesters will run with the following breaks and parts of term:
   (1) Fall: 8 weeks; 1-week break; 8 weeks; Christmas Break (8-1-8)
   (2) Spring: 1-wk GRAD Accel./Intensive.; 8 weeks; 1 week break; 8 weeks; May Development Week (1-8-1-8-1)
   (3) Summer: 6 weeks; 1-week break; 6 weeks; 1-week break (6-1-6-1)

b. Pennsylvania Department of Education (PDE) regulations require 14 hours of instructional time for each credit hour earned, plus time for a final assessment (a 50-minute class session is considered an "hour" of instructional time).

c. Instructional hours will be fulfilled for each course within the associated part of the term.

d. The earliest start in the spring semester will be January 2 for GRAD intensive, January 8 for all other GRAD courses, and January 9 for traditional UG courses.

e. The latest start in the spring semester will be January 8 for GRAD intensive and January 14 for GRAD courses, and January 15 for traditional UG courses, with the exception that when Martin Luther King Day falls on January 15, the UG spring semester will begin on January 16.

f. Fall and spring semesters will both include a working In-Service Day on which classes, both daytime and evening, are canceled, with the exceptions of off-campus experiential classes such as clinicals and internships.
   (1) The fall In-Service Day will be on the Tuesday of the 4th week of classes.
   (2) The spring In-Service Day will be on the 2nd Tuesday of February.

g. Days Off / Holidays:
   (1) The University has specified days when classes are not scheduled but the University is open for business; as well as specified holidays when classes are not scheduled and the University is closed. These days, inclusive of both types, are as follows:
      (a) Spring Semester: Martin Luther King Jr. Day; In-Service; Spring Break (one week); the Friday and Monday around Easter
      (b) Summer Semester: Memorial Day; Juneteenth; mid-Summer Break (one week); and July 4th (though mid-Summer Break frequently encompasses July 4th)
      (c) Fall Semester: In-Service; Fall Break (one week); and Wed-Fri surrounding Thanksgiving

(2) On the days off and holidays listed above, no synchronous class sessions will be held, nor will assignments be due.

h. Homecoming weekend will include the first Saturday in October.

2. Undergraduate-Specific Calendar Parameters

a. UG online classes will typically run for 8 weeks in the fall and spring semesters, and 6 weeks in summer.

b. The early 8-week part of term will start on the first day of the UG full semester and end on the Friday before Fall/Spring break. The late 8-week part of term will start on the Monday after Fall/Spring break and end on the last day of undergraduate final exams.

c. In light of PDE instructional time requirements, the standard schedule for in-person three-credit UG courses in the fall and spring semesters will be as follows:

(1) MWF: 50-minute classes; 42 meeting times (excluding finals)

(2) TTH: 75-minute classes; 28 meeting times (excluding finals)

(3) Evening: 150-minute classes; 14 meeting times (excluding finals)

d. The last UG fall semester final will be on a Thursday, no earlier than December 14 and no later than December 19.

e. There will be four days of final exams (in both the fall and spring semesters) for full-semester UG courses.

f. Final exams for early/late 8-week UG courses will take place on the last day the class meets.

g. There will be no UG classes between 8 a.m. and 5 p.m. on Service Day.

h. May Term will begin the second Monday after UG Commencement.

i. May Term will end the Friday of the third week of the term.

H. Certificates, Credit Bearing

1. Definition

a. A credit-bearing certificate is a prescribed set of courses leading to a credential that should be focused on a defined set of skills or structured expertise. Often a certificate reflects an emerging area of expertise in demand in the marketplace, or professional development requirements that are necessary to stay current. A certificate does not constitute an entire degree program, but it is a separate credential. As such, certificates are accessible to both degree and non-degree seeking students.

b. Certificates should not be confused with the process of professional certification awarded by governmental and professional agencies for teaching and other fields. Certificates are developed and assessed by the offering academic unit.

2. Rationale

Messiah University has offered graduate and post-graduate level certificates since the launching of graduate programs, so the concept of a certificate program is not new. To date, Messiah has not identified a certificate as a type of undergraduate academic program. Increasingly, certificates serve two purposes at the undergraduate level. First, a certificate can be a stand-alone program offered to non-degree seeking students as an attractive option for career advancement and/or personal development. Second, a certificate can be offered as a part of the degree students seek, thereby providing them with an added credential and documenting the value of the skill set on the transcript. Messiah is interested in both of these purposes.

3. Parameters

a. Degree seeking students are not required to complete a certificate.

b. Certificates require a minimum of 9 credit hours with a maximum of 15 credit hours.

c. A student may complete more than one certificate.

d. To be awarded a certificate at least 6 credit hours must be completed at Messiah University.

e. Courses completed for a certificate require a grade of 'C' or higher.

f. There is no overlap/double counting rule applied to students earning certificates and other majors, minors, or concentrations. A degree-seeking student may complete the certificate's coursework in part or in whole as part of their coursework taken to fulfill major degree requirements, as a use of their free electives, or over and above their degree requirements. A non-degree seeking student enrolled in the certificate program alone will only take courses that are part of the certificate.

g. New certificates may not overlap more than 3 credits with existing certificates.

h. Students are required to request their declaration of a certificate prior to completing their application for degree.

i. A certificate will have prescribed learning outcomes and will be assessed.

j. Upon completion of the certificate, the University awards the certificate and documents the completion of it on the student's transcript.

k. The time to complete a certificate shall not exceed 4 years from the point of enrollment.

l. For degree-seeking students, if the work for the certificate is completed by graduation or within one calendar year of the commencement ceremony at which the degree was awarded, the certificate will be noted on the final transcript. The Registrar's Office will award the Certificate of Undergraduate Studies at the time of completion.

4. Procedures for Completing a Certificate.

a. Information about available certificates and certificate requirements can be found in the University catalog, in Degree Works, or obtained from the student's advisor or Department Chair.

b. Degree seeking students are encouraged to discuss their interests in a certificate with their advisor during registration times. If the student has specific questions, he/she can contact the School Dean, Department Chair, or Program Director of the academic unit that houses the certificate.

c. Students seeking only a certificate enroll as a non-degree student.

5. Approval Process

All certificates must be approved by an academic department/program, the associated school dean, the Assessment of Student Learning Committee, the Curriculum Committee, Academic Council, and COE Senate.

I. Classification of Students

1. Regular Students

Students who are pursuing a degree program are regular students. Regular students are classified according to the following guidelines:

a. First-Year Student: Satisfaction of entrance requirements

b. Sophomore: 24 earned credits

c. Junior: 57 earned credits

d. Senior: 87 earned credits

2. Unclassified Students

Students who are not pursuing a degree program but are simply enrolling in courses for their own enrichment are unclassified students.

3. Conditionally Admitted Students

Conditionally admitted students are those new students who have not met the regular entrance requirements but have been allowed to attend Messiah University. These students are required to register for a two-credit Academic Strategies course and limited to 14 additional credits. Conditionally admitted students must meet the usual grade point average (GPA) levels for academic good standing, probation, and suspension.

4. Visiting Students

Visiting students are technically students who are matriculated at another institution, who have received permission from that institution to attend Messiah University. Visiting students receive their financial aid from their home institution and intend to transfer their Messiah University credits back to their home institution.

J. Cocurricular Eligibility

1. Purpose of Academic Probation

The purpose of placing a student on academic probation is to help the student reorder their priorities and time commitments in the direction of greater emphasis on academic studies, in order to help that student attain the University's minimum standards for satisfactory academic progress as soon as possible.

2. Cocurricular Eligibility During Academic Probation

a. A student who has been placed on academic probation shall be ineligible for participation in the cocurricular activities noted below, with the only exceptions to be those cases where such participation earns academic credit as a university course and that course meets a graduation requirement for the student's academic major.

b. Students on academic probation are ineligible for participation in the following cocurricular activities or positions. The person identified in parentheses is responsible for implementing the policy.

(1) Intercollegiate athletics and club sports (Athletic Director)
(2) Theatre productions (Chair, Department of Theatre and Dance)
(3) Music ensembles (Chair, Department of Music)
(4) Student Government Association Officers (Director of Student Engagement)
(5) Officers in any Student Government Association chartered organization, including team managers of Outreach Teams (Director of Student Engagement)
(6) Music Ministry Teams, whether sponsored through the Admissions Office, Outreach Group, or any other University office or organization (Head of sponsoring office or organization)
(7) WVMM Radio Station staff (Chair, Department of Communication)
(8) Resident Assistants (Director of Residence Life)

3. Procedures for Implementing Cocurricular Policies

a. The Registrar is responsible for notifying students of their being placed on (or removed from) academic probation immediately upon completion of the grading process for the period of study leading to such status.

b. Students placed on academic probation as a result of fall semester grades shall become ineligible for cocurricular participation on the first day of the spring semester. Students placed on academic probation as a result of spring semester or summer semester grades shall become ineligible for participation on the first day of the fall semester. Students who remove themselves from academic probation as a result of fall, spring, or summer grades shall become eligible for cocurricular participation as soon as grades are officially recorded for that period of study.

c. A student who is placed on academic probation may appeal for an exception to this policy on cocurricular eligibility in the same manner that students have the option of appealing the results of any academic policy of the University. The letter from the Registrar notifying the student that they have been placed on academic probation shall refer the student to that portion of the Student Handbook dealing with academic appeals, which will indicate that an appeal of cocurricular ineligibility must be sent, in writing, to the Registrar by the end of the first week of the next semester (fall or spring), and must be accompanied by letters of recommendation from the student's academic advisor; the person in charge of the relevant cocurricular activity, and the student's Residence Director (if applicable). The Academic Council shall act on the appeal and the decision of the Council shall be final.

d. Prior to the involvement of any student in any of the activities or positions identified in Section 8, Part I.H.2 above, the employee identified in Section 8, Part I.H.2 is responsible for verifying the eligibility of each student interested in participation by checking the academic probation list available in the Registrar's Office.

K. Confidentiality of Student Information

1. Disclosure of Student Educational Records

The Family Educational Rights and Privacy Act (FERPA) limits disclosure of student education records. Examples include not posting grades by name, University identification number, or any format in which others can identify the student as well as sharing specific student academic or personally identifiable information without valid need to know (i.e., consult FERPA Compliance for "valid"). Similarly, faculty are not to distribute graded papers, projects, or other graded course assignments by placing them outside an office door such that any student can see the results. If such graded materials are returned to students outside of class, this must be done in a manner that insures confidentiality for each student. Any questions of interpretation should be directed to the Registrar or the University Council.

2. Family Educational Rights and Privacy Act (FERPA)

The Family Educational and Privacy Act of 1974 (FERPA), as amended, provides enrolled students the right to inspect their "education records" (defined generally as records, files, documents, and other materials maintained by the University which contain information directly related to the student and from which students can be individually identified) and to have a right to consent to most types of disclosure of these records. At Messiah University education records include cumulative academic records, grades, course schedules, most student disciplinary records, and most student account and financial aid records.

a. Education records do not include records of administrative or instructional personnel which are personal in nature, in the sole possession of the maker, and not accessible to any other person; records which are maintained by physicians, psychiatrists, psychologists, or other recognized professionals or paraprofessionals, and made in connection with treatment of the student; financial records of parents; or records maintained by the Department of Safety created for the purpose of law enforcement. These records, then, are not available to students.

b. Students who wish to inspect their education records should indicate such to the Institution official responsible for maintaining the particular record. FERPA requires that an appointment be made for the student to inspect the record within 45 days of the date of the request. If, upon, examination, the student believes the record to be inaccurate or misleading, the student may file a written request that the University official amend the record. If the official decides not to amend the record as requested by the student, the student will be advised of their right to request a hearing. A hearing, to be conducted by a disinterested person appointed by the President of the University, will be held within 30 days of receipt of a written request. The student will have a full and fair opportunity to present relevant evidence. A written decision will be rendered within two weeks of the date of the hearing.

c. A student's education records will be released to their parents/guardians/significant other only with the written consent of the student or upon receipt of certification that the parents/guardians have declared the student as a dependent on their most recent income tax return. The University, however, may elect to notify the parent/guardian of a student under the age of 21 who commits a disciplinary violation related to use or possession of alcohol or a controlled substance.

L. Copyright Compliance

1. Defining Copyright

a. Copyright is a property right given to content creators that allows them to control, protect, and exploit their creative works.

b. Copyright owners have the exclusive rights to do the following things, though they can grant or sell those rights to others:

(1) Reproduce all or part of the work

(2) Prepare new (derivative) versions based on the original work

(3) Distribute copies

(4) Perform the work publicly

(5) Display the work publicly

(6) Digital Audio Transmission

c. Copyright protection covers both published and unpublished works. The fact that a previously published work is out-of-print does not affect its copyright. Learn more by reviewing **Copyright Basics (from U.S. Copyright Office)**.

d. As stated in the Copyright Act, it is unlawful to infringe on the rights of copyright holders. Copyright holders can sue offenders for damages or to recoup lost profits as a result of infringement.

2. Using Copyrighted Materials in Messiah University Courses

Instructors may use copyrighted materials in their courses in the following ways:

a. Placing a physical item on Library Reserve.

b. Linking (in the University's LMS) to electronic resources (books, films, journal articles) available at Murray Library in the University's LMS. Educators should contact their liaison librarian to determine whether a digital copy is available for purchase by Murray Library.

c. Creating a digital or print coursepack through the Campus Store for students to purchase.

d. Linking (in the University's LMS) directly to legally obtained copyrighted material available freely online.

e. Additional examples of using copyrighted materials are outlined on www.messiah.edu/copyright.

f. Generally speaking, instructors may not make copies of copyrighted materials for distribution and charge their department or the University for the copyright clearance fee. Exceptions to this rule must be granted by the appropriate budget manager before the copies are produced.

3. When Copyright Permission is not required:

Copyright permission is not required if all of the following conditions are met for each section:

a. Single Copying for Faculty Use

A single copy may be made of any of the following by faculty for scholarly research or use in teaching or preparation to teach a class:

(1) A chapter from a book.

(2) An article from a periodical or newspaper.

(3) A short story, short essay, or short poem, whether or not from a collective work.

(4) A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

b. Multiple Copies for Classroom Use

Multiple copies (not to exceed more than one copy per student per course) may be made by or for faculty for classroom use or discussion, provided that:

(1) The copying is spontaneous.

(2) The copying is used only once in a single course.

(3) The same author is represented only once, i.e., only one selection per author.

(4) No more than three selections are used from a collective work or periodical volume.

(5) No more than nine instances of multiple copying occur for one course during one term.

(6) Each copy includes notice of copyright, e.g.: © Jackson, J.K., and Jackson, J.J. (1952). *The Effects of Birth Order on Career Selection*. Green Bay, WI: Green Bay Press.

c. The item is in the Public Domain.

d. The item is licensed by a Creative Commons License that allows for reuse.

e. The item's use is deemed Fair Use.

(1) Fair use is a guideline, not a rule.

(2) The University's Fair Use Evaluation tool, available at www.messiah.edu/copyright, can assist educators with determining fair use.

(3) For liability purposes, educators should always retain documentation of their fair-use evaluation process.

4. The University keeps updated instructions on the utilization of copyrighted materials in classes at www.messiah.edu/copyright.

M. Course Listing and Numbering

1. Course Numbering System

Courses are listed by department or discipline; the alpha prefix in the course number indicates in which department and discipline the course is offered. The course numbering is to be interpreted by the following principles:

a. All courses are numbered at a 100, 200, 300, or 400 level. These numbers represent a progression in academic rigor and expectation.

b. Lower-level courses (numbered at 100 and 200) are introductory and foundational and designed for first-year and sophomore-level students.

c. Upper-level courses (numbered at 300 and 400) are designed for junior- and senior-level students. Upper-level courses

(1) presuppose exposure to the content of a prior course or courses at the lower level, and

(2) possess an academic rigor and a level of expectation for student work and performance that is significantly greater than for lower-level courses (i.e., demonstrate an advanced level of independence, writing ability, and critical thinking skills in learning difficult content material within various academic disciplines).

2. Cross-Listing of Courses

Cross-listed courses have multiple department prefixes for the same course. Students register for the course under the prefix for which credit is to be given.

N. Definitions, Academic

1. 4+ Program

4+ programs are approved academic programs that provide students with an option to earn both their bachelor's degree and graduate degree in a shorter period of time than if they completed both degrees separately as students take some graduate courses while they are still undergraduate students. A 4+ program can be completed with another partnering institution, or it can exist within a single institution. This policy applies to 4+ programs involving programming offered within Messiah University. (See full policy)

2. Accelerated Programs

Accelerated programs are approved academic programs that provide students with an option to earn both their bachelor's degree and graduate degree in a shorter period of time with fewer total credits than if they completed both degrees separately. An accelerated program can be completed with another partnering institution or it can exist within a single institution. This policy applies to accelerated programs involving programming offered within Messiah University. (See full policy)

3. Bachelor of Arts

The B.A. degree is conferred for completion of a program with focus on broad and liberal education in the humanities, arts, social sciences, and sciences. Curricula leading to the B.A. emphasize ways of knowing and approaches to understanding consistent with the liberal arts. B.A. requirements typically promote broad preparation within the discipline and among related fields.

4. Bachelor of Arts and Bachelor of Science for Same Discipline

Messiah University allows a department to apply to offer both a B.A. and a B.S. in the same discipline. When this occurs, appropriate distinctions must be made in the required curricula and the new program approved as a new major.

5. Bachelor of Science

The B.S. degree is conferred for completion of a program with focus on in-depth education in the sciences, social sciences, or professional fields. Curricula leading to the B.S. emphasize ways of knowing and approaches to understanding consistent with the sciences and/or professional or pre-professional preparation. B.S. requirements typically promote depth of preparation within a discipline and/or related disciplines.

6. Certificates, Credit Bearing

A credit-bearing certificate is a prescribed set of courses leading to a credential that should be focused on a defined set of skills or structured expertise. Often a certificate reflects an emerging area of expertise in demand in the marketplace, or professional development requirements that are necessary to stay current. A certificate does not constitute an entire degree program, but it is a separate credential. As such, certificates are accessible to both degree and non-degree seeking students. (See full policy)

7. Concentration

A prescribed set of courses in a sub discipline of a major or closely related discipline consisting of a minimum of 12 and a maximum of 36 credits. Students may complete the requirements for more than one concentration. The requirements for concentrations will be delineated in the catalog. Concentrations will be included in official counts or lists of Messiah University majors and/or programs.

8. Concurrent Course

A concurrent course is a modification of a prerequisite requirement, where it can be taken in an earlier part-of-term or in the same part-of-term as the course in which registration is attempted.

9. Co-requisite Course

A co-requisite is a course which must be taken in the same part-of-term as another course. Typically, registration for co-requisite courses must be performed in the same registration transaction. Co-requisite requirements are included in course descriptions and may be enforced through course registration.

10. Credit Hour

A credit hour is a unit of academic work consisting of 50 minutes of instructional time, or two or three such periods of laboratory work per week, throughout the standard 15-week semester. In addition to the in-class work, the student is expected to spend two hours outside of class. For terms other than the standard 15-week semester, an equivalent amount of class time is required.

11. Dual Degree

A dual degree is the concurrent awarding of two (or more) undergraduate degrees (i.e., two diplomas) of different baccalaureate degree types, e.g., a B.A. and a B.S, or a B.S. and a specialized degree (BSN, BSCE, BSW, etc). (See full policy)

12. Emphasis

A prescribed set of courses in a sub discipline of a major or closely related discipline consisting of a minimum of 12 credits of requirements. The requirements will be delineated in the catalog. Emphases will not be included in official counts or lists of Messiah University majors and/or programs.

13. Full-Time Status

Students who carry an academic load of 12 or more credit hours are considered full-time students, charged at the full-time student rate, and eligible for financial aid as full-time students.

14. Interdisciplinary Majors

Interdisciplinary Majors are major programs that combine in-depth study in at least two disciplinary areas that cross department lines.

(1) In some instances, the educational focus will be on learning objectives requiring a synthesis of two or more discrete disciplinary areas (e.g., Biopsychology, Digital Media, Sustainability etc.).

(2) In other instances, the educational focus is an issue or theme that can naturally be addressed by a number of disciplines (e.g., Peace and Conflict Studies, Leadership, Women Studies, Cultural Studies, Humanities, etc.).

15. Major

A prescribed set of courses and other requirements recommended by the department and approved by the Community of Educators as a valid representation of the area of study. Generally, these courses focus on a specific academic discipline; however, there are some interdisciplinary majors which include work from two or three disciplines. Satisfactory completion of this prescribed set of courses leads to a degree in that area of study. (See full policy)

16. Minor

A prescribed set of courses which focuses on a particular academic discipline. The goal is to allow the student to develop some depth of understanding in that discipline. Minors require 18 course credits with a maximum of 28 allowed. (See full policy)

17. Part of Term

A part of term is a condensed term contained within a semester and provides the flexibility for accelerated courses to be offered. Typical models include 6-week, 8-week or intensive parts-of-term. All parts-of-term are confined within the published beginning and ending dates of the semester. Students may register for more than one course in a part-of-term.

18. ***Part-Time Status***
    Students who carry an academic load of less than 12 credit hours are considered part-time students, charged at the part-time student rate per credit hour, and eligible for any financial aid open to part-time students.
19. ***Prerequisite Course***
    A prerequisite is a course which must be completed prior to another course(s) due to the fundamental content or knowledge required through the progression of study. Prerequisite requirements are included in course descriptions and may be enforced through course registration.
20. ***Semester (Term)***
    A semester or term is a session within the academic year in which courses are offered. Consisting of 17 weeks in length in the fall and spring, and 13 weeks in the summer, each semester may contain various parts-of-term. Students may register for more than one course in a semester.
21. ***Specialized Degrees***
    Messiah University may offer specialized degrees such as Bachelor of Science in Nursing (B.S.N.) or Bachelor of Science in Engineering (B.S.E.). Students completing two specialized degrees, assuming each discipline earns the minimum number of distinct credits, may be eligible to earn dual degrees (e.g., B.S. and B.S.E, or B.S.B.M.E. and B.S.C.E.).

O. Dual Degree Policy

1. ***A dual degree is the concurrent awarding of two (or more) undergraduate degrees (i.e., two diplomas) of different baccalaureate degree types, e.g., a B.A. and a B.S, or a B.S. and a specialized degree (BSN, BSCE, BSW, etc).***
   (Definitions, Academic: Dual Degree Policy)
2. ***Undergraduate students do not need to seek dual degrees in order to complete two undergraduate majors. A student may complete a double (or triple) major for any combination of undergraduate majors that have at least 24 unique credits among them, regardless of undergraduate degree type. For example, a student who wants to complete a BA and a BS is not obligated to seek dual degrees; the student may complete this as a double major (see "Double Major" policy). The dual degree is an option (not an obligation) when a student is pursuing majors of different degree types.***
3. ***In order to graduate with dual degrees, a student must fulfill the following:***
   a. The majors in the proposed degrees must have a minimum of 24 unique credits.
   b. The student will select one of the degrees to be the primary degree. This selection will determine administrative aspects such as the department with which the student marches at commencement and the commencement program listing.

c. The student will complete the General Education requirements for each degree, with General Education waivers and reductions applying only if the waiver/reduction applies to both/all degrees.

d. The student will complete at least 30 additional credits beyond the requirements for the larger degree. For example, if one degree requires 126 credits and the second degree requires 128 credits, the student must complete a total of 128+30=158 credits to earn both degrees. (Many of these 30 additional credits are fulfilling requirements for the second degree.)

4. ***One cumulative GPA is calculated, and it is based on all the credits earned at Messiah University.***
5. ***Graduation honors are based on the GPA of credits earned at Messiah University in the same fashion as a student completing one degree.***
6. ***Commencement Protocol:***
   a. Both degrees will be listed in the commencement program.
   b. Students must march with the department of their primary degree.
   c. Students will "walk" only once in the commencement ceremony. However, students will be issued two diplomas, one for each degree earned.

P. Exams

1. Class Exams

The instructor shall decide whether students who miss a pre-announced class examination will be granted make-up privileges.

2. Final Exams

a. The final exam period is an important and integral part of the semester. Faculty members are required to conduct a significant evaluative experience/exam or some other educative experience during this time. Faculty should design their courses in a way that preserves the integrity of finals week. Minimally, this means that faculty should:
   (1) be cautious about the amount of work they assign students in the week prior to finals week and
   (2) schedule final exams or other semester-ending experiences during finals week.

b. Students are expected to attend their final exam period at the scheduled time. Any student having more than eight credit hours of final examinations in one day may request a change in their final exam schedule by e-mailing the Registrar's Office. All requests for rescheduling exams must be submitted to the Registrar at least one week prior to the first day of final examinations. Once the Registrar has approved the request, the student may contact their instructor to reschedule the exam at a time that is mutually acceptable to both the instructor and the student. It should be noted that travel arrangements are not sufficient reason for exceptions to the final exam schedule.

c. Any student having an emergency or illness during final examinations should contact their instructor immediately. In these situations, make-up privileges and arrangements are at the discretion of the instructor.

d. In no instances should any cocurricular or other University event be scheduled in a way that conflicts with the final exam schedule.

e. Rationale:

(1) Final exams are an important culminating educational experience in many classes. Since the state mandates that final exam periods may not be included within the required 14 weeks of regular classes, a separate and distinct finals week is required for each semester if we are to provide for the possibility of final exams. Thus "finals week" is an official part of the academic semester at Messiah University.

(2) Since "finals week" is an official part of the semester, the final day of class for any given course must be the period scheduled during finals week. While the faculty member has the option of requiring or not requiring an exam of a final evaluative experience for this final period, they do not have the option of simply not holding class (any more than they have this option any other time during the semester). Any given course must end at some point; at Messiah the ending point is the period scheduled during finals week.

Q. Fees, Course

1. Policy for Course Fees

a. It is the intent of the University that the collective tuition of all students covers the vast majority of expenses associated with instruction.

b. A course fee is warranted when the University incurs continuing and significant expenses for materials and/or services that are unique to a disciplinary course and that can be strategically and efficiently obtained by the University (in bulk, for example) rather than supplied by the student. It is reasonable for students taking these specialized courses to bear the responsibility of these additional and special expenses.

c. Course fees should be set at an amount no higher than necessary to cover the on-going additional expenses of the course.

d. All University undergraduate course fees are increased by 15% in academic years in which the fall semester ends with the digit 1 or 6 (e.g., 2031-32, 2036-37). This practice ensures that course fees rise in accordance with average inflation and that a typical undergraduate student will have at most one fee increase during his/her time as a student. Exceptions to this schedule must be approved by the Associate Provost.

e. Course fees are not a mechanism by which to fund additional personnel or other operating costs of an academic area.

f. Course fees must be posted on the schedule of classes available to students, so students know about the fee upon registration for the course. In no case should a fee for a course requirement be collected by a faculty member or program director that has not been posted previously on the class schedule.

g. Examples of acceptable situations or combinations of situations in which a fee may be attached to a course include the following:

(1) Laboratory, studio, clinical, or other courses that involve substantial use of supplies or special expendable materials purchased in large quantities at significant savings to students (e.g., science lab fees, art studio fees, first aid course for athletic training majors)
(2) Private instruction or mentoring for students (e.g., applied music instruction)
(3) Courses that require the regular availability of specialized equipment, software, and/or facilities with current state-of-the-art capabilities (e.g., licensure test preparation software for nursing students, heart monitors for health and physical education students)
(4) Off-campus study – a field trip, cross-cultural, or a full semester of study at an alternate location or abroad (e.g., International Business Institute, May-term cross-culturals)
(5) Application fees for certification exams that are part of the completion of a major program of study (e.g., education certification exams)

h. There are very few instances where expenses other than a course fee may be passed on to students in a course. However, whenever this occurs, the expenses should be optional or voluntary, e.g., extemporaneous field trip (voluntary with alternatives for those who cannot go on the trip), deposit on equipment (an option for students who do not already own such equipment). The faculty member should provide alternate learning experiences if a student is unable to finance an expense.

2. Procedure for Establishing a Course Fee

a. A request for a course fee may be initiated when the level of expense in a course validates the need for such a fee. The Department Chair in consultation with their School Dean should send the written request for the fee to the Associate Provost. The request shall include a short justification for the fee with a description of how the fee revenue is intended to be spent, a specific proposal that identifies the amount of the fee to be charged, a budget that details the anticipated revenue and expenses associated with the fee account, and evidence that the faculty in the department or program have discussed the fee and the value added for the course in which the special fee will be charged.

b. The Associate Provost will approve requests for course fees in consultation with the Undergraduate Curriculum Subcommittee of the Undergraduate Academic Council, in accordance with this policy. If approved, the Associate Provost shall forward the proposal to the Registrar's Office and Business Office for implementation. Students may not be assessed special course fees that have not been approved in this fashion. Once approved, a course fee shall be noted in the official schedule of classes, and the fee shall be added to the tuition and fees billed when a student registers for the course. Should a student drop a course with a fee, the fee shall be subject to the normal University refund policies appropriate for that type of fee.

R. FERPA: Family Educational Rights and Privacy Act

1. The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, provides enrolled students the right to inspect their "educational records" (defined generally as records, files, documents, and other materials maintained by the University which contain information directly related to the student and from which students can be individually identified) and to have a right to consent to most types of disclosure of these records. At Messiah University, education records include cumulative academic records, grades, course schedules, most student disciplinary records, and most student account and financial aid records.

a. Education records do not include records of administrative or instructional personnel which are personal in nature, in the sole possession of the maker, and not accessible to any other person; records which are maintained by physicians, psychiatrists, psychologists, or other recognized professionals or paraprofessionals, and made in connection with treatment of the student; financial records of parents; or records maintained by the Department of Safety created for the purpose of law enforcement. These records, then, are not available to students.
b. Students who wish to inspect their education records should indicate such to the University official responsible for maintaining the particular record. FERPA requires that an appointment be made for the student to inspect the record within 45 days of the date of the request. If, upon examination, the student believes the record to be inaccurate or misleading, the student may file a written request that the University official amend the record. If the official decides not to amend the record as requested by the student, the student will be advised of their right to request a hearing. A hearing, to be conducted by a disinterested person appointed by the President of the University, will be held within 30 days of receipt of a written request. The student will have a full and fair opportunity to present relevant evidence. A written decision will be rendered within two weeks of the date of the hearing.
c. A student's education records will be released to their parents/guardians only with the written consent of the student or upon receipt of certification that the parents/guardians have declared the student as a dependent on their most recent income tax return. The University, however, may elect to notify the parent/guardian of a student under the age of 21 who commits a disciplinary violation related to use or possession of alcohol or a controlled substance.
d. Individuals identified on the FERPA and/or parents/guardians may be notified when a residential student contracts a serious illness/injury/requires hospitalization. Additionally, academic status may be shared with individuals identified on the FERPA and/or parents/guardians. Any student who does not want this information provided to parents/guardians or who does not want their education records released to parents/guardians must give written notification to the Registrar. This notification will remain in effect until revoked in writing by the student.

e. FERPA permits the University to release "directory information" without student consent to anyone requesting information. Directory information at Messiah University includes a student's name, campus address, campus telephone number, campus e-mail address, photograph (available only on an internal online student directory and faculty class rosters), dates of attendance, degree for which a student is a candidate, academic major, academic awards or honors, birth date, class year, full-time/part-time status, and weight and height for members of athletic teams. Additionally, the University may provide lists of student names by religious preference (if known) once each year in response to inquiries by local churches. The University does not, however, release directory information to outside organizations for commercial solicitation. Any student who does not want directory information released must give written notification to the Registrar.

f. FERPA also authorizes the University to disclose personally identifiable information contained in a student's education records without a student's consent in several other circumstances. Five of these circumstances are as follows:

(1) to comply with a judicial order or a lawfully issued subpoena;

(2) to protect the health or safety of the student or others in an emergency situation;

(3) to officials of another institution in which the student seeks to enroll;

(4) to alleged victims of any crime of violence (as that term is defined in Section 16, Title 18, U.S. Code) or nonforcible sex offense of the final results of a disciplinary proceeding conducted by the University against the alleged perpetrator of such crime or offense with respect to that incident; and

(5) to school officials determined by the University to have a legitimate educational interest. A "school official" is a person employed by the University in a faculty, administrative or staff position; a person or firm with whom the University has contracted (e.g., physician, attorney, accountant); a member of the Board of Trustees; or a student serving on a University committee or assisting another school official in performing their tasks.

A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill their professional responsibility.

g. FERPA provides a student the right to file a complaint concerning alleged failures by the University to comply with the requirements of FERPA with Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901. This policy is maintained by the Messiah University Registrar and was last amended August 2024.

S. Field Trips

1. Definition of Field Trips

Academic field trips are short-term off-campus educational enrichment opportunities. Some academic field trips are embedded in a particular course and are organized by the course instructor for the students in that course. Other academic field trips are organized by a department or program and are offered by the department/program to a range of students.

2. Field Trip Costs

a. Field trips may or may not require students to pay a modest fee to participate.

b. If the costs of a given field trip exceed the fees collected from participating students, and the organizer expects the institution to cover the cost differential, those arrangements must be approved in advance by the budget manager of the organization covering the cost.

3. Field Trip Parameters

a. A course-embedded field trip should appear in the course syllabus, along with the date of the trip, the approximate amount of time the trip will take, and any fees students must pay to participate in the trip.

b. Field trips should be planned to minimize their disruptive effects on students' academic work. Generally speaking, no more than one field trip should be planned for a given course; and field trips should not be planned for (a) the week before Fall or Spring Break, (b) the week before Finals Week, or (c) Finals Week.

c. Given that field trips often conflict with other aspects of students' lives, including other courses, students can be encouraged to participate in course field trips, but they cannot be required to participate. If particular course requirements are embedded in a field trip, the instructors must make provision for students to fulfill those requirements in another way.

4. Communication with Other Educators

If the field trip has the potential to interfere with other courses, the field trip organizer will notify other educators of the field trip by registering the trip through the Instructor/Academic Notification System on Banner.

5. Transportation for Field Trips

a. Field trip organizers should arrange for sufficient transportation by utilizing the university's fleet vehicles and, secondarily, by renting other vehicles.

b. If students volunteer to drive their personal vehicles and transport their fellow students, they may do so only if they and their passengers sign university-approved transportation waivers in advance of the trip.

T. Grading

1. Grading System

The grading system presently in use can be roughly divided into three major categories: letter grades, pass/fail grades, and auxiliary symbols.

a. Letter Grades

Letter grades carry a quality point value and are used in the computation of semester and cumulative grade point averages (GPA).

Quality/ Characteristic	A - Honor Outstanding	B – Excellent Above Average	C - Good Average	D - Poor Below Average	F - No Credit Unsatisfactory
1. Interest and ability to communicate	Almost always shows creativity, sound judgment, intellectual curiosity and communicates correctly and clearly	Frequently shows creativity, sound judgment, intellectual curiosity and communicates correctly and clearly	Shows sustained interest and is able to communicate well and understandably	Exhibits interest. Marginal performance in communicating	Shows subminimal interest. Does not communicate clearly enough to get ideas across
2. Performance skills of discipline	Almost always analyzes critically, synthesizes creatively, uses facts in original thinking, and generalizes logically	Frequently analyzes critically, synthesizes creatively, uses facts in original thinking, and generalizes logically	Usually produces viable generalizations and satisfactorily organizes data	Commits errors in fact and judgment when discussing material and has difficulty going beyond gathering and examining facts and data	Does not comprehend the concepts and ideas which are a part of the course. Does not gather and examine facts and data satisfactorily
3. Techniques of scholarship	Shows sound techniques in all projects and uses knowledge effectively	Shows sound techniques in most projects and uses knowledge effectively	Good understanding of techniques in most projects	Demonstrates minimal competence in the techniques of scholarship	Does not use sound techniques of scholarship
4. Meeting requirements of the course —in preparation, outside reading, class participation, etc.	Meets or exceeds stated course requirements with distinction in all aspects	Meets or exceeds stated course requirements with excellence in most aspects	Meets stated course requirements with adequate performance in all aspects	Meets stated course requirements with adequate performance in some aspects	Does not meet the standards and requirements

2. Performance Level of Different Letter Grades

Letter Grade	Meaning	Quality Point Value
A	Honor-Outstanding	4.0
A-		3.7
B+		3.3
B	Excellent-Above Average	3.0
B-		2.7
C+		2.3
C	Good-Average	2.0
C-		1.7
D+		1.3
D	Poor-Below Average	1.0
F	Failure-No Credit	0.0

a. Pass/Fail Grades

(1) P = Pass. Used only for a passing grade in a pass/fail course or when a student selects to register for a course on a pass/fail basis. The cutoff for pass shall be C-. A "Pass" is not included in the computation of the student's semester or cumulative GPA.

(2) F = Failure. The grade of F is a failing grade and is included in the computation of both the semester and cumulative GPA. An F applies under the following conditions:

(a) The student has not done passing work in the course;

(b) The student does not do passing work (earning a D+ or less) in a course graded on a pass/fail basis;

(c) The student fails to clear an Incomplete within the specified time frame;

(d) The student unofficially withdraws from a course, i.e., does not complete the necessary work and fails to make provision for an Incomplete.

b. Auxiliary Symbols

Auxiliary symbols do not carry a quality point value and are not used in the computation of semester and cumulative grade point averages (GPA).

(1) W = Withdrawal. Given to a student who withdraws from all courses (i.e., withdraws from the University), or from specific courses during the middle third of the semester or part of term.

(2) I = Incomplete. Used only when a student cannot, for emergency reasons, complete a course on schedule.

(3) AU = Audit. Used only when a student wishes to attend a course but not receive university credit or a grade for the work in the course.

3. Grade Point Average (GPA)

a. Semester GPA

The GPA for each semester is calculated from the graded courses *attempted* during that semester. Credit hours in which the student receives a P count toward total credits earned but not toward the GPA. Credit hours in which the student receives an F are calculated in the student's semester and cumulative GPA.

b. Cumulative GPA

This is the grade point average for all courses taken at Messiah University.

c. Factors Affected by GPA

(1) Graduation: 2.00 cumulative GPA for all work; 2.00 cumulative GPA major requirements.

(2) Acceptance into specific programs: Engineering, Nursing, and Teacher Education programs have cumulative and/or major GPA requirements as part of admission into the program. Consult the University catalog for specific GPA requirements for each program.

(3) Graduation Honors:

(a) Summa Cum Laude: Cumulative GPA 3.90 or above

(b) Magna Cum Laude: 3.60 - 3.89 cumulative GPA

(c) Cum Laude: 3.30 - 3.59 cumulative GPA

(4) Departmental Honors Courses: 3.50 cumulative GPA

(5) Dean's List: 3.60 semester GPA or higher, based on 12 or more graded hours.

(6) Academic Probation:

(a) First-Year Student (0-23 credits): below 1.80 cumulative GPA

(b) Sophomore (24-56 credits): below 1.90 cumulative GPA

(c) Junior or Senior (57 credits or above): below 2.00 cumulative GPA

4. Pass/Fail Grading Option, Pass/Fail Only and Letter-Grade Only Courses

a. Pass/Fail Grading Option

(1) Introduction and Rationale: Most colleges and universities, including Messiah University, recognize the value of offering flexible grading options. Guidelines are needed to regulate these options and preserve academic integrity in meeting graduation requirements. The pass/fail option allows students to enrich their academic experience by exploring interesting subjects but bypass the regular grading system and/or the competition of majors in those courses. The normal expectation is that courses that meet major, minor, or General Education requirements are taken for a letter grade.

(2) Limits: During their Messiah University careers, students may take a maximum of four courses (in addition to those formally approved as pass/fail only courses), using the pass/fail option under the following conditions:

(a) The course cannot be used by that student to meet a major, minor, or General Education requirement. The course may not be identified as a letter-grade only option. The course must be a free elective for the student.

(b) The cutoff for pass shall be a C–.

(3) Procedure:

(a) Students must declare their intention to take a course under the pass/fail option when they register or during the first five class days at the beginning of the new term. Students may also select to return to the letter grading system during this same time period. The selection on record after the first week of classes cannot be changed. (Students should check with Office of the Registrar for the dates by which courses in alternate parts of term can be modified in these ways.)

(b) If a student decides to change their major to a discipline in which the student had previously taken a course using the pass/fail option, it is the prerogative of the department of that major to decide whether or not the course counts toward degree requirements.

(c) The Registrar reviews all student requests for the pass/fail option to be sure they comply with policy.

(d) Students are notified if their request is refused prior to the end of the drop/add period.

(e) Faculty members submit letter grades for all students registered for their classes. These are converted to the pass/fail system in the Registrar's Office for those students who have chosen the option.

(f) The grade of P does not affect the student's GPA.

(g) The grade of F is a failing grade and is included in the computation of both the student's semester GPA and the student's cumulative GPA.

b. Pass/Fail Only and Letter-Grade Only Courses

(1) Introduction and Rationale: Faculty within departments can best identify whether a specific course should be offered as an exception the to normal grading system. The exceptions that can be proposed are either to declare a course 1) pass/fail only or 2) letter-grade only, meaning every student who takes that course will be evaluated with the same grading option. There is no option for a student to take a letter-grade only course pass/fail. Conversely, there is no option for a student to take a pass/fail only course for a letter grade. Department faculty should propose relatively few courses as exceptions to the normal guidelines.

(2) Approved Pass/Fail Only Courses

(a) Certain courses are approved to be graded on the pass/fail only option. Refer to the Academic Catalog for an up-to-date list of approved pass/fail only courses.

(b) Procedure:

(i) Faculty members submit a P or F grade for all students registered for a pass/fail only course.

(ii) The faculty member of the course determines the criteria for passing and failing that is appropriate for that course.

(iii) The grade of P does not affect the student's GPA.

(iv) The grade of F is a failing grade and is included in the computation of both the student's semester GPA and the student's cumulative GPA.

(v) In consultation with their school dean, departments should send any requests for pass/fail only exceptions for a course in written form to the Associate Provost for action by the Curriculum Committee. Requests should include a rationale for why the course is best offered with the pass/fail only option.

(vi) Pass/fail only courses must be designated as such in the Academic Catalog so when students register for the course they know the operative grading option.

(3) Approved Letter-Grade Only Courses

(a) Certain courses are approved to be graded with the letter-grade only option. Refer to the Academic Catalog for an up-to-date list of approved letter-grade only courses.

(b) Procedure:

(i) Faculty members submit a letter grade for all students registered for a letter grade only course.

(ii) In consultation with their school dean, departments should send any requests for letter-grade only exceptions for a course in written form to the Associate Provost for action by the Curriculum Committee. Requests should include a rationale for why the course is best offered with the letter-grade only option.

(iii) Letter-grade only courses must be designated as such in the Academic Catalog so when students register for the course, they know the operative grading option.

5. Incomplete Grades

a. Policy

A grade of incomplete may be assigned if a student is unable to complete the course work for extraordinary reasons such as illness, emergency, or other reasonable cause; has completed at least two-thirds of the course; has a passing grade average; and a well-defined plan to complete the remaining course work.

(1) Requests for an Incomplete must be emailed to the course instructor before the last day of class.

(2) An incomplete grade must be resolved by the agreed-upon date with the instructor but no later than four weeks from the last day of the particular course.

b. Procedure

(1) The student presents a valid reason and requests their instructor to extend the time to complete the course.

(2) To be considered for an incomplete, the student must be passing the course and have completed at least two-thirds of the coursework. An incomplete should not be given merely because a student fails to complete all the course requirements on time.

(3) The instructor giving the incomplete will establish an appropriate completion date with the student. This date may extend to four weeks from the last day of the particular course.

(4) When reporting final grades, the instructor will enter a grade of "I" in Self-Service. They will then be prompted to record an explanation from the incomplete grade. Self-Service automatically sends an email message of confirmation to the instructor, the student, and the Registrar's Office for review, as well as Student Financial Services and Financial Aid.

(5) If a course is completed within the extended timetable, the instructor submits a grade change request to the Registrar's Office via Self-Service.

(6) If a course is not completed within the extended timetable, the incomplete grade will be converted to an "F". Any exceptions to the timetable must be approved in advance with the instructor and the Registrar's Office.

c. Rationale

This policy keeps grade and student records up to date, provides for student emergencies, and establishes a reasonable deadline to help students avoid doing two semesters' work at the same time. It also discourages procrastination.

6. Auditing

a. Policy

Students who wish to attend a course but not receive university credit or a grade for their work may audit the course on a space-available basis. This option assumes students attend the class regularly, but they are not required to complete course work or take exams (though they may opt to do so). Because the course appears on the transcript as an audit, a student must drop the course if they decide not to attend the course. The option of auditing courses is open to both full-time and part-time students. The audit grade mode is not available for cross-cultural courses, nor is it available for the non-lecture portion of a course, e.g., science labs. Course audit credits will not count toward workload for financial aid purposes and full-time status. Auditing a course may impact student financial aid eligibility. Therefore, students are encouraged to contact the Financial Aid Office before registering to audit a course.

b. Procedure

(1) Declaration of the audit is done at the time of registration through Self-Service Banner.

(2) Students may change from credit to audit and vice versa during the online drop/add period during the first five days of the term. Students should check with Office of the Registrar for the dates by which courses in alternate parts of term can be modified in these ways.

(3) Student Financial Services bills audit credits at the published tuition rate for audits.

(4) When the course is complete, the student's transcript indicates the symbol "AU" and the name of the course audit—no credit or grade is given.

(5) If the student decides not to attend the course, they must drop the course so it will not appear on their record.

c. Rationale
The course audit policy allows full- and part-time students to take courses for self-enrichment, academic exploration, or review of course material.

7. Change of Grade

a. If, after final grades have been assigned and submitted, an error in a student's grade is discovered by the instructor or brought to the attention of the instructor by the student, the instructor should submit a grade change request via Self-Service Banner. All changes of grades must be accompanied by a rationale and be approved by the Registrar by the end of the following semester.

b. A student's final grade may not be raised by doing additional assignments after the course has concluded or by revising previously submitted assignments.

8. Grade Appeal Procedures

If a student disagrees with a grade which has been given in a particular course, and it has been determined that the grade recorded was not in error, the student may initiate the grade appeal process.

a. Informal Discussion Between Student and Instructor
If the discussion results in a grade change, a grade change request is submitted via Self-Service Banner by the instructor. If the matter is not resolved to the student's satisfaction, the student is referred to the department chair.

b. Informal Discussion Between Student and Department Chair
The student should informally discuss the matter with the department chair. The department chair should discuss the concern with the instructor. If the discussions result in a grade change, a grade change request is submitted by the instructor. If the matter is not resolved to the student's satisfaction, the student is informed that there is a formal appeal procedure. The first informal contact with the department chair must be before the end of the semester following the semester in which the grade was earned.

c. Formal Discussion Between Student, Instructor, and Department Chair
The department chair should arrange a meeting to discuss the matter with the student and instructor together. If this discussion results in a grade change, a grade change request is submitted via Self-Service Banner by the instructor. The student should be informed in writing of this decision. If the matter is not resolved to the student's satisfaction, the student should be informed in writing of this decision, along with options available to the student.

d. Student Appeal in Writing to Department Chair
This written appeal must be made within ten working days of the written notification of the student by the department chair of the outcome of the formal discussions. Within ten working days of the student's appeal, the department chair must inform the instructor of the appeal and provide a copy of the student's appeal. The instructor has ten working days to provide a written explanation of the student's grade.

The department chair has ten working days to convene a departmental meeting (without the instructor or student present) to review the case and come to a decision based upon the student's written appeal and the instructor's written response. The department chair will inform the student of the departmental decision in writing, with copies to the instructor and the school dean. If the decision results in a grade change, the department chair will submit a grade change request to the Registrar with a copy of their response to the student attached.

e. Student Appeal in Writing to the School Dean
If the decision of the department is not to the student's satisfaction, the student may appeal the decision to the school dean. This appeal must be made in writing, within ten working days of the department chair's letter to the student. The school dean (or assistant school dean, as designated by the dean) shall investigate carefully and render a decision in writing within 30 days; this decision shall be final.

f. Cases Involving the Department Chair
In any case where the instructor is the department chair, another member of the department will serve in the role of the chair in these proceedings.

9. Transcripts

a. The student's permanent record of courses taken and grades achieved comprise the academic transcript. Courses taken as visiting students at other institutions or other approved Off-campus Study Programs are recorded as institutional credit on the academic transcript. Credits taken at all other colleges and universities are entered as transfer credits and are not computed in the student's GPA.

b. Request for Transcript
   (1) Policy: Academic transcripts are issued by the Registrar's Office upon a student's written request and must be accompanied by payment as applicable.
   (2) Procedure:
      (a) A former student may request a paper or electronic transcript from the Registrar's Office, using the form provided, accompanied by the appropriate fees. A current student may request a transcript through accessing Self-Service Banner.
      (b) The Registrar's Office sends the transcript to the appropriate recipient and records the date the transcript was issued.
   (3) Rationale: Transcripts are issued only by the Registrar's Office for reasons of confidentiality and security.

10. AI-Assisted Assignment Evaluation

a. Defining AI-Assisted Assignment Evaluation
   (1) AI-assisted assignment evaluation is the use of artificial intelligence tools to assist instructors in evaluating student work, with the aim of reducing the amount of time the instructor spends assessing students' work.
   (2) Unlike automated grading, which checks a student's answer against a pre-determined, objective answer (e.g., a multiple-choice question in a Canvas quiz), AI-assisted assignment evaluation refers to AI tools that generate written feedback and/or a suggested grade by evaluating a student's work in a more subjective fashion.

b. Concerns and Considerations

(1) Using AI to evaluate subjective assignments, such as writing assignments, can produce inaccurate, inconsistent, or biased results. AI assessment tools are only as good as the data on which they are trained, which may be limited or biased.

(2) Student data privacy may be compromised when tools are utilized that lack appropriate privacy safeguards and guarantees.

(3) Students may respond negatively to AI-assisted assignment evaluation, especially in contexts where they're forbidden to use AI for their assignments.

c. Guidelines for Utilizing AI-Assisted Assignment Evaluation Tools

(1) AI-Assisted assignment evaluation tools may be used by instructors in the process of assessing student work, but human oversight is essential to ensure accuracy and fairness. These tools should not replace the instructor's superintending role, nor should they be utilized without adhering to the following guidelines:

(2) AI-assisted assignment evaluation tools need to be vetted by ITS before they can be used.

(a) If an instructor is interested in using a particular AI-assisted evaluation tool, they must submit a ticket to techsupport@messiah.edu.

(b) ITS will review the tool to make sure it's FERPA compliant.

(c) Only if ITS has approved the tool from the standpoint of data security may the instructor utilize the tool.

(3) In addition, an AI-assisted assignment evaluation tool must be reviewed and approved by the instructor's department chair or program director.

(4) If there's a cost associated with an approved tool that cannot be borne by students in the course (e.g., a textbook-related tool), the instructor will need the permission of his/her department chair or program director to cover the cost before it is purchased or will need to cover it through his/her faculty development funds.

(5) Instructors must be transparent in their use of AI-assisted assignment evaluation tools by noting such use in their course syllabus. In particular, the syllabus must tell students when the tool will be used, and how the tool's feedback will be used in assessing their work.

(6) It is incumbent upon the instructor to review the tool's generative feedback to ensure its accuracy.

(7) An AI-assisted assignment evaluation tool may be used to help an instructor evaluate student work, but the instructor must assign the grade the student receives and must personally generate the written or verbal feedback the student receives, i.e., the tool may assist the instructor, but the instructor must superintend the evaluative process, which includes the assignment of grades and the communication of written or verbal feedback.

d. Sample Syllabus Statement – The following syllabus statement is not required verbatim, but a statement approximating the one below is required when an instructor is using an AI-assisted assignment evaluation tool.

This course utilizes an AI-assisted evaluation tool in the assessment of the following assignments: [list assignments here]. In each case, the tool will provide generative feedback that will assist me in formulating my feedback, including the grade I assign.

U. Graduate Courses, Undergraduate Students Enrolling in

1. Formal Programs

Messiah University undergraduate students can enroll in and complete Messiah University graduate- level courses as a part of an approved undergraduate credential. This occurs in two different contexts:

a. Accelerated Degree Programs: Students complete graduate courses within accelerated programs. Policies and parameters related to students enrolling in graduate courses within accelerated programs have been established and can be found elsewhere in the *COE Handbook*, Section 8 ("Definitions, Academic – Accelerated Programs").

b. 4+ Programs: Students complete graduate courses within 4+ programs. Policies and parameters related to students enrolling in graduate courses within accelerated programs have been established and can be found elsewhere in the COE Handbook, Section 8 ("Definitions, Academic – 4+ Programs").

c. Standard (non-accelerated) Undergraduate Credentials: Curricular requirements for undergraduate credentials may include Messiah University graduate courses as requirements. This section defines the process, parameters, and policies specific to including graduate courses as requirements within non-accelerated undergraduate programs.

(1) **Curriculum proposals**. Proposals must include the following:

(a) The rationale addressing why each graduate course is appropriate for the undergraduate program. The rationale should focus on how the course objectives align with to the program outcomes, are essential to the curriculum map, or meet accreditation/licensure content requirements (as applicable).

(b) The rationale for the delivery mode (e.g., online, face-to-face) of the graduate courses. The rationale might include enrollment efficiencies.

(c) An assessment of the impact on the graduate program, including course enrollment, schedule, calendar, and delivery mode. The assessment must include input from the graduate program and the graduate school dean.

(2) **Governance**. In instances where the curricular design includes graduate courses as a requirement for non-accelerated undergraduate credentials, the following governance pathway applies:

(a) The sponsoring UG department must make a compelling case for the inclusion of graduate courses required for undergraduate credentials.

(b) The impacted graduate program and Graduate Council must also approve the inclusion of the graduate course in the UG credential.

(c) New UG programs requiring graduate courses:

UG Department →UG Dean → Grad Dean→ Assessment of Student Learning Committee → Grad Council → Curriculum Committee) → (Gen Ed Committee) →Academic Council →COE Steering→COE Senate

Note: If the proposal involves teacher education certification programs, the Teacher Education Committee is to provide a recommendation for the department's proposal to the Curriculum Committee as appropriate.

(d) Changes to existing undergraduate programs that require graduate courses: UG Department →UG Dean → Grad Dean→ Academic Council → (Gen Ed Committee) Note: If the proposal involves teacher education certification programs, the Teacher Education Committee is to provide a recommendation for the department's proposal to the Curriculum Committee.

(3) Student policies for enrollment in graduate courses required by undergraduate credentials.

(a) Eligibility: Students must have senior status by credits.

(b) Status. Students maintain undergraduate student status.

(i) Students are subject to all undergraduate academic and student policies.

(ii) The graduate course will appear on the undergraduate transcript.

(iii) The graduate course grade is determined based on the graduate grading rubric and is calculated within the undergraduate GPA.

(c) Tuition, fees, financial aid and scholarships. (Subject to Title IV financial aid guidelines and policies).

(i) Students are assessed undergraduate tuition and fees for graduate courses, based on their student status of part-time or full-time during fall and spring terms.

- Undergraduate traditional students may take no more 18 credits total within the undergraduate billing rate (e.g. undergraduate credits + graduate credits ≤ 18 total credits).
- Traditional UG students who take more than 18 total credits are billed at the undergraduate overload rate.

(ii) Summer session. Undergraduate seniors (who have not completed a degree) eligible for a summer graduate class (prior to their senior year) are billed the undergraduate tuition rate.

(iii) Students are eligible for undergraduate financial aid and scholarships. This eligibility ends when the student earns the undergraduate degree.

(d) Undergraduate credit can be leveraged toward Messiah University graduate credentials.

(i) Students may be able to utilize the graduate-level credits used to fulfill the undergraduate credential to also meet the requirements of a Messiah University graduate credential.

(ii) In all cases, students need to complete a minimum of an additional 30 unique graduate-level credits for a master's degree or 60 unique graduate-level credits for a doctoral degree.

2. Student Enrichment.

A senior-status student may enroll in a graduate course under the following conditions:

a. Students must have senior status by credits and an undergraduate cumulative GPA of 3.0 or higher.

b. Students complete and submit the course enrollment form.

(1) Students must have their undergraduate academic advisor and department chair complete the enrollment form, which includes a checklist that speaks to the student's academic readiness, maturity and the appropriateness of the course.

(2) Students, after consulting with their advisor, must indicate if the course will be applied to their undergraduate or graduate transcript on that checklist.

(3) Approval by the Program Director depends upon availability of seats in the graduate course and the advisor and chair's completed enrollment form.

c. Students can earn a total of 9 credits of graduate credits within the structure of undergraduate tuition and fees.

d. Tuition, fees, financial aid and scholarships are assessed following the same policies stated for the standard (non-accelerated) undergraduate credentials (see above) if the student needs the graduate course credits to count towards their 123-credit requirement for a bachelor's degree. In situations where students register for more than the 123 credits necessary for the bachelor's degree:

(1) Graduate credits beyond the 123 credits required for the baccalaureate degree will only be recorded on a graduate transcript.

(2) The graduate credits may be used toward the unique credit requirement in a graduate program to which the student applies and is accepted because they did not count towards the student's undergraduate requirements.

V. Graduation Requirements and Commencement

1. Credential Candidacy

a. Policy

Students working toward a credential (i.e., degree, certificate) must file an on-line application with the Registrar's Office in the fall semester of their senior year. Applications require the approval of the Academic Council and the Community of Educators before students are formally admitted to credential candidacy.

b. Procedure

(1) By the beginning of the fall semester, the students who have completed a minimum of 75 credits are notified to review their degree audit in preparation for completing their final requirements for graduation.

(2) In September, the students who have accumulated enough credits to be able to graduate the following December, May or August are sent an informational memo. Those who actually plan to graduate that year complete the online application for degree coordinated by the Registrar's Office. The established conferral dates are as follows: December 31, May [date of commencement ceremony], and August [last date of summer semester].

(3) For students who complete their degree requirements by the middle of the semester (i.e., fall, spring, summer), the Registrar's Office, in collaboration with the student's academic department, may authorize a mid-semester conferral date. This is to be documented during the degree certification review process and on the student's record.

(4) During the student's last semester, a degree audit and certification is made available for review by the academic department. The student's major advisor and Department Chair are asked to certify that all requirements for the major(s) and minor(s) have been met. If questions arise regarding incomplete requirements for the minor, questions may be directed to the Department Chair responsible for overseeing the minor. In conjunction with the Registrar's Office, the above-mentioned parties review the student's QuEST/General Education requirements to ensure that they will be met in time for degree completion.

(5) The Registrar's Office prepares a list of certified credential candidates and presents it to the Academic Council and Community of Educators for their approval.

c. Rationale

These procedures are needed to identify the students who will be finished with their credentials within the academic year and to keep the Registrar's Office in contact with them in preparation for graduation.

2. Verification of Academic Progress

a. Policy

While each student is responsible for seeing that all QuEST/General Education and major requirements are met, the Registrar's Office monitors each student's progress toward the chosen credential in order to assist in this responsibility. This progress includes completion of QuEST/General Education requirements, satisfactory academic progress, and sufficient hours completed in order to graduate on schedule.

b. Procedure

Students and their advising department(s) have access to the degree audit and should be monitoring progress toward credential completion on a regular basis, particularly in preparation for their junior and senior years. Students may contact the Registrar's Office with questions pertaining to the degree audit or their credential requirements.

c. Rationale

To monitor the academic progress of potential graduates, students receive communication in the fall semester of their senior year, which outlines the criteria for graduation. Students are asked to review their degree audit and confirm that they are on track for graduation, based on the parameters given.

3. Requirements for All Undergraduate Degrees

a. 123 hours of credit, except as noted in the requirements for selected majors

b. A minimum cumulative grade point average (GPA) of 2.00 for all credits taken at Messiah University.

c. A minimum grade point average (GPA) of 2.00 for all credits listed as specific requirements for the major.

d. The last 30 credits preceding the conferring of the degree earned at Messiah with a minimum of 12 credits in the major

e. Completion of a major with requirements as specified under the department of instruction in which that major falls.

f. Completion of all QuEST/General Education requirements.

4. Attendance at Commencement

Graduating seniors are expected to participate in Commencement exercises. Students must notify the Registrar's Office in writing if they do not plan to attend Commencement.

5. Release of Diplomas and Certificates

In order for diplomas and certificates to be given to students, the following guidelines must be met:

a. All course work, including approved off-campus study programs and transfer credit, must be completed and recorded on the student's Messiah University transcript.

b. All student accounts in the Student Financial Services Office must be cleared.

6. Graduation Honors

The institution awards three levels of honors according to a graduating senior's cumulative grade point average (GPA): summa cum laude (GPA 3.90 or above), magna cum laude (GPA 3.60–3.89), cum laude (GPA 3.30–3.59) The following guidelines are used in determining the eligibility and level of honors granted:

a. Only credit for courses taken at Messiah and approved off-campus study programs are calculated in the GPA.

b. A minimum of 60 graded credit hours must be taken at Messiah University.

c. Honors published in the graduation Commencement bulletin will be based on the student's cumulative GPA at the conclusion of the preceding fall semester.

d. Final honors as noted on the student's diploma and transcript will be based on all credits earned at Messiah.

7. Late Completion of Requirements

a. Policy

Students who are within nine credits of completing academic requirements for their degree, but do not have all the work completed by the day of commencement of the year they wish to graduate, may be permitted to participate in the ceremony with their class and then complete their requirements in the summer following commencement. Such students must contract with the University to complete all work by the last day of the summer semester following the commencement date. Students who fail to complete all requirements within twelve (12) months from the anticipated date of graduation (i.e., the last day of the summer semester) may be subject to a fee associated with review of their academic record and re-application for their degree.

b. Procedures

(1) Students wishing to graduate but not having all work complete will receive a contract for late completion of degree requirements. This document is an official agreement between the student and the University, and highlights the course(s), credits, or other requirements still outstanding for graduation, in addition to the stipulations by which they need to be completed.

(2) Automated confirmation of the student's email read receipt constitutes an official acceptance of the contract.

(3) Students under contract may march with their class at commencement.

(4) The diploma is issued when all coursework is complete and all payments have been made to the University. The diploma and transcript will reflect a graduation date concurrent with the time in which they complete their work, and in accordance with the certification cycle (i.e., May, August or December graduation.)

W. Honors Program, GPA Requirements

1. Graduating as an Honors Scholar

a. In order for a student in the Honors Program to be eligible to graduate as an Honors Scholar, the student must have a 3.3 cumulative GPA based on all credits earned at Messiah at the end of their penultimate semester (in addition to fulfilling all the other requirements of the Honors Program).

b. Honors published in the graduation Commencement bulletin will be based on the student's cumulative GPA at the conclusion of the preceding fall semester.

c. Final honors as noted on the student's diploma and transcript will be based on all credits earned at Messiah.

2. Communication and Ongoing Procedures

a. All Honors Program students will be informed of this minimum GPA policy as incoming Honors Program students.

b. If an Honors Program student's GPA is below a 3.3 cumulative GPA at the end of any semester after achieving sophomore status, they will be notified by the Director of the University Honors Program, who will remind them of the minimum GPA policy.

c. An Honors Program student whose GPA is below a 3.3 cumulative GPA may continue in the Honors Program, even though the student runs the risk of not graduating as an Honors Scholar.

d. If an Honors Program student chooses to withdraw from the Honors Program, the student must notify the Director of the University Honors Program in writing. The Director will notify the Registrar's Office, which will remove the student's HONR attribute and thereby eliminate the student's ability to register for Honors courses.

(1) Students who choose to leave the Honors Program after achieving sophomore status will be afforded the IDS curriculum waiver afforded to Honors Program students who matriculated in fall 2023 or earlier. In other words, although they are no longer in the Honors Program, they will not need to take the third IDS course that is waived for participants in the Honors Program.

(2) Students who choose to leave the Honors Program before achieving sophomore status will not be afforded the IDS curriculum waiver afforded to Honors Program students who matriculated in fall 2023 or earlier. In other words, they will be required to take the third IDS course that is waived for participants in the Honors Program

X. Intensive Terms

1. May Term

a. Spring semester includes a 16-week spring term followed by a three-week May Term.

b. May Term involves only approved cross-cultural courses. Some summer online courses may overlap with May Term but should not be confused with May Term.

c. Registration for May cross-cultural courses occurs during the regular November registration period for spring semester courses. Whether there is sufficient enrollment to run the May Term course will be determined after registration.

d. The drop date for May Term courses coincides with the drop date for all other spring semester courses.

e. May Term begins the second Monday after Commencement. Faculty may choose to begin their May Term courses earlier; however, no May Term course may begin until after Commencement. The length of each course must be within established cross-cultural course parameters. Grades for May Term are due to the Registrar no later than two weeks after the completion of the course. Faculty members who plan to miss May Development Week should be sure to inform their Department Chair and School Dean that they will be gone during that week.

f. Graduating seniors who require a May Term course to meet graduation requirements are allowed to participate in commencement but will not receive their diplomas until May Term has been successfully completed.

g. Spring semester tuition covers 12-18 hours. Students who enroll in spring semester courses (which includes May Term) will be charged for any credit hours over 18.

h. If the May Term course is a part of the faculty member's normal load (24 load units), the course should have at least 12 students per faculty member. If the faculty member is teaching the course as an overload, the course should have an enrollment of at least nine students.

2. Summer Semester

a. Summer semester is designed to meet specific needs of Messiah University students. Several courses which satisfy Messiah University General Education requirements are offered each year.

b. In addition to the General Education courses, a wide variety of independent studies is available to Messiah students during the summer months. Internships offer students an opportunity to combine full-time employment with academic components to receive credit. Students who register for SERV 231 participate in summer service experiences between SERV 231 (a spring semester course) and SERV 232 (a fall semester course).

c. Students may also elect to take courses at other universities over the summer and transfer the credits to their Messiah program. To assure transfer of credit, these students should complete the "Approval for Transfer Credit" form available on the Registrar's Office webpage before taking the course.

d. Since the summer semester is not considered a part of the spring semester, fees for summer semester courses are charged independent of fees for the regular academic year.

Y. Majors

1. Selecting a Major

A student must select a major no later than the second semester of the sophomore year. This is necessary to allow adequate time for meeting graduation requirements in that major.

2. Pre-Major Status

There are certain programs for which program accreditation or certification of graduates is essential if graduates are to pursue careers in those fields (e.g., nursing, engineering, and teacher education). If a program is subject to such accrediting or certification requirements, then that program should apply to the Academic Council for internal admission requirements to the program. If additional internal admission requirements to a particular program are approved, then the following conditions apply:

a. Students initially declaring an intent in the program will be designated by a "pre-major" status (e.g., pre-engineering, pre-elementary education).

b. Internal admission requirements to the program must be clearly delineated and publicized (e.g., in the catalog description of the program).

c. Internal admission requirements must be such that "first-time, first-year" students who enter Messiah University as "pre-majors" are evaluated before the end of their sophomore year for admission to the particular program. Transfer students (both internal—from another Messiah major—and external—from another institution) must be evaluated by the end of the first semester junior year.

3. Change of Major

a. Policy

After having declared a major, students who wish to register for another course of study must obtain the electronic signature of the chair of the department of the new major; the chair will assign a new advisor in the major field to which the student wishes to be accepted. Changing a major must be done through the Office of the Registrar.

b. Procedure

(1) The student completes a Change of Major Request, which can be found on the Registrar's Office website. That department chair then signs the Dynamic Form and assigns a new advisor.

(2) The Office of the Registrar makes the change and updates the student's curriculum in Banner.

c. Rationale

This policy has been instituted to ensure that students wishing to change majors receive adequate counseling and to enhance campus communication by having all involved individuals know what major the student is pursuing.

4. Double Major

a. Students at Messiah may complete more than one major within the normal timeline and requirements for earning their baccalaureate degree.

b. Unless additional requirements are met (see the Dual Degree Policy), a student completing two majors will in all instances graduate with one degree type (either a B.A. or a B.S.).

c. A student pursuing a double major must determine which major is the primary major and which is secondary. The primary major determines whether a B.A. or a B.S. will be granted.

d. The primary major is also the standard by which General Education, other requirements, and the degree are determined.

e. Each major must have a minimum of 24 unique credits.

f. A student completing a double major receives only one diploma and one degree representative of the primary major.

g. One cumulative GPA is calculated, and it is based on all the credits earned at Messiah.

h. Graduation honors are based on the GPA of credits earned at Messiah in the same fashion as a student completing one major.

i. If the required work for both majors is completed by graduation or within one calendar year of the commencement ceremony at which the first major was awarded, both majors are noted on the final transcript.

5. Individualized Major

Individualized majors are designed for students who have special interests that are not accommodated by any combination of existing majors or minors at the University. Students may develop a proposal for an individualized major that combines various academic resources available to all Messiah University students. Each proposal must stand on its own as a unique, individual initiative of the proposing student. Students completing an individualized major will graduate with a B.A. degree. The following guidelines apply to all individualized majors.

a. Parameters for the Individualized Major

(1) The individualized major must be between 36 and 72 credit hours chosen from at least two different disciplines offered at Messiah.

(2) Two disciplines will be considered the primary disciplines and the major curriculum can have no fewer than 12 credit hours from each of these disciplines.

(3) At least 18 credit hours must be chosen from courses numbered 300 or higher.

(4) Each individualized major must include a senior-level (400) capstone course. This may be an existing course, or an independent study course supervised by one of the faculty advisors.

(5) Each individualized major must include an existing writing intensive course from the primary disciplines from which the individualized major draws upon.

(6) No more than two courses can be taken as an independent or directed study.

(7) The student must meet all the General Education requirements and all other requirements for graduation (e.g., residency requirements, total required credits, etc.). Any proposed overlaps with General Education must be approved by the Dean of General Education and Common Learning and cannot exceed 12 credits.

(8) In order to propose an individualized major, the student must have a cumulative GPA of 3.0.

(9) The individualized major may be proposed after the student has completed 30 credit hours. No proposal will be accepted after the student has completed 72 credit hours.

b. Development of the Proposal

The student will develop a proposal for the major in conjunction with two faculty advisors from the two primary disciplinary areas, with one of these two faculty advisors to serve as the student's primary faculty advisor. The proposal must include the following elements:

(1) A title for the major that does not duplicate the name of any existing majors or minors and clearly captures the nature of the proposed program of study.

(2) An explanation of how the major will enhance the student's personal learning goals and objectives including possible connection with vocational and/or graduate school interests.

(3) Curriculum sheets (similar to those found in the Advising Handbook for existing majors) describing which specific courses will meet the major requirement and which will meet the University's General Education requirements.

(4) A semester-by-semester plan for completing the required courses. Note that any planned independent or directed study courses must be pre-approved.

(5) The proposed courses must fit together logically and demonstrate the coherence, breadth, and depth which is characteristic of a university major. Proposals that simply piece together existing majors and minors are not acceptable.

(6) A statement that clearly explains how each required course satisfies the University's learning objectives for all majors (i.e., ULO 4) and contributes to achievement of the goals and learning objectives of the proposed major (as articulated in point b).

c. Approval Process

The primary faculty advisor will convene and chair an ad hoc committee composed of the two faculty advisors, the Registrar, and the Dean of General Education and Common Learning to review the proposal. If approved by this committee, the individualized major proposal will be forwarded to the Department Chairs of the two primary disciplines represented in the proposal for review and approval. Following the approval of the chairs, the proposal will be reviewed by the Dean of the School of the primary advisor for final approval. If approved, it will be officially recorded as the student's declared major and a copy of the approved proposal will be sent, for information purposes, to the Dean of the School housing the other primary discipline. In order to ensure prompt processing of a completed proposal, the approval process should take no longer than two months during the academic year from the time it is submitted. In the event that a sponsoring faculty advisor's employment ends, the department chair of the respective department will either supervise the completion of the major or appoint another faculty member capable of supervising it to completion. (Definitions, Academic: Major)

Z. Medical Leave

Medical leave is available for students who, due to documented serious physical or psychological illness, need to leave the University during the semester without completing their course work or to withdraw from the University for no longer than two consecutive semesters.

1. Return to Campus

Students on medical leave are not regarded as having permanently withdrawn from the University and need not apply for readmission through the Admissions Office. However, students must be approved for fitness to return to campus through the process described in the policy.

2. Medical Leave Incomplete

A student may receive a more limited medically excused status if they are approved for leave in the final 40 percent of a semester and the student has received faculty approval for at least one incomplete.

3. Initiation of Request for Medical Leave

A student requesting medical leave must make the request in writing to the Medical Director (for physical health reasons) or the Director of Counseling Services (for mental health reasons). The request may be for either one or two semesters. The director will notify the Registrar of the request and will direct the student to provide appropriate documentation from a physician, therapist, or other qualified caregiver.

4. Determination of Request

a. A decision approving or disapproving the medical leave request will be made by the Medical Director or the Director of Counseling Services. If there is a pending academic or disciplinary proceeding that could result in a suspension from the University, medical leave requests will not be considered until the proceeding has been concluded. The director will provide a copy of the decision to the Registrar. The Registrar will notify appropriate offices on campus of the student's status and send a copy of the decision to the student for their records.

b. Copies of the decision will be maintained in the student's academic and student life files. Original documentation from the student's medical records will be maintained by the Medical Director or the Director of Counseling Services.

5. Deadline for Application for Medical Leave Status

Deadline to apply for medical leave for the current semester is the Monday prior to the first day of finals in the Fall or spring semester. No retroactive medical leave applications will be considered.

6. Effective Date of Medical Leave Status

A student whose request for medical leave is approved during the first 60 percent of the semester will be deemed to have medical leave status as of the date on which their request was made to the Medical Director or the Director of Counseling Services. The student will remain on medical leave status for the balance of that semester and may request an extension for the next semester by filing a request as described below.

7. Extension of Medical Leave Status

a. A student on medical leave status may request a one-semester extension by providing new documentation to the Medical Director or the Director of Counseling Services by August 1 for the fall semester or December 1 for the spring semester. A decision approving or disapproving the request will be made by the Medical Director or the Director of Counseling Services. The director will provide a copy of the decision to the Registrar.

b. Medical leave status may continue no longer than two consecutive semesters. After this time, a student who does not return to the University will be deemed officially withdrawn (see Withdrawal from the University policy below).

8. Grades and Completion of Academic Work

a. A student whose request for medical leave is approved during the first 60 percent of the semester will be given a grade of "W" (Withdrawal) in each course for which they are registered. No "I" (Incomplete) grades will be given. No credit will be earned for any course, and a prorated refund of charges will be made.

b. A student whose request for medical leave is approved during the final 40 percent of the semester may, with the approval of his/her instructor(s), take a Medical Leave Incomplete for one or more courses. In this case, the grade of "MI" will be entered by the Registrar's Office (when a Medical Leave Incomplete is not deemed feasible, a grade of "W" will be given). No refund of charges will be made for courses in which a grade of "MI" is given. To receive academic credit for a Medical Leave Incomplete, the student must complete their incomplete work by the final day of the semester following that during which medical leave was approved. It is the responsibility of the student to contact individual instructors to arrange for the timely completion of course work. If the student does not complete work in a course within this time, the grade of "MI" for that course will be changed to a "W."

9. Required Medical Leave Under Extreme Circumstances

Under extreme circumstances, a student experiencing emotional or psychological illness so that they are deemed to be a danger to themselves or others may be required to withdraw from the University and will be given medical leave status.

10. Determination of Fitness for Return to Campus

a. A student requesting to return from medical leave will be asked to sign a release allowing the Medical Director or the Director of Counseling Services to communicate with the physician, therapist, or other caregiver, as well as with other persons at Messiah University involved in determining the student's fitness to return.

b. The student must provide documentation from their physician, therapist, or other caregiver concerning current medical status by August 1 to be considered for approval to return for the fall semester, or by December 1 to be considered for approval to return for the spring semester. The student also may be required to have an interview with the Medical Director or the Director of Counseling Services and/or the Director of Academic Accessibility. All information will be reviewed, and a decision regarding fitness to return will be made by the Medical Director of the Director of Counseling Services, who will notify the Deans and the Registrar. The Registrar will notify the student and appropriate offices on campus if approval is given.

c. The granting of medical leave by the University does not guarantee that the student will be allowed to return.

11. Registration and Housing for Returning Students

A student on medical leave will retain all accrued seniority for housing and registration purposes and may register conditionally for courses if they intend to return for the following semester. Any money paid to the University as deposits against tuition or charges anticipated for the following semester will be refunded in full if the student is not approved to return. Documentation for determination of fitness to return must be received by the deadlines listed above and approval to return granted in order for registration to be considered final. Seniority for housing preferences cannot be guaranteed for students who do not meet these requirements.

12. Financial Aid Implications

It is the responsibility of the student to contact the Financial Aid Office individually to discuss the implications of medical leave for their financial aid.

13. Refunds of Tuition and Fees

Refunds for students who are granted medical leave during the first 60 percent of a semester are determined as follows:

a. Refunds on all charges, including tuition, room, board, and special fees will be prorated on a per diem basis based on the boarding calendar.

b. Refunds and adjusted bills will be sent to the student's home address following withdrawal for medical leave.

No refunds will be given for students who are granted medical leave during the final 40 percent of the semester.

AA. Minors

1. Definition

A minor is a prescribed set of courses that focuses on a particular academic discipline or area of study. The goal is to allow the student to develop some depth of understanding in that discipline or area of study.

a. Students are not required to complete a minor.
b. Minors require a minimum of 18 credit hours in a discipline other than that of the student's major. Students may not major and minor in the same discipline/program.
c. A student may complete more than one minor.
d. To earn a minor, a student must attain a minimum grade point average of 2.00 for the courses listed as meeting the requirements for the minor.
e. Each minor must have a minimum of 12 unique credit hours.
f. At least one-third of the total credits must be taken at Messiah.
g. Upon degree conferral the academic record, including the major and minor(s), may not be modified. The minor(s) may not be changed to the major in the same discipline.

2. Procedures for Completing a Minor

a. Information about available minors and minor curricular requirements can be found in the Academic Catalog, in DegreeWorks, or obtained from the student's advisor or Department Chair.
b. Students are encouraged to discuss their interests in a minor with their advisor during registration times. If the student has specific questions, they can contact the Chair of the department in which the minor is housed.
c. A student may declare their intention to complete a minor by submitting a Minor Request Form, which is available on the Registrar's Office website.
d. Once the completion of all minor requirements has been verified, the minor will be recorded on the student's final transcript. If the work for the minor is completed by graduation or within one calendar year of the commencement ceremony at which the degree was awarded, the minor will be noted on the final transcript (Definitions, Academic: Minor)

BB. Online Course Limits for Undergraduate Students

1. Degree-seeking Messiah University undergraduates, residential or commuter, may enroll in no more than six credits of online Messiah University courses per semester (fall or spring).

a. Online courses taken at Messiah University during a summer term do not count toward these totals.
b. Hybrid courses that include one or more synchronous in-person meeting times per week do not count as "online courses" in these totals.

2. Students who wish to enroll in more than six credits of online Messiah University courses in a fall or spring semester must receive permission from the Registrar, who may confer with the student's academic advisor or department chair.

3. Procedure for Appeal:

a. A student accesses and completes the Academic Policies Petition found on the Registrar's Office webpage.
b. The form is routed to the student's advisor and department chair for their signatures and returned to the Office of the Registrar.

c. The Registrar reviews and acts on the request; the decision will be indicated on the form, and copies will be available to the student and the student's advisor via Dynamic Forms.

CC. Online Courses

1. Online Course Policies Vis-à-vis Other Messiah University Course Policies

a. All Messiah University course policies apply to online courses, except when noted otherwise.

b. Online courses may be bound by unique policies that do not apply to in-person courses; those additional policies are outlined in this policy.

c. Although methods of delivery differ between online, hybrid, and in-person courses, the course learning objectives for a cataloged course do not change when the course is moved from one format to another format.

2. Administration and Oversight of Online Courses

a. Authorization to Offer a Course in an Online Format

(1) Online Programs. Courses embedded in online programs do not need special authorization to be offered in an online format.

(2) In-Person and Hybrid Programs. Courses embedded in in-person and hybrid programs need authorization from the school dean and Associate Provost (in consultation with the department chair or program director) to be offered in an online format.

(a) In most cases, this authorization comes in advance of course registration. These courses should be identified as such at the time of registration (including whether the course will be synchronous or asynchronous), so that students registering for the course know the format of the course for which they are registering.

(b) In rare instances, the decision to deliver a course in an online or hybrid format is made after registration has taken place (e.g., due to instructor availability), or even after the semester has begun (e.g., due to the health of the instructor). In these cases, students enrolled in the course will be notified of this change by the department chair or program director whose department or program is offering the course.

b. Training for Online Course Instruction

(1) Instructors who are teaching online at Messiah University for the first time are required to undergo University-provided training before they develop and/or offer their first online course.

(2) This training will be developed by the University's instructional designers, in consultation with the Office of Faculty Development.

(3) This training will enable the instructor to learn about the University's LMS and appropriate pedagogy for the online environment.

(4) This training will enable the instructor to develop and/or facilitate their first Messiah University online course, which must then be reviewed by an instructional designer (who will provide feedback to both the instructor and the instructor's department chair or program director) and approved by the department chair or program director before the online course is published.

(5) In addition to developing training for first-time instructors, the University's instructional designers and the Office of Faculty Development will offer workshops and one-on-one support to instructors who are teaching in an online environment.

c. Oversight of Online Course Delivery

(1) Department chairs, program directors, and school deans will have administrative access to all the courses under their purview hosted on Messiah University's LMS.

(2) Department chairs, program directors, and deans may review and monitor the online courses to which they have access, without specifically notifying the instructors that they are doing so.

d. Evaluation of Online Teaching (Faculty Evaluation)

(1) The evaluation of online teaching that is done as part of a faculty member's annual load will follow the same protocol as the evaluation of in-person teaching, as outlined in Section 6B and Section 12 of the COE Handbook.

(2) If a faculty member's teaching load consists of both in-person and online courses, the courses that are observed or evaluated by the faculty member's supervisors or peers, as well as those evaluated by students, shall consist of both in-person and online courses.

3. Additional Policies for Online Courses

a. All online or hybrid courses are required to use the University's LMS. Other digital tools may be incorporated into the LMS provided they've been approved by ITS, which ensures that added tools do not compromise the University's cybersecurity or students' personal information as defined by FERPA.

b. All online courses must be published on the University's LMS prior to the beginning of the course (note: specific programs may establish earlier publishing deadlines for their faculty, e.g., to meet accreditation requirements). When published, the course must include the following:

(1) a welcome message from the instructor to students enrolled in the course

(2) the instructor's contact information

(3) the course syllabus, updated for that particular semester or term

(4) information needed to access the communication platform used for synchronous class meetings (e.g., the online meeting link)

c. Online Course Syllabi – In addition to meeting the University-wide expectations for syllabus content, syllabi developed for online courses must include the following:

(1) instructor expectations for student attendance and engagement in the online environment

(2) a course schedule that numerically delineates the required instructional time

d. Instructional Time Requirements

(1) According to the Pennsylvania Department of Education (PDE), each credit earned requires 14 hours of classroom instruction, i.e., a three-credit course would require a minimum of 42 hours of classroom instruction. For each hour in the classroom, students can expect to complete two hours of non-instructional time, or "homework."

(2) Messiah University's accrediting body, the Middle States Commission on Higher Education, requires institutions that offer online courses to have an institutional understanding of what constitutes instructional time (as opposed to non-instructional time) in the online setting.

(a) Instructional Time: At Messiah University, instructional time means activities that entail the direct oversight or input of the course instructor and/or are in some way equivalent to an activity that could be conducted in a physical classroom. Examples of instructional time include, but are not limited to, the following:

- Faculty-supervised icebreakers
- Lectures via synchronous software
- Narrated slide-based presentations
- Faculty-supervised discussion forums
- Videos (lecture, clips, full length films)
- Quizzes and tests
- Faculty-supervised group work
- Collaboration through the use of synchronous software or the use of shared documents
- Use of guest speakers through audio, video, or as part of a forum
- For courses that have a lab component, tasks that would normally be done in the lab

(b) Non-Instructional Time: At Messiah University, non-instructional (activities that are not the equivalent of classroom instruction) means course-related tasks that students typically do on their own without the direct oversight or input of their instructor. Examples of non-instructional time include, but are not limited to, the following:

- Group work that is unsupervised by faculty
- Assigned readings
- Practice quizzes
- Time spent researching and writing papers or essays
- Other kinds of "homework"

(c) The schedule portion of syllabi for online courses must include a numerical delineation of instructional time, demonstrating that the instructional time in that course amounts to 14 hours for each credit hour earned (a numerical delineation of non-instructional time is not required in online course syllabi).

DD. Overload, Credit Hour

1. Approval

Any student taking more than 18 credit hours per semester must first obtain the approval of the student's advisor and the Registrar. Moderate requests for overloads are generally granted if the student has a GPA of 3.00 or better. Additional tuition at the overload rate for each credit hour above 18 is charged to the student's account.

2. May Term

Since May Term is considered a part of the spring semester, students will be charged additional tuition at the overload rate only for each credit above the 18 credits allowed for the spring semester.

3. Rationale

The overload registration procedure has been instituted to ensure that an assessment of the student's ability to handle an abnormally heavy load is made prior to the student's enrollment in the courses.

EE. Petitions, Academic

1. Academic Policies Petitions

When a student finds it necessary to request an exception to any academic policies, the following procedure shall be followed:

a. The student completes an electronic Academic Policies Petition, which can be found on the Registrar's Office web page.

b. The form is then forwarded for the electronic signatures of the student's Department Chair and academic advisor and returned to the Office of the Registrar.

c. The petition is then reviewed and acted upon by the Office of the Registrar.

d. The decision will be indicated on the form, and copies will be available to the student and the student's advisor via Dynamic Forms.

2. General Education Petitions

When a student desires to request an exception to a General Education requirement or a substitution for a General Education requirement, the following procedures shall be followed:

a. The student completes an electronic (General Education) Petition, which can be found on the Registrar's Office web page.

b. The form is then forwarded for the electronic signature of the student's academic advisor and returned to the Office of the Registrar.

c. The petition is then reviewed by the Office of the Registrar and the Dean of General Education.

d. A copy of the petition with the decision will be indicated on the form and copies will be available to the student and the student's advisor via Dynamic Forms.

FF. Registration for Courses

1. Semester Registration

a. Policy

Course registration for currently enrolled, degree-seeking students occurs during a registration window for the upcoming semester. Students must consult with their assigned academic advisor and obtain their approval before registering for classes. Prior to registering for classes, a student's account must be paid to date and all health records must be complete in the Engle Center for Counseling and Health Services. Students are considered actively enrolled the first day of classes.

b. Procedure

(1) Registration materials, including the Schedule of Classes, are available online approximately one week before Academic Advising begins.

(2) Students meet with their academic advisor to discuss course selections for the upcoming registration. The advisor and student agree upon the appropriate courses to be taken.

(3) At the conclusion of the advisement meeting, the advisor releases the student's Primary Advisor hold, which allows the student to register at the appointment time. Registration appointment times are generated by Information Technology Services and the Registrar's Office based on the student's earned credits and current semester course schedule.

c. Rationale

Uniformity of procedure is required to handle the large volume of students and ensure fairness to all students. Having the Advisor's hold in place ensures that the student is taking courses appropriate to their academic plans and life goals. Proof of payment is required to ensure that students do not build up large balances which they are unable to pay. Clearance from the Engle Center is required to ensure that all health records are complete and accurate for each student in case of emergency.

2. Drop/Add (Change in Registration)

Students may add courses via web registration through the end of the first week of classes semester-long courses (students should check with the Office of the Registrar for the dates by which courses in alternate parts of term may be added). Changes made beyond these deadlines require the written approval of the instructor and the student's academic advisor via an electronic Drop/Add form and are subject to a late registration fee. Schedule changes after the deadlines above require approval of the Registrar and are subject to a late registration fee. The Office of the Registrar's webpage contains semester-specific deadline dates for course changes.

a. Procedure

(1) Students contact their advisor prior to changing courses on their schedule.

(2) Subsequent to the contact with their advisor, students log into the on-line registration system (through the end of the first week of classes) to make schedule adjustments.

(3) Beginning with the second week of classes, all changes to the student's schedule will be processed through the Registrar's Office using the electronic Course Add, the electronic Course Drop, or the electronic Course Withdraw request form. The signatures of the instructor(s) and advisor are required. Schedule changes after the second week of the semester require approval of the Registrar and are subject to a late registration fee.

(a) Courses may be dropped during the first third of the semester (or part of term) and will not appear on the student's transcript.

(b) Students may withdraw from a course during the second third of the semester (or part of term). In these cases, courses from which a student has withdrawn will be indicated with a "W" on the student's transcript. Dropped or withdrawn courses do not affect the student's grade point average. Academic standing is based on total credits attempted during the semester, including withdrawn credits.

(c) During the final third of the semester (or part of term), withdrawals are not permitted, except for medical or other emergencies.

(4) After the first five class days for semester-long classes, a fee may be assessed for each course change requested. Specific deadline dates for course changes, including those for all parts of term, are posted each semester on the Registrar's homepage. All requests for dropping/adding/withdrawing from courses after the published deadlines will be reviewed by the Registrar. A late registration fee will be assessed if the change is approved.

b. Rationale

Drop/Add procedures emphasize the importance of student responsibility and the advisor/advisee relationship while providing flexibility and convenience to the process. Changes occurring later in the semester ensure students have the opportunity for counseling.

GG. Repeating Coursework

1. Basis for Repeating Coursework

a. A student may repeat any course in which a grade of D+, D, or F was received.

b. All repeat courses must be taken at Messiah University, including approved off-campus programs, subject to the assessment of course equivalency.

2. Implications for Cumulative GPA and Transcripts

a. With repeated courses, the second grade and credits count in the calculation of the student's cumulative GPA, but the original grade and course will remain on the student's transcript, i.e., both occurrences of the course being repeated will be marked on the transcript.

b. The credits earned for the first grade remain in the term and cumulative calculations until completion of the repeated course. At the end of the term in which the course is repeated, only the credits earned for the second grade are used in the calculation of the student's cumulative GPA and total credits earned.

3. Other Considerations

a. It is the responsibility of the student and advisor to monitor the registration for repeated courses.

b. Students need to be advised of possible financial aid or athletic eligibility consequences of repeating courses for which credit has been earned. A student is allowed to receive financial aid for one repeat of a course that was successfully completed (passing grade) in the past. Further repeats of successfully completed courses will not count toward the student's financial aid eligibility, potentially impacting the amount of aid the student can receive. Students should contact the Financial Aid Office for specific information.

HH. Special Courses and Credit Programs

1. Independent Study Guidelines

a. Policy

Independent study is available (for a fee) to students who wish to explore a particular area of study outside a classroom setting. Projects must be carefully designed and directed toward a specific goal under the direction of a qualified faculty member who meets regularly with the student during the study for a total of three to five hours per credit hour of the course. It is at the discretion of the school dean as to how many independent studies a faculty member may teach in a given term or academic year (but generally no more than two directed/independent studies per term).

b. Procedure

(1) The student accesses an application to register for an independent study on the Registrar's Office webpage. The student completes the application according to the guidelines provided on the application. The application form includes information about the fee for the independent study.

(2) The student submits the application, which is electronically routed to the appropriate people for review and signature.

(3) The Registrar reviews the application and, if approved, the student is registered for the course. When approved, the student and the sponsoring faculty member may access the completed electronic application online.

(4) Grades are submitted by the faculty member to the Registrar along with other grades at the end of the semester.

c. Student Fee and Faculty Compensation

(1) Students are charged a fee of 250 per credit hour for independent study instruction. This fee covers the university's administrative costs for structuring, delivering, and recording the individualized independent study. The independent study fee is waived only when the need for it is created by the university (e.g., the university cancelled or moved a regularly scheduled course). The fee is not waived for reasons such as early graduation, repeating a course to improve a grade, late entry into a major, study abroad, or completing multiple programs (e.g., double majors or major-minor combinations).

(2) Independent study fees are paid by the student; a university office may not pay the fee for the student.

(3) Faculty members who teach an independent study are compensated at the adjunct/overload rate as follows:

(overload rate) x (1/6) x (catalog load units for course) x (# of students)

All independent studies include faculty compensation, including those for which the student fee has been waived. A faculty member may not request a fee waiver to a student by foregoing compensation.

(4) Adjunct faculty members are normally not permitted to lead independent studies. In some circumstances, there might be a departmental need for this to occur. All such instances must be approved by the appropriate department chair, school dean, and the Associate Provost. Such approval should be obtained before an independent study is offered to an adjunct faculty member.

2. Directed Study Guidelines

a. Policy

(1) Directed study is available for a fee (generally to UG juniors and seniors) who need to complete a catalogued course during a term when it is not offered or when the course meeting time in a term conflicts with another required course. Department chairs (program directors) approve directed studies in consultation with the course instructor. It is the discretion of the department chair/director whether a course is eligible for directed study. Each directed study must be taken under the supervision of a qualified faculty member who will deliver instructional time equivalent to that of the catalogued course (one hour per week per credit hour). It is at the discretion of the school dean as to how many directed studies a faculty member may teach in a given term or academic year (but generally no more than two directed/independent studies per term).

(2) Asynchronous enrollment (AE) is a form of directed study. This mode may be used when a student needs two face-to-face courses that meet at the same time in a given term. By completing one of the courses with an AE directed study, a student can complete two such conflicting courses in a term. Asynchronous enrollment is not an ideal pedagogy for students; other options, including online consortium courses, should be considered before suggesting the AE option.

b. Procedure

(1) The student accesses an application to register for a directed study on the Registrar's Office webpage. The student completes the application according to the guidelines provided on the application. The application form includes information about the fee for the directed study.

(2) The student submits the application, which is electronically routed to the appropriate people for review and signature.

(3) The Registrar reviews the application and, if approved, the student is registered for the course. When approved, the student and the sponsoring faculty member may access the completed electronic application online.

(4) Grades are submitted by the faculty member to the Registrar along with other grades at the end of the semester.

(5) In an AE directed study a distinct Canvas site, separate from the main course site, is arranged for the AE student. This is necessary, rather than including the student in the main course Canvas site, because this documents that the AE student is not attending the face-to-face (F2F) section. To imply in our systems that a student is attending (or attended) two courses that meet at the same time is inaccurate and could trigger a financial aid audit. Since the student is in fact receiving asynchronous online instruction for the AE course, the most accurate way to reflect this is to acknowledge that the main class section is F2F (and the AE student is not in it) and the AE student is enrolled in a separate section for which the mode of instruction is not F2F.

(6) In some cases, an AE student will participate meaningfully in the main section of the course. For example, a student may not be able to attend the lecture part of the course but can attend the lab/clinical/studio. Or the instructor may embed asynchronous engagement for all students, including the AE student, in the main section (e.g., required discussion threads). In this "meaningful engagement" scenario, the Canvas sites for the main section and the AE section may be merged, and video recordings of the main section may be shared with the AE student.

(7) When engagement between an AE student and students in main section is not feasible or facilitated by the instructor, the Canvas sites will not be merged, and to maintain FERPA compliance the instructor will need to remove (i.e., edit out) the faces or voices of students in the main section from lecture videos before sharing those videos with AE students. A distinct course syllabus will be included in the AE Canvas site that documents how the instructional time equivalent to the F2F section is being met.

c. Student Fee and Faculty Compensation

(1) Students are charged a fee of $250 per credit hour for directed study instruction. This fee covers the university's administrative costs for structuring, delivering, and recording the individualized directed study. The directed study fee is waived only when the need for a directed study is created by the university (e.g., the university cancelled or moved a regularly scheduled course). The fee is not waived for reasons such as early graduation, repeating a course to improve a grade, late entry into a major, study abroad, or completing multiple programs (e.g., double majors or major-minor combinations).

(2) Directed study fees are paid by the student; a university office may not pay the directed study fee for the student.

(3) Faculty members who teach a directed study are compensated at the adjunct/overload rate as follows:

(overload rate) x (1/6) x (catalog load units for course) x (# of students)

All directed studies include faculty compensation, including those for which the student fee has been waived. A faculty member may not request a fee waiver to a student by foregoing compensation.

(4) Adjunct faculty members are normally not permitted to lead directed studies. In some circumstances, there might be a departmental need for this to occur. All such instances must be approved by the appropriate department chair, school dean, and the Associate Provost. Such approval should be obtained before a directed study is offered to an adjunct faculty member.

3. Credit for Cocurricular Activities Guidelines

a. Students participating in a full season of an NCAA-sanctioned sport may register for WELL 139 at the time of course registration. Satisfactory completion of this one-credit course meets the student's General Education Wellness requirement. Enrollment in WELL 139 requires instructor approval to confirm the registered student enrolls during an academic year in which the student is a member of a Messiah University NCAA-sanctioned athletics team. If the student discontinues participation in the sport that year, they will be dropped/withdrawn from WELL 139 and will need to take a different Wellness course.

b. Students participating in music ensembles register for .5 credits during the semester of participation. This registration can be for credit or as an audit. If the registration is for credit, a pass/fail grade will be recorded.

c. The editors of the University newspaper, *The Swinging Bridge*, and the University yearbook, *Clarion*, may register for the course ENG 204 Student Publications Practicum (1). Permission of the advisor is required before enrollment. The course may be repeated for a total of four credits.

4. Credit Earned Through Examination Programs

Messiah University awards credits earned through the approved testing programs listed below. A maximum of 32 credits may be earned by all forms of testing.

a. Advanced Placement (AP)

Students who have taken university-level courses in high school may possibly receive university credit for them by taking the AP Examination of the University Entrance Examination Board, if their high school offers it. Granting such credit may reduce the number of semester hours students need for graduation. Official transcripts of AP test results should be sent to the Messiah University Admissions Office for evaluation.

b. International Baccalaureate (IB)

IB is a curricular program with university entrance examinations which may be taken in any country and recognized in any country. Students who have taken IB courses in high school may possibly receive university credit for them by taking the IB examination. Granting such credit may reduce the number of semester hours students need for graduation. Official transcripts of IB test results should be sent to the Messiah University Admissions Office for evaluation.

c. Credit by Examination

(1) Policy: Messiah University offers a limited number of courses by which students may earn credit for the course by taking a "challenge" exam in lieu of the course. The Registrar's Office will maintain a list of courses which may be challenged.

(2) Procedure:

(a) Prior to taking the exam, the student must obtain an application form from the Registrar's Office.

(b) The student pays the credit by examination fee at the Business Office, obtaining the approval signature showing that payment was made.

(c) The student presents the form to the appropriate Department Chair who will make arrangements for the challenge exam or designate the examining professor.

(d) When the exam has been taken, the Department Chair or examining professor will indicate the grade (pass/fail) on the application form and return it to the Registrar's Office.

(e) The Registrar records credit on the student's transcript (pass/fail only) if the examination is passed. If the student fails the exam, no record is made on that student's transcript, and the student will be required to take the courses or credits that were to have been waived by successful completion of the exam. Completion of the course is not required if it was intended to be elective credit.

d. College Level Examination Program (CLEP)

Students who wish to verify knowledge of college-level work in a given discipline may take the CLEP test (Messiah is not an approved test site) and receive CLEP credit on the transcript. These credits are evaluated by the Registrar and may be applied to General Education and major requirements. Any student considering CLEP opportunities should contact the Registrar for further information.

5. Departmental Honors Courses

a. To encourage scholarly initiative and in-depth investigation within a limited area of study, Messiah University provides able students with an opportunity to pursue honors courses within their major. Students may qualify for an honors course by

(1) earning a GPA of 3.50 for all courses completed at the University to the middle of their junior year and

(2) meeting all other requirements as prescribed by the department (e.g., GPA for major courses).

b. Each department offering an honors course prescribes the nature of the work, the point at which it shall begin, and whether the credit in whole or in part may be counted toward fulfillment of a student's major requirements. The Department must also approve a student's work for a given semester before permission can be given to proceed with the next semester's work.

c. A minimum of four credits and a maximum of six credit hours in honors courses may be earned at the rate of one to four hours per semester. Academic credit will be awarded only for grades of B- or higher. If the honors work is of such high quality as to merit the grade of A, the student will graduate with honors in their major field.

d. Students participating in the University Honors Program may meet their senior honors project requirement through an approved Departmental Honors Course.

e. Graduation with honors in a discipline is recognized at Commencement and is noted on the student's diploma. Only senior students may participate in Departmental Honors courses.

II. Subsequent Degree Policy

1. A student with a degree from Messiah may return to the University and graduate with a different subsequent degree.

2. The following conditions must be met:

a. The student must matriculate as a student of Messiah University.

b. The subsequent degree must be different from the degree(s) already earned from Messiah, e.g., a B.A. and a B.S. This may also include a subsequent B.S. specialized degree, assuming each discipline earns the minimum number of distinct credits (e.g., a B.S. and a B.S.E. or B.S.B.M.E. and a B.S.C.E.). A previously earned minor may not be changed to a subsequent degree in the major of the same discipline.

c. The student must complete all the requirements of the major for the subsequent degree, including a minimum of 24 unique credits.

d. The student must complete the General Education requirements related to the major of the subsequent degree.

e. The student must complete at least 30 additional credits beyond the minimum required credits for the larger baccalaureate degree program. (e.g., first degree requires 123 credits and subsequent degree requires 128 credits – a minimum of 30 additional credits beyond the 128 of the larger baccalaureate degree is required).

3. A student's cumulative GPA is calculated and based on all undergraduate credits completed at Messiah.

4. Graduation honors are granted in accordance with the University policy.

JJ. Syllabi, Course

1. Creating and Publishing Course Syllabi

a. Instructors must produce a syllabus for each course they are teaching according to the standards listed below, using the university's digital syllabus template. Instructors are not required to distribute paper copies of the syllabus to their students, but they must publish the digital syllabus by the beginning of the course (or earlier, if specified by a particular department or program).

2. All syllabi must include the following items specific to the course:

a. Course Prefix, Number, and Title

b. Course Dates (Semester and Year)

c. Course Location and Meeting Time

d. Instructor's Contact Information – All course syllabi must include the instructor's Messiah University email address, office location (if relevant) and, if the instructor is a full-time faculty member, the instructor's Messiah University phone extension. Other modes of contact may be added, if desired, but they cannot replace the two modes listed above.

e. Personal Appointments/Office Hours – All course syllabi must include one or both of the following:

(1) Instructions on how students in the course can determine the instructor's availability and set up one-on-one appointments;

(2) At least three specified office hours per week.* Fully remote faculty must indicate the video conferencing method for meeting with students during those specified hours.

*This is <u>not</u> three hours per course per week, but is rather three hours per week total (at minimum) when contracted for full-time teaching.

f. Course Description – As listed in University's Academic Catalog, including information on the General Education requirements it fulfills (if any) and pre- or corequisites for the course (if any).

g. Student Learning Objectives – A clear statement of student learning objectives as approved by the department within which the course is housed.

h. Required Texts and Other Course Materials – The names of textbooks, coursepacks, lab manuals, software, subscriptions, and other materials students must be able to access to succeed in the course.

i. Course Expectations – Attendance and absence policy, including the effect of attendance on the student's grade, participation expectations (if any), field trips, etc.

j. Course Requirements – A clear (though perhaps general) statement of each course assignment or assignment category.

k. Student Use of AI Tools – A statement about student use of AI tools in the course, which must be one of the following: (1) one of the statements posted on the Faculty Resource and Support Canvas site; (2) a statement that has been developed by your academic department or program; (3) a unique statement developed by the instructor. All statements must specify the range of allowable use, provide a rationale for that range of use, and refer to the University's academic integrity policy.

l. AI-Assisted Assignment Evaluation – If the instructor is using an AI tool to assist in the evaluation of student work, the instructor must provide a statement that tells students when the tool will be used and how the tool's feedback will be used in assessing their work.

m. Course Grading Policies – A clear statement regarding the faculty member's policy on makeup work, time extensions, and grading, including the weight that each assignment (or assignment category) has in determining the final course grade.

n. Course Outline/Schedule – A content outline (schedule) of the material covered and the completion dates for the required assignments. The outline should account for 14 hours of instructional time for each credit earned, and approximately 30 hours of work outside of class for each credit earned. Schedules for online courses must numerically delineate the required instructional time.

o. Technology Recommendations and Requirements –A clear statement regarding technology skills and access required to fully participate in the course. For instance:

> "Students must possess basic computer skills and have regular access to a computer. Recommended computer specifications that work well with Messiah's learning management system and synchronous software can be found on the ITS website (please see me if you need help with this). When participating in a course via the Internet from off-campus, please be aware that the quality of your internet connection can be impacted by several issues that are outside of Messiah University's control."

Note: Some courses will require additional software and/or hardware as it pertains to the instruction of the course. These additional requirements must be clearly spelled out in course syllabi.

3. All syllabi must include the following institution-wide statements:

a. Messiah University's Academic Integrity Policy (or a link to the policy) – see Academic Integrity policy above for details.

b. Statement on Confidentiality – Students may be asked to post written work and engage in written dialogue with other class members within an online learning management system. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

c. Statement on Recording and FERPA Privacy Issues – Classes at Messiah University utilize technologies selected by your instructor that may use your computer's webcam or other tools to monitor and/or record classes, class activities, and assessments. Instructors who record elements of this course may share their recordings with students registered for this course. These recordings, if posted, will be posted only on a secure, limited-access site. Students should treat these recordings with care and not re-share or post them beyond this course. Students are not allowed to audio-record or video-record class activities without the permission of the instructor.

d. Statement of Copyright Protection –The materials in this Messiah University course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

e. Statement on Accommodations for Students with Documented Disabilities. Messiah University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you may also want to meet with the Director of the Office of Academic Accessibility, to begin this conversation or request an official accommodation. You can find more information about the Office of Academic Accessibility on their homepage. If you have already been approved for accommodations through the Office of Academic Accessibility, please meet with me so we can develop an implementation plan together.

f. Statement on Title IX, Violence, and Sexual Misconduct – If I learn of any potential violation of University gender equality and interpersonal safety policies—including potential discrimination, harassment, interpersonal violence, or sexual misconduct—I am required to notify the Title IX Coordinator for the University. Students can request confidentiality from the institution, which I will communicate to the Title IX Coordinator. Confidential resources are available on and off campus. Regardless of whether a student chooses to report, students at Messiah have access to all information and assistance in accessing academic, medical, and other support services. This information is also available online.

g. Technology Support – Technology Support is available to students every day of the week by calling 717-796-4444 or emailing techsupport@messiah.edu. Students should provide their name, phone number, and a brief description of the issue they are experiencing. They will receive a response during normal business hours; after normal business hours, they will receive a call back as soon as possible.

4. Other Academic Assistance

Depending on the nature of the course, it may be useful to include information in the course syllabus about one or more forms of academic assistance (e.g., the Writing Center) and contact information for the course's liaison librarian.

5. Permissions

Appropriate permission must be gained to use any copyrighted material in the course syllabus.

KK. Textbooks

1. Responsibility for Textbook Selection

a. Textbooks are typically chosen by the faculty member teaching a course. If a course is a team-taught course, textbooks should be chosen by the team, including cross-disciplinary considerations, when applicable.

b. In some instances, a course steward (e.g., a program director) chooses the textbook(s) for a cohort of students, and individual instructors do not enter their own adoptions.

c. Hard-copy options to own or rent, as well as electronic options, may be utilized at the discretion of the person choosing the textbooks.

2. The Role of the Campus Store

a. Messiah University's Campus Store assists instructors with the text adoption process, manages the course materials list, and facilities student ordering processes.
b. The Campus Store communicates with instructors throughout the year, providing advance notice for instructors to identify and order required, recommended, and optional materials.
c. The submitter is responsible for entering course adoptions via the Campus Store's digital textbook adoption tool.

3. Compliance

a. The Campus Store is responsible for keeping Messiah University in compliance with the federal government's Higher Education Opportunity Act (2008), which mandates a method for students to view a list of their required course materials in a fully transparent manner.
b. Instructors must cooperate with the Campus Store to facilitate the adoption of course texts so that students have ample time and opportunity to get the materials necessary to succeed in the classroom.

LL. Transfer Courses and Transfer Credit

1. Evaluation of Transfer Credits for Incoming Students

a. Policy for Transfer Students
Any student who has taken work at another institution(s), applies to Messiah University, and desires that work transferred to Messiah, must have the previous institution(s) send an official transcript of work to Messiah University to be evaluated by the Registrar.
b. Procedure
(1) When a student applies, they request the former institution to send an official transcript of work to the Registrar's Office.
(2) Transfer institutions within the United States must be regionally accredited. International transcripts require a third-party evaluation from an organization such as World Education Services (WES), National Association of Credential Evaluations Services (NACES), or Association of International Credential Evaluators, Inc. (AICE).
(3) The Registrar evaluates the transcript on a course-by-course basis. Only those courses in which a grade of C (2.0) or better has been earned are eligible for transfer.

(4) To process transfer course requests, the Registrar consults campus subject matter experts who possess knowledge of the discipline most closely related to the course. When a transfer course(s) achieves at least two-thirds of the course content/learning objectives for the most closely related Messiah University course or requirement, the subject matter expert should equate it to that Messiah course/requirement. An exception to the policy occurs when evidence suggests that acceptance of a transfer course would negatively impact student progression toward their degree. For example, if students transfer in a prerequisite course and are unsuccessful in the next course in the sequence, the subject matter expert may equate the course based on a content match threshold higher than 2/3 or reject the equivalency.

(5) The Registrar sends the student an email with a degree audit attached showing how the transfer credits were applied. The student's advisor will also receive a copy of this report.

(6) The Registrar is available to discuss or clarify the evaluation of credits for the student.

c. Rationale

The evaluation of transfer credit is often instrumental in a prospective student's decision whether or not to transfer. This policy has been instituted to ensure that transfer students have done satisfactory university-level work appropriate for transfer credit; and provides students with a clear understanding of how much work will be needed to complete degree requirements. In addition, this policy provides consistency and transparency to the transfer equating processes.

2. Approval of Transfer Credits for Currently Enrolled Students

a. Policy

A student who is currently enrolled at Messiah but planning to take courses at another institution must complete a Transfer Credit Approval form prior to enrolling. A student should first obtain the approval of their advisor, Department Chair (if necessary), and the Registrar in order to verify that the courses taken will meet specific major or General Education requirements or will be considered as elective credit. Only courses from regionally accredited institutions in which grades of C or better have been earned will be transferred. Approved course work will be designated on the transcript as "Transfer Credit" with the number of credits earned. Grades earned will not be listed, and grades will not be included in the student's term or cumulative GPA.

b. Procedure

(1) A student accesses and completes the Approval for Transfer Credit Form found on the Registrar's Office webpage.

(2) The form is routed to the student's advisor and department chair for their signatures.

(3) To process transfer course requests, the Registrar consults campus subject matter experts who possess knowledge of the discipline most closely related to the course. When a transfer course(s) achieves at least two-thirds of the course content/learning objectives for the most closely related Messiah University course or requirement, the subject matter expert should equate it to that Messiah course/requirement. An exception to the policy occurs when evidence suggests that acceptance of a transfer course would negatively impact student progression toward their degree. For example, if students transfer in a prerequisite course and are unsuccessful in the next course in the sequence, the subject matter expert may equate the course based on a content match threshold higher than 2/3 or reject the equivalency.

(4) The Registrar reviews and acts on the request. The Registrar's Office indicates the decision on the Approval for Transfer Credit form, and copies will be available to the student and the student's advisor via Dynamic Forms.

(5) At the close of the session taken at the other institution, the student must request that institution to forward an official transcript to Messiah University, Office of the Registrar.

c. Rationale

This procedure has been instituted to assure both the student and Messiah that courses taken at another institution will meet specific requirements.

MM. Withdrawal from the University

1. End-of-Semester Procedure

The withdrawing student completes the online form, "Notification to Withdraw/Transfer." The Registrar's Office keeps a list and count of students not returning and circulates this information to other offices after the close of the semester.

2. During Semester Procedure (for Medical Leave, see Medical Leave policy above)

a. Policy

Students wishing to withdraw from the University before the end of a semester must notify the Registrar's Office of their intention and arrange for payment of all bills in order to ensure their account is in good standing no later than the Monday prior to Final Exam Week.

b. Procedure

(1) The student wishing to withdraw completes the online form "Notification to Withdraw/Transfer".

(2) The Registrar's Office informs the appropriate campus offices (i.e., Student Success and Engagement, Student Financial Services, etc.) of the withdrawal.

(3) The Registrar's Office informs the student's professors and withdraws the student from classes.

(4) Student Financial Services determines the student's bill and sends the student a statement of balance due or refund.

c. Rationale

To facilitate campus communications about a student's withdrawal.

3. Refund Policy

a. Policy

(1) Students withdrawing before the last day to add classes for a given semester will receive a 100 percent refund of tuition, room and board, course fees, and the student activity fee.

(2) Students withdrawing after the last day to add classes, but before the 60 percent point of the semester, will receive a per diem prorated refund based on the boarding calendar for tuition, room and board, course fees, and the student activity fee.

(3) Students withdrawing after the 60 percent point of the semester will receive no refund.

(4) For the purposes of billing and calculating refunds, May Term is considered part of the spring semester.

(5) Refunds and adjusted bills will be sent to the student's home address following withdrawal.

b. Procedures

(1) Students contemplating withdrawal from the University should report to the Student Success and Engagement. This date will be used as the date for calculating the refund or balance due on the student's account in Student Financial Services.

(2) During a waiting period, not to exceed three days, the student will evaluate their situation in consultation with counseling personnel. Student Success and Engagement will check with Student Financial Services, Financial Aid Office, Library, and University Bookstore and inform the student of any financial obligations.

(3) If the student and counselor agree that withdrawal is advisable, the student will complete the withdrawal form in accordance with the procedure indicated above.

c. Rationale

(1) To provide a fair and equitable policy for determining refunds for withdrawing students.

(2) To establish an official withdrawal date.

(3) To provide for student counseling regarding withdrawal implications and provide a waiting period at no expense to the student.

4. Grading Policy

Students who complete registration for a given semester will have grades recorded on their permanent academic record. All courses will be graded with a "W" if the student withdraws from the University.

PART II: UNDERGRADUATE ACADEMIC PROGRAMS AND SERVICES

A. Advising

1. General Guidelines

a. Personal student-faculty association provides the small university with unique opportunities to influence students. The concept of faculty as role models takes an added meaning in this setting.

b. All students, new and returning, need to feel that they belong. Faculty advisors can do much to help students acquire and maintain this sense of belonging.

c. The success of an advising program is dependent on the participation of everyone. It is a team effort.

d. Every faculty member is in a position to help students. The potential of each faculty advisor to help students depends upon faculty accessibility and availability.

e. An advisor cannot make decisions for an advisee, but they can be sympathetic, an understanding listener, and can offer various suggestions and possible solutions to the student's questions or concerns.

f. A faculty advisor is commissioned to do an interpretive, preventative, and sometimes a corrective job.

2. Academic Advising

a. In advising students regarding their academic programs, the following factors should be kept in mind:

(1) The student's satisfaction with the curriculum under which they are registered.

(2) The student's general progress, including semester and cumulative scholarship records.

(3) Overall graduation requirements.

(4) General Education requirements.

(5) Requirements in the major or curriculum of specialization.

(6) Desired sequence of courses.

(7) Course prerequisites, restrictions, etc.

b. Crucial to effective advising is the availability of a faculty member to students. Faculty are expected to be available six to eight hours per week for student conferences, activity counseling, and committee work. Office hours should be announced to classes, posted on the faculty member's office door, and filed with the School Dean's office at the beginning of each semester.

c. An Advising Handbook is maintained by the Office of Academic Advising.

d. Each year every student will submit an evaluation of their academic advisor. The results of this evaluation will be made available to the faculty member's dean and department chair. It will also be forwarded to the Provost's Office and placed in the faculty member's Evaluation File, where the faculty member can access it.

3. Class and Group Advisors

a. It is the responsibility of every group advisor to interpret the aims and objectives of the University to the group.

b. The advisor will attempt to guide the decisions of the group along the lines of University principles and philosophy.
c. The advisor is the channel of understanding between the advisee and the faculty or administration. Students will gain confidence if advisors act promptly on their behalf.
d. A class or group advisor is responsible for providing a chaperon for each function. If such a function includes an overnight stay off-campus, approval must be obtained from the Vice Provost for Student Success and Engagement.

B. Assistance, Academic

1. Academic Advisors

Each student is assigned to an academic advisor based upon the student's major.

2. Academic Strategies

This two-credit course offered each semester is mandatory for provisionally admitted first-year students and highly recommended for students who are on probation or otherwise need help with academic skills.

3. Academic Updates

Academic Update forms are now available on-line to faculty for the purpose of informing students that they are performing poorly or are failing a given course. After the faculty member completes the form, it is submitted and distributed to the student, the student's academic advisor, and appropriate Residence Life staff.

4. Learning Center

The Learning Center offers students personal assistance with study skills and teaches the student to apply those skills to the course content the student is attempting to master. The Center is available and beneficial to students of all levels of competence and should not be perceived as remedial. Students benefit from the one-on-one interaction with a trained tutor who tailors the sessions to each individual's needs. Additionally, small study groups are formed as needed. Although some students are faculty referrals, self-referrals are most welcome.

5. Math Help

Tutoring help is provided by the Department of Computing, Mathematics, and Physics throughout the academic year for students who desire assistance with math, statistics, programming, and physics courses.

6. Office of Academic Accessibility

a. Students with disabilities requiring accommodation in classes, programs, or services can arrange for accommodations through the Office of Academic Accessibility. Students are required to self-identify, present current documentation of eligibility (generally no older than 3-4 years) and specify any needed accommodations. Following verification of eligibility, an accommodation profile is developed with the student.

b. Students are then provided with a document verifying their eligibility and the accommodations for which they qualify. For campus-based courses, students may submit a copy of their accommodation letter to any instructors from whom they wish to request accommodations. They must discuss with their instructor how the accommodation will be provided. That dialogue should continue periodically throughout the course, especially if further adjustments are necessary. Failure to verify need for eligibility early in the semester may limit the student's options for completing course requirements because accommodations cannot be provided retro-actively.
c. The University reserves the right to deny an accommodation if that accommodation fundamentally changes the nature of the course, or if it results in lowered course standards. Furthermore, the ADA allows the University to offer an alternative, less-expensive accommodation when that alternative is as effective as the requested accommodation. The University is committed to helping students and instructors find workable solutions that meet student needs while preserving course integrity.
d. For online courses, the nature of the instructional process may require a different set of accommodations than those required for traditional courses. When a student with a disability needs to request an accommodation, the student should contact the Office of Academic Accessibility to verify eligibility, and to describe the perceived barrier. The student is expected to work cooperatively with the instructor and the Office of Academic Accessibility to develop appropriate accommodations when possible. The University will actively work to assure that all course materials are available in a form that assures students full, equal access to content and instruction.
e. Students who think they may have a disability but who have not been evaluated are encouraged to meet or speak with the Director of Academic Accessibility to arrange an off-site assessment to determine whether their learning difficulties meet the definition of a disability under the Americans with Disabilities Act and its revisions. This can be a lengthy process. The Office of Academic Accessibility can in some situations offer temporary accommodations during the time when a student is actively pursuing evaluation for eligibility under the ADA. Temporary accommodations are available for a maximum of one semester.

7. Supplemental Instruction

Supplemental Instruction targets "high risk" courses rather than "high risk" students. Most supplemental instruction to date has been in the sciences. The University pays trained Supplemental Instruction leaders to attend class lectures, take notes, read course material, then plan and conduct three or more review sessions outside of class each week.

The Supplemental Instruction review sessions are interactive and utilize a variety of collaborative learning strategies as they combine how to learn with what to learn. Students acquire effective study strategies as they review course material and prepare for tests. The sessions are not remedial, but beneficial to all who choose to attend. Statistical data suggest that students who attend Supplemental Instruction sessions earn one-half to a full letter grade higher than students who choose not to attend.

8. Support Services

The University provides a variety of resources to students, including the Office of Academic Accessibility, the Career and Professional Development Center, and the Engle Center for Health and Counseling.

9. Writing Center

The Writing Center offers students personal assistance with any writing projects. Clients work one-to-one with peer tutors who are trained to help them work on individual assignments and to help them develop the writing skills they will need throughout their careers. Workshop tutoring is useful to students at all levels of competence, and it is especially helpful for those who lack confidence in their writing abilities.

C. Experiential Programs

Messiah offers both curricular and co-curricular experiential programs for undergraduate students. We define Experiential Learning as occurring when students engage in a guided process where they are challenged to learn, apply, and integrate knowledge and skills in an authentic context. Experiential learning is considered a high-impact educational practice, and all undergraduates are required to register for at least one ELI-qualifying experience to fulfill a common learning requirement, and experiential programs provide offerings for ELI credit or student enrichment.

1. Approved Off-campus Study Programs

a. The Agapé Center for Local & Global Engagement provides students with information about off-campus credit-bearing study opportunities, such as study abroad, study away, and cross-cultural courses, . Applications and more information about costs, deadlines, requirements, passports, travel, and the names of on-campus program advisors are available in the Agapé Center.

b. In off-campus classes for which students pay a course fee – such as cross-cultural study courses – students must sign an Off-Campus Study Contract (for courses delivered in the United States) or a Study Abroad Contract (for courses that take place internationally). These forms are available to students in the checklist provided by the Agapé Center for Local & Global Engagement, which certifies the recognition that the course involves additional expenses.

2. Service

a. The Agape Center for Local and Global Engagement offers a variety of local and global service trips as well as credit and non-credit bearing service opportunities.

b. Service learning is pedagogical model which intentionally integrates academic learning with community service in a credit-bearing academic course. Students participate in an authentic service activity which meets needs identified by the community (designed within the framework of a mutually beneficial relationship) and critically reflect on that activity. Thus, students gain a deep understanding of course content, a commitment to socially responsible citizenship, and develop skills and understanding needed to contribute to civic well-being.

c. Approved Service-Learning courses incorporate the following components:

(1) Content Component. Service readings and activities will relate service to the course objectives. Criteria:
   (a) Introduces students to research problems and community partnerships that address a significant need in our community, region, country, or the world.
   (b) Prepares students for service by studying theories and gaining academic knowledge relevant to the problem.
   (c) Prepares students for service by orienting them to the problem and the context in which they will work.
   (d) Uses readings and discussions to connect learning to University-Wide Educational Objectives.

(2) Service Component. Service assignment addresses a significant need in context. Students will satisfy the service requirement by choosing from a variety of activities approved by the Director of Service Learning and Community Engagement and by the faculty member teaching the course. Criteria:
   (a) Provides opportunities for students to express value commitments and disciplinary knowledge in an authentic, real-life setting.
   (b) Enables students to personally connect with people involved with the issue to which the service is directed. Ideally, this will include a relationship with persons directly affected.
   (c) Relates to programs with long-term commitments to the communities and issues they address.
   (d) Includes sufficient contact time and duration to allow students to build relationships with people facing the issue and to develop deep understanding.

(3) Reflection Component. Incorporates structured reflection activities that relate the student's major and service experience to Christian discipleship and vocation. Criteria:
   (a) Includes students, faculty, and community partners.
   (b) Requires written and oral reflection activities.
   (c) Critically analyzes the theories, structures, and assumptions of students' academic disciplines in the context of the service experience.
   (d) Helps students to link their values and academic learning to other parts of the curriculum and cocurriculum.
   (e) Encourages students to evaluate their personal values and commitments, and to grow in discipleship and toward a mature Christian faith.
   (f) Helps students develop a theological understanding of vocation that enables them to contextualize their faith.

d. Approval of Service Learning Courses

Service learning courses may be discipline-based, general education, or stand-alone elective ("SERV") courses. The Director of Service Learning and Community Engagement approves courses for service learning and ELI designations.

3. Internships

a. Purpose

Internships are supervised, career and/or discipline-related work experiences combined with reflective, academic study that helps students to "learn by doing." Internship Program activities promote self-assessment, career exploration, professional development, faith-work integration, and self-directed learning.

b. Requirements

(1) Internships are coordinated by the Career and Professional Development Center. Internships may occur during fall, spring, or summer semesters. To qualify, internships must be substantial, significant work experiences that support university-level learning objectives. Internships may range anywhere from 10 to 40 hours per week and may take place on-campus or off-campus.

(2) The internship curriculum combines experience with academic coursework. Academic requirements for every internship include learning objectives, professional development, reflection, and employer evaluations.

c. Credits

Two credit options are available for internships as follows:

Total Hours	INT 391 Internship and Online Coursework
40	1 credit
80	2 credits
120	3 credits

Total Hours/Hours per Week	INT 394 Internship and Online Coursework
160/13	4 credits
200/17	5 credits
240/20	6 credits
280/23	7 credits
320/27	8 credits
360/30	9 credits
400/33	10 credits
440/37	11 credits
480/40	12 credits

d. Internship Faculty Advisor's Responsibilities

(1) Internship faculty advisors are responsible for internship opportunity development, academic course creation, intern supervision, and intern evaluation. Specific duties include employer relations, internship site approvals, student recruitment, academic requirements, and grading.

(2) Departmental faculty (department chairs and academic advisors) are responsible for explaining student internship credit requirements, encouraging students to think about options early, and pointing them to the registration process in the Career and Professional Development Center webpage. They will also review internship placement opportunities upon request.

e. Guidelines and Policies

(1) A maximum of 16 credits may be earned toward graduation requirements via experiential education options (internships, practica). Students must submit the appropriate registration forms, located on the homepage of the Career and Professional Development Center, for these credits prior to the start of their internship.

(2) Internships should be substantive experiences that relate significantly to their academic program and/or career goals as determined and approved by the academic department and the Career and Professional Development Center.

(3) Students who use the resources of the Career and Professional Development Center in arranging a one-semester or summer work placement must enroll in the full internship experience, including all academic components.

(4) All academic evaluation and grading will be the responsibility of the student's internship faculty advisor in the Career and Professional Development Center.

(5) Internships are subject to the academic policies established by Messiah University as interpreted by the Office of the Registrar.

(6) Tuition is paid in accordance with the University's schedule of semester fees for any credits earned through an internship experience.

(7) To be eligible for an internship, students must have completed at least 24 credit hours, have a 2.5 cumulative grade point average, and have the approval of their academic department.

(8) The Messiah University Community Covenant applies toward behavior during any internship assignment.

(9) Permissible work absences include illness or other serious circumstances (keeping pace with course work or cocurricular activities is not legitimately excusable). Students are responsible for notifying the employer in case of absence.

(10) Changes in internship status (layoff, cutback in hours, or dismissal) must be reported immediately to the student's internship faculty advisor.

(11) Students are responsible for behaving in a professional manner and to hold in professional confidence any information gained regarding the employing organization.

(12) If students feel victimized by a work-related incident (e.g., job misrepresentation, unethical activities, sexual harassment, discrimination, etc.), they should contact their internship faculty advisor immediately.

(13) Due to the nature of an internship arrangement, students may not withdraw from a placement except in severe and justifiable circumstances as determined by the student's internship faculty advisor in consultation with the cooperating employer. A dishonorable dismissal will nullify the internship arrangement at the risk of academic penalty and loss of tuition.

(14) Students who participate in the internship program are required to secure health insurance coverage to meet any and all needs for payment of medical costs (including those incurred outside the United States) while participating in the Internship Program. Students assume all risk and responsibility for medical or medication needs and the cost thereof.

(15) Students will provide Messiah University with all medical data and any other personal information necessary for a safe and healthy internship experience and state that there are no physical or mental health-related reasons or problems which preclude or restrict their participation in the Internship Program. Students assume full responsibility for any undisclosed physical, mental, or emotional problems that might impair their ability to complete the internship experience.

(16) The internship faculty advisor may take any actions they consider to be warranted under the circumstances to protect the student's health and safety and/or to guard the integrity of the Internship Program, including termination of the internship experience.

4. Practica

a. Definition

Practica are short-term contextual learning experiences co-designed by students and faculty supervisors to meet one or more specific educational objectives.

b. Profile

Practica are primarily designed, coordinated, and supervised by academic departments. Practica may occur during the fall, spring, or summer semesters. Placements may be either on or off campus. Practica may be specifically required within a major, used by students to complete free elective hours, or set up at the discretion of the department to complete elective hours within a major or minor.

c. Requirements

Since practica are designed by the various academic departments to meet specific educational objectives, the faculty supervisor of each practicum is responsible to verify that the student has met the practicum objective(s). Each practicum will have a reflective component evaluated by a faculty supervisor, unless the practicum is an integral portion of a sequence of courses in a major or minor, such that reflection on practicum activities will take place prior to or after the practicum experience.

d. Grading

Each practicum course is graded on a Pass-Fail or letter grade basis at the discretion of the department. The grading basis resides with the faculty supervisor, not the individual student.

e. Credits

Practica may result in one to three earned academic credits. At the department's discretion, these credits may be applied to departmental requirements or free elective hours. Unless otherwise prescribed by the academic department, the minimal time commitment expected from the student is as follows.

Academic Credits	Minimum Number of Total Hours
1	40
2	80
3	120

These hours refer only to time spent in the actual experience and not outside assignments. Experiences totaling more than 120 hours may qualify for internship credit.

f. Coordination Responsibilities
   (1) Faculty members in the specific academic departments have sole responsibility for the implementation, supervision, and assessment of learning for practicum experiences in accordance with departmental and institutional guidelines.
   (2) The Department Chair or designated faculty member within the department will be responsible for final review of student applications for practica offered within the department.
   (3) Written verification of approval of a practicum must be on file with the Registrar by the designated date for the given term and prior to the start of the practicum experience in order for the student to receive credit for the practicum.

g. Guidelines and Policies
   (1) A maximum of 16 credits can be earned toward graduation requirements via the experiential learning options of internships and practica. Student teaching and nursing clinicals are not considered part of these 16 credits.
   (2) These credits are general elective credits and may not apply toward major requirements, unless approved in advance by the academic department.
   (3) Student eligibility for participation in a practicum is determined by the academic department in which the practicum is taken.
   (4) The student must submit the appropriate registration forms for academic credit by the designated date for the given term and prior to the start of the practicum experience.
   (5) The practicum site, supervision, and evaluation is the sole responsibility of the faculty supervisor. Students will receive either a letter grade or a grade of PASS or FAIL for the practicum experience, depending upon the grading basis for that particular course.
   (6) The willingness to sponsor a practicum which is not included in the term's Schedule of Classes is the prerogative of the faculty supervisor.
   (7) Students will pay tuition in accordance with Messiah University's schedule of fees for the given term.
   (8) The Messiah University Community Covenant applies toward student behavior during any practicum assignment.

(9) Students are expected to honor the time commitments of any practicum assignment. Any changes in the practicum arrangement must be reported to the faculty supervisor immediately. A dishonorable dismissal will nullify the practicum experience at the risk of academic penalty and loss of tuition.

(10) Students are responsible for behaving in a professional manner and to hold in professional confidence any information gained within the context of the practicum in relationship to the sponsoring organization.

(11) If a student feels victimized by a work-related incident (e.g., job misrepresentation, unethical activities, sexual harassment, discrimination, etc.), the student should contact the faculty supervisor or Department Chair immediately.

(12) Due to the nature of a practicum arrangement, a student may not withdraw except in severe and justifiable circumstances as determined by the faculty supervisor in consultation with the cooperating organization.

5. Leadership

There is a diverse array of student leadership positions at Messiah University available in areas such as Residence Life, Campus Ministries, Multicultural Programs, Student Government, Student Activities Board, Career & Professional Development Center, Admissions Ambassadors, Sustainability, Office of Student Engagement, The Agape Center, The Pulse, and more. Student leaders are also eligible to participate in the Student Leadership Institute, which offers high quality leadership development as a signature accompaniment to yearlong leadership roles coordinated through the Division of Student Success and Engagement.

6. Undergraduate Research

Undergraduate research opportunities are available within many academic departments. Undergraduate research offers students opportunities to deepen their understanding of their academic discipline, expand the body of knowledge in their area of study, contribute practical solutions to real-world problems, form mentoring relationships with faculty, think critically and assess published research, sharpen their research skills, and demonstrate capabilities to graduate schools and potential employers. Students should contact their department chair or academic advisor to learn more about research opportunities in their department.

D. Peace and Conflict Studies Initiative

1. Mission

The Peace and Conflict Studies Initiative connects to Messiah University's theological identity ("rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church") and educational mission ("to educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society"). This means, at the very least, it will aim toward providing opportunities for students (1) to understand and appreciate the Christian foundations for peacemaking/reconciliation; (2) to understand the nature of conflict and approaches to resolving conflict; (3) to understand the relationship of justice to peacemaking, and (4) to become actively involved in peacemaking, conflict resolution, violence reduction, etc.

2. General Goals

a. Build on and support the peacemaking resources within the Brethren in Christ/Anabaptist tradition. At the same time, given Messiah's "embracing" theological character, this initiative will draw on and expose students to a variety of theological and ethical understandings of and approaches to peacemaking within the Christian community and in other religious traditions.

b. Develop and support programs that are sensitive to the theological and cultural diversity among students and among faculty on issues related to peace and conflict studies.

c. Develop and support curricular (credit bearing) and cocurricular (non-credit bearing) educational programs related to peacemaking. This initiative may also include extracurricular programming—programming that includes external constituencies as an audience.

d. Develop and support programs that intentionally implement the University-Wide Educational Objectives. This should include but is not limited to the following University-Wide Educational Objectives:

(1) Gaining knowledge of the Bible's content and themes, including the biblical witness on service, leadership, and reconciliation;

(2) Learning about historic Christian beliefs, practices, and ecclesiastical expressions and the particular emphases of the Anabaptist, Pietist, and Wesleyan traditions;

(3) Understanding the nature and causes of violence in the world and the means for promoting peace;

(4) Recognizing the implications of living in an increasingly interdependent world;

(5) Evaluating institutional policies and social/cultural practices on the basis of whether they promote peace, justice, and reconciliation; and

(6) Developing the courage to act responsibly and receptively in a complex world.

e. Develop and support programs that are sensitive to Guiding Educational Assumptions. This includes, but is not limited to, the following:

(1) Common learning—Some programming should strive to impact all students.

(2) Experiential (contextual) learning—Students should be given the opportunity to express their knowledge and commitments in real-life settings.

(3) Holistic learning—Programming should involve coordination and partnering between curricular and cocurricular programs and between campus and community partners.

f. Develop and support programs that serves as resources for General Education and major curricula.

3. Curricular Programming

a. Whatever programs are developed need to have a good chance of success. In other words, there must be sufficient student interest, faculty interest, institutional support, and the resources to sustain them. The initial and primary curricular focus of this initiative will be to support an interdisciplinary minor.

b. Curricular programming should include a "core" that includes foundational theological, historical, and ethical explorations and incorporates Messiah University's theological distinctive.

c. Curricular programming should be interdisciplinary in nature:

(1) Courses relevant to peace and conflict studies can and should come from a variety of disciplines, including both the liberal and applied arts; ideally each School will be represented in the curriculum.

(2) All courses must meet established peace and conflict studies curricular parameters.

d. Curricular programming should provide opportunities for experiential learning.

e. Curricular programming should, as much as possible, be developmental in nature, beginning with foundational issues and building toward a more specialized application of one's learning that requires integrative thinking.

4. Cocurricular Programming

a. Cocurricular programming should provide learning opportunities for students who are not involved in the curricular component of the Peace and Conflict Studies Initiative; at the same time, it should complement the curricular program, giving students/faculty involved in the curricular program added opportunities for learning.

b. Some cocurricular programming should be open to the larger community; i.e., our educational endeavor should foster conversations that extend beyond students and educators on our campuses.

c. Some cocurricular programming will provide experiential opportunities for student learning.

d. There should be administrative clarity, good communication, and adequate coordination between various peacemaking cocurricular programs across campus.

5. Extracurricular Programming

a. Study might be given to the possibility of Messiah University-sponsored external programs orientated toward the community, such as conflict resolution, restorative justice, peace and justice education, etc.

b. Partnering with Messiah University programs (Agapé Center, Boyer Center, etc.) that have interests in peace and conflict studies.

6. Administrative Organization

a. Since the Peace and Conflict Studies Initiative transcends the curricular and the cocurricular and has an interdisciplinary focus, it is best not to "house" this initiative in any one academic department or perhaps in any given School.

b. The most reasonable option is to house the initiative in the Sider Institute. Part of the mission of the Sider Institute is to promote and articulate Anabaptist concerns—one of its most central being peacemaking. There is no other organizational structure on campus which has peacemaking as firmly embedded in its mission and identity as does the Sider Institute. Situating the Peace and Conflict Studies Initiative in the Sider Institute will raise the profile of the Institute both on and off campus. This is important for the growth of the Institute, which is in the University's best interests. By situating this initiative in the Sider Institute, not only will students be introduced to the Institute, but they will also become involved with it.

c. This connection between the Institute and the students is critical. Moreover, by locating the Peace and Conflict Studies Initiative in the Sider Institute, off-campus constituents who are deeply committed to issues of Peace and Conflict Studies will have a focused place to direct their energy and their resources.

d. As the home of the Peace and Conflict Studies Initiative, the Sider Institute will:
   (1) Provide administrative oversight to the Peace and Conflict Studies major and minor.
   (2) Provide leadership to the Peace and Conflict Studies Committee
   (3) Sponsor an annual Peace and Conflict Studies lecture.
   (4) Sponsor/Co-Sponsor chapels, events," and conferences on campus.
   (5) Partner with other organizations and initiatives on campus concerned about peacemaking.
   (6) Coordinate student efforts on Peace and Conflict Studies across campus.
   (7) Serve as a clearing house for information about cocurricular and extracurricular activities related to Peace and Conflict Studies.
   (8) Improve communication among various groups on campus who are concerned about Peace and Conflict Studies.

e. Peace and Conflict Studies Committee
Since the Peace and Conflict Studies Initiative is not housed in any academic department or School, a Peace and Conflict Studies Committee will be formed. This will be a standing committee of the Community of Educators, and its primary responsibilities will be to oversee the PACS major and minor and advise and aid the Director of the Sider Institute in relation to the broader Peace and Conflict Studies initiative.

E. Service Day

1. Date

a. Service Day generally falls on the second or third Thursday in April.

2. Participation

The entire Messiah University community will be eligible to participate in Service Day. This will encourage interaction among staff, faculty, administrators, and students.

a. Students

(1) While participation is not mandatory, all students who do not have off-campus academic work (internships, student teaching, etc.) are expected to participate.

(2) Daytime classes will be cancelled, and many academic support areas will be closed.

(3) Students in work-study positions who are scheduled to work during Service Day will determine with their supervisor if they can make up hours at a different time. Students who want to serve and can be freed from their work-study responsibilities but cannot make up the hours at a different time will be compensated if they worked during Service Day. For some work-study students, participation will not be possible due to their essential role.

b. Community of Educators

(1) While participation is not mandatory, all members of the Community of Educators are expected to participate.

(2) Daytime classes will be cancelled; many campus-wide offices will be closed.

(3) Department and committee meetings should be rescheduled.

c. Staff/Administration

(1) While participation is not mandatory, staff are welcome to participate depending on their work assignment and in consultation with their supervisor.

(2) For some staff, participation will not be possible due to their essential role at the University. For others, work schedules will be adjusted and services reduced to make participation possible. Specific details will need to be worked out between staff and their supervisors.

(3) Staff who participate in service activities during regular work hours will be compensated as if they were doing regular work.

3. Classes

Classes that fall between 8:00 a.m. and 5:00 p.m. will be cancelled on Service Day. Evening classes will not be cancelled.

4. Administration

Service Day will be administered by the Agapé Center for Local & Global Engagement and coordinated by the Coordinator, Agapé Center for Local & Global Engagement. The Service Day Student Committee will provide general direction and coordination with various segments of campus.

5. Project Approval

Efforts will be made to work with current groups and organizations on campus to facilitate recruitment and to implement service activities. If groups do not already include staff, faculty, students, and administrators, they will be asked to include representatives from all groups to encourage a mix of participants. Groups organizing a service activity for Service Day must communicate their intent and receive approval from the Agapé Center.

6. Service Locations

Most service activities will occur off-campus and will relate to local agencies and programs. Locations will include programs that are church related as well as secular, governmental and private, rural and urban. The following criteria will be used to select service sites:

a. The activity will provide both a needed service for the agency and a meaningful experience for participants.
b. The mission and approach of the agency is consistent with the philosophy of Messiah University.
c. The assignments provide opportunity for participants to interact with local people.
d. The agency has an ongoing relationship with Messiah University or a University employee.
e. The organization can provide strong local coordination and supervision.

7. Learning

Where possible, a learning component will be included. This might include an introduction to the purpose and program of the agency, and introduction to the need the agency serves, an introduction to the community, or other educational components.

8. Schedule

Activities will be organized to begin after 8:00 a.m. and end around 4:00 p.m. Efforts will be made to plan activities to fit this schedule. Transportation will be coordinated by the University and will include University vehicles and private cars.

9. Funding

The Local Community Services program budget will cover some of the expense. Other financial support will be provided through existing programs, special contributions, and from corporate sponsorship.