

# **Nevada State University**

## **Curriculum Policy**

Division of Academic Affairs

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## **Introduction**

This document contains policies and procedures related to the curriculum at Nevada State University. The Division of Academic Affairs maintains and approves the content in this policy. Throughout this document, “NS,” “NSU,” “Nevada State,” and “the University” refer to Nevada State University.

## **Chapter 1: Academic Curriculum Review**

[Revisions in review under GP2. Existing policy:

<https://nevadastate.edu/policy/current/curriculum-review-policy/>]

## Chapter 2: Non-credit Curriculum Review

Non-credit courses and programs are not offered for college credit. They provide professional and personal enrichment opportunities. Non-credit programs are often shorter and more condensed than credit-bearing certificate programs. They provide focused learning opportunities for individuals who want to acquire specific knowledge, learn new skills, or pursue personal interests free from the constraints of earning college credit. They facilitate the swift development of competencies, serving both professional advancement and personal enrichment purposes. Participants receive certificates of completion and/or digital badges. Some non-credit programs may lead to industry-recognized credentials.

Non-credit offerings may be delivered by academic or administrative faculty at Nevada State outside of their required courseload, or by qualified individuals contracted specifically to offer Workforce Development programming.

Workforce Development courses or programs that would carry academic credit are reviewed and approved through the Academic Curriculum Review process.

### 2.1 Purpose of Review Process

The purpose of the review and approval process for non-credit courses and programs is to ensure that:

1. Programming is aligned with Nevada State's mission and local workforce needs;
2. There is appropriate evidence of market/enrollment demand and financial viability;
3. Appropriate resources are available to support effective delivery and achievement of meaningful program outcomes;
4. The non-credit curriculum incorporates appropriate levels of rigor;
5. Potential impacts on existing programs (including academic credit-bearing programs) are considered.

#### 2.1.1 Review Process and Criteria

To introduce non-credit offerings, the proposer completes the Non-credit Curriculum Proposal Form. The review process includes the steps:

1. The Non-credit Curriculum Review Committee consists of:
  - a. One member appointed by the President's Office;
  - b. One academic faculty member appointed by Faculty Senate;
  - c. One member from Academic Affairs appointed by the Provost;
  - d. The Director of Workforce Development (or designee).
2. The Committee's recommendation is forwarded to the Provost for final review and a decision to approve or deny the proposal.

#### 2.1.2 Timeline

Proposals are submitted online and may be approved by unanimous consensus via email. If unanimous consensus is not reached, a meeting of the Non-credit Curriculum Review Committee will be scheduled within 30 calendar days of submission. Incomplete proposals may be returned for revisions; a review meeting will not be scheduled until the proposal has been completed and resubmitted.

## **2.2 Assessment and Program Review**

For internal monitoring and quality control, non-credit programs will regularly collect assessment data to evaluate the program's effectiveness and identify any needed improvements. The Department of Workforce Development will complete an abbreviated program review of each program every five years, focusing on the factors identified in 2.1 above. The final report will be submitted by the Director of Workforce Development to Academic Affairs for review. The Board of Regents does not require that reports on Non-credit-bearing Programs be submitted to NSHE.

## **2.3 Related Information**

- Non-credit Curriculum Proposal Form

## Chapter 3: Internships for Academic Credit

### 3.1: Course Designations and Number of Credits

Internship for credit may be run as:

- Courses established in the NSHE Common Course Numbering system;
- Special topics courses;
- Independent study.

Departments or Schools may decide to run a course as an independent study if the minimum number of students to financially sustain the course is not met. Provost permission is required to run a course that is not self-supporting. Courses may be run with students enrolled in different numbers of credits. This requires special set-up with the Registrar's Office before the start of the term.

An internship is not necessarily a capstone, but can be used as a capstone at the discretion of the faculty and dean.

#### 3.1.1 Number of Credits

The number of credits a student earns should follow these guidelines for a full semester:

Hours per week (academic work plus time at placement site)	Approximate total hours at placement site per term	Credits
10-15	110-170	3
16-20	171-240	4
21-25	241-310	5
26-30	311-380	6

For courses in shorter terms, such as a 6-, 8-, or 14-week sessions, the guidelines should be used to determine the number of hours per week required at the placement site.

The following examples provide hypothetical weekly schedules of internship and academic time accumulating to reach the totals in the table:

1. 3 credits: Intern spends one 8-hour or two 4-hour sessions at a placement site per week, attends a weekly 90-minute class session, and completes roughly 3 hours of academic work assigned by the instructor. Total = average of 12.5 hours per week.
2. 4 credits: Intern spends 12 hours at a placement site per week, attends a 3-hour class session every other week, and completes 4 hours of work assigned by the instructor per week. Total = 17.5 hours of work per week on average.
3. 5 credits: Intern spends 20 hours per week at the placement site, attends weekly 1-hour class sessions, and completes 3 hours of coursework per week. Total = 24 hours of work per week on average.

4. 6 credits: Intern spends 20 hours at the placement site, attends a weekly 3-hour class, and completes 6 hours of academic work each week. Total = 29 hours of work per week on average.

These guidelines are flexible and may change based on student availability, instructor needs, and the goals of each program. Students may complete more internship hours than they receive credit for due to programmatic limitations.

### **3.2 Eligibility to Teach Internships for Credit**

All academic faculty, full- or part-time, are eligible to teach internships for credit with approval from their chair or dean.

### **3.3 Eligibility to Enroll in Internships for Credit**

Prerequisites for internships for credit are stated in the academic catalog (for established courses) or may be decided by the course instructor in collaboration with the chair or dean (for special topics or independent study courses). Some placement sites require additional screening such as background checks, drug screening, or interviews. The cost of these expenses may be the responsibility of the intern. Interns must sign a liability waiver to participate in an internship for credit.

### **3.4 Selection of Placement Sites**

Placement sites may be for-profit or non-profit organizations or businesses that exist in brick-and-mortar facilities or in an online virtual space (such as an online news organization, political blog, or digital repository).

Placement sites cannot be organizations or businesses where a student intern is already employed unless the internship is in a separate division, the intern will develop unique skills, and the internship takes place at different times from the hours when the intern is already employed and compensated.

The instructor or an appointed designee from the Division of Academic Affairs must assess and approve each placement site when the first internship at the site is established. This includes ensuring that the placement site will provide appropriate supervision from a qualified professional and that the business or organization has been registered and licensed at the state, city, or county level. Placement sites that are used repeatedly do not require additional site visits or approval, but may be visited at the instructor's discretion. New supervisors at a placement site meet with the instructor.

A placement site representative must sign a Site Agreement Form and be willing to collaborate with the instructor to develop a learning plan.



The course instructor is the primary liaison to the placement site supervisor regarding student interns. A representative from the Division of Academic Affairs will be responsible for collecting and storing liability waiver and Site Agreement Forms and may facilitate back-end communications regarding establishing an Internship.

### **3.5 Mandatory Training for Interns**

Interview and résumé assistance is available through the Career Services Center (CSC); these services are optional, but encouraged, for students interested in enrolling in an internship.

The CSC provides required training to interns. Training takes place in the weeks before and at the start of the term and includes workshops on professionalism, boundaries, and workplace ethics. Students must participate in the CSC training unless they receive a waiver stating that the instructor will lead the training as a part of the course.

Training provided by the placement site is determined by the site. Hours spent in placement site training are counted as internship hours.

### **3.6 Academic Requirements**

Many factors can impact the value of internships and the University and the placement site should take proactive steps to maximize the quality of an internship experience. Legitimate internship experiences must result in significant learning gains by the intern, and may not simply be general labor conducted by a student. The U.S. Department of Labor Wage and Hour Division provides guidelines for internships that must be considered under the Fair Labor Standards Act (U.S. Department of Labor, 2010).

Internships for credit are a mechanism for students to apply theory and knowledge gained in their coursework and to enhance their education. For optimal learning to occur, there must be an understanding on the part of the placement site to mentor the student, as well as academic programming occurring in parallel to the student's on-site internship.

#### *3.6.1 Required Curriculum Components from the Placement Site*

An individualized learning plan will be developed collaboratively by the instructor and placement site and signed by the intern. It should be completed no later than the third week of the semester of the internship for credit (and sooner for accelerated terms).

#### *3.6.2 Required Curriculum Components from the NS Instructor*

While academic programs are responsible for supporting the infrastructure of internships, each course instructor is primarily responsible for developing the curriculum for students engaging in their internship for credit course. Students need to engage in significant reflection on their internship experiences throughout the semester. Instructors meet with interns on a regular basis, require assignments (such as research papers, analyses, or oral presentations), and provide assignment feedback throughout the semester.

### *3.6.3 Assessing Students' Performance*

Whether an internship for credit receives a letter grade or an S/U grade is at the discretion of the academic program that developed the course (for existing or special topics courses) or the instructor (for an independent study).

The instructor should develop an intern assessment for the placement site supervisor to complete at the mid-term and end of the semester. This assessment of the student's performance at the placement site should not account for more than 50% of the student's grade in the course. The remainder of the grade should be based on the academic components of the course that were led by the instructor. The completed mid-term and end-of-term assessment should be saved in the instructor's records.

### **3.7 Assessing Placement Sites**

Interns complete an evaluation of the placement site, which is shared with the instructor and the Director of the CSC. Poor reviews of placement sites may lead to changes in subsequent internship experiences at the placement site or termination of use of that site.

### **3.8 Terminating an Internship**

An intern may be removed from a placement site prior before the end of the semester if requested by the site or by NS. The placement site may dismiss an intern if their performance is unsatisfactory or disruptive. NS may remove an intern from a placement site if, in NS's judgment, the supervision does not meet the intern's needs. Issues related to an intern's potential dismissal or removal will be submitted in writing and discussed by the appropriate site supervisor and NS, and appropriate remedial action should be considered prior to removal or dismissal.

If a student is removed from an internship for credit, placement at another site or acceptance into a future internship for credit will be determined on a case-by-case basis in consultation with the course instructor, dean or department chair, and a representative of the Division of Academic Affairs. Published deadlines for course withdrawal and petition processes apply.

### **3.9 Tuition**

Students must pay all tuition and fees for courses used as an internship for credit.

### **3.10 Intern Compensation**

Compensating interns is at the discretion of the placement site. Under federal law, academic credit cannot be used as compensation in place of payment from the company for student work at an internship; the academic credit an intern receives is for supplementary work under the supervision of an NS instructor. For-profit sites that use interns without providing financial compensation must sign a Site Agreement Form that ensures they are aware of the U.S. Department of Labor Wage and Hour Division guidelines for internships under the Fair Labor

Standards Act (U.S. Department of Labor, 2010). These guidelines require that unpaid internships meet these criteria:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer providing the training derives no immediate advantage from the activities of the intern, and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The placement site and the intern understand that the intern is not entitled to wages for the time spent in the internship.

### **3.11 Related Information**

- Liability waiver form
- Site Agreement Form to be signed by placement site supervisor and NS instructor
- Learning plan to be completed by placement site and instructor and signed by intern by the third week of the semester of the internship
- Evaluation of intern
- Evaluation of placement site
- U.S. Department of Labor. (2010). Internship Programs Under the Fair Labor Standards Act (Fact Sheet #71). Washington, DC: U.S. Government Printing Office.
- National Association of Colleges and Employers. (2011). Position Statement: U.S. Internships—A Definition and Criteria to Assess Opportunities and Determine the Implications for Compensation.

## Chapter 4: Course Materials Selection

NS is committed to the principle that the selection of textbooks and supplemental material is the right and responsibility of the faculty member assigned to teach each course. These rights and responsibilities are subject to limitations allowed in this policy.

### 4.1 Guiding Principles in Materials Selection

Consistent with the mission of NS, faculty should consider the following when adopting textbooks and supplemental materials:

- Where possible, consider lower-cost, high-quality options such as older editions, online materials, eBooks, open educational resources, three-ring binder formats, and/or readers;
- Use the same textbook edition and supplemental materials for consecutive semesters, ideally for at least two years. This allows students to resell books to our bookstore or sell them to other students after the course ends;
- When possible, use Canvas to deliver material electronically in compliance with fair use and copyright laws;
- When possible, provide reserve copies of textbooks and supplemental materials to the library for loan to students.

Faculty must comply with the following when adopting textbooks and supplemental materials:

- Submit orders as early as possible, and no later than the school/department deadline, to allow the bookstore to order used copies;
- Ensure all adopted textbooks and supplemental materials will be used during the class. Avoid using bundled items unless students will use the entire bundled package;
- Select textbooks and supplemental material that meet accessibility standards (such as being readable by a screen reader, appropriate color contrast).

### 4.2 Selection Process

Within the timeframe and procedures established by the school/department, each faculty member will select the required textbooks and supplemental materials appropriate for their courses.

Each school/department may, at the dean or chair's discretion, select the required textbook and any supplemental materials for courses taught by full-time faculty who have not submitted an order by the established deadline, as well as for courses taught by adjunct faculty.

Deans and department chairs should not place undue influence on faculty members regarding the selection of course materials.

Programs or disciplines are not required to choose a standard textbook for courses. However, full-time faculty within a program or discipline may designate a standard textbook for courses taught by multiple faculty members. Decisions related to standardization should be made in consultation with all full-time faculty teaching the course and with consideration to the guiding principles above.

### **4.3 Compensation and Royalties**

Receiving compensation other than royalties for adopting a textbook or supplemental materials may be unprofessional and unethical. Receiving usual and customary payment for reviewing textbooks or supplemental materials is acceptable.

#### *4.3.1 Authors Assigning Their Own Text*

There are no ethical problems with faculty authors assigning their own textbook or supplementary material provided that the selection is consistent with this policy. If a faculty member wishes to adopt a textbook or supplementary material they authored, these criteria must be met:

1. The published books must be properly copyrighted by the author(s);
2. The published books must be available for open sale;
3. The faculty member does not make sales directly to students; and
4. The published books assigned as a textbook in a course are approved by the dean.

### **4.4 Related Information**

- Faculty Request to Assign Self-Authored Textbook Form
- NSHE [Policy on Printed and Electronic Instructional Materials](#) (NSHE Handbook, Title 4, Chapter 14)

## Chapter 5: Student Placement Testing (Undergraduates)

### 5.1 Initial Placements

When a student is admitted to NS, the University determines their initial placement into math and English Composition courses based on a review of appropriate materials. The NSHE Handbook (Title 4, Chapter 16, Section 1.2.c) allows students to complete additional placement testing to improve their initial placement.

NS does not charge students for placement testing.

The University follows the benchmarks in the NSHE Handbook (Title 4, Chapter 16, Section 1.2) for determining college-ready math and English Composition placements.

### 5.2 Math Placement

NS uses three methods for making initial placements into math courses:

1. The default placement is MATH 120E/20 or MATH 126E/26, depending on major. Students should speak to an advisor about which course is appropriate for their degree.
2. Incoming students are strongly encouraged to submit SAT or ACT math scores. An appropriate score can change their placement from the default placement to MATH 120, MATH 126, or MATH 181, depending on major; required scores are published in the academic catalog.
3. Transfer students who have successfully completed a college-level math course at another institution will be placed into a math course after review of their official transcripts and evaluation of course equivalency.

#### 5.2.1 Raising Initial Math Placements

Students can use EdReady to attempt to place into a math course above their initial placement. EdReady is a free learning platform that allows students to refresh and strengthen their math knowledge. Students are encouraged to begin EdReady as soon as they are admitted. EdReady goals for MATH 120 and for MATH 126 are available in the directions on the [NS EdReady website](#).

EdReady scores must be submitted to [mathplacement@nevadastate.edu](mailto:mathplacement@nevadastate.edu) at least 5 days before the start of the term; while their placement can be changed, the University cannot guarantee that a seat will be available in the appropriate course.

### 5.3 English Composition Placement

NS uses these methods for making initial placements into English Composition courses:

1. First-year students are strongly encouraged to submit ACT English or SAT Evidence-Based Reading/Writing scores. There is no minimum score to enroll in ENG 100. Students who meet the placement thresholds will be placed into ENG 101 or ENG 102. Required ACT and SAT scores are published in the NS academic catalog and Title 4, Chapter 16 of the NSHE Handbook.

2. Transfer students who have successfully completed an English Composition course at another NSHE institution will be placed into a Composition course based on their transfer course.
3. Transfer students who have successfully completed an English Composition course at a non-NSHE institution must contact the Registrar's Office. The Registrar will oversee evaluation of the student's coursework for appropriate placement.
4. Students who do not submit ACT or SAT scores may take the Directed Self-placement Survey. Students who do not submit ACT or SAT scores and do not to take the Directed Self-placement Survey will be placed into ENG 100 or 116.
  - a. The Directed Self-placement Survey is for **initial placement only**. Once a student enrolls in, and starts, an English Composition course, only successfully completing that course will allow the student to enroll in the next course in the Composition series; the Directed Self-placement Survey will not be accepted in place of a passing grade in a prerequisite Composition course.
  - b. Students must complete the Directed Self-placement Survey no later than the first day of classes for their first semester of composition. However, they are encouraged to complete the DSP Survey as early as possible, as last-minute changes may be limited if course sections are full.
5. While NS no longer offers Accuplacer as a placement method, students with existing Accuplacer scores can submit them for placement. They should contact the Academic Advising Center for information about required scores.

### *5.3.1 Raising Initial Composition Placements*

Students who receive an initial placement based on ACT or SAT scores or transfer credits can use the Directed Self-placement Survey to place into a higher Composition course. The survey allows students to assess their knowledge and skills and self-select the level of English Composition they want to enroll in. The following restrictions apply:

1. Students may use the Directed Self-placement Survey before the start of their first term at NS. Once their first term at NS has begun, this option is no longer available;
2. Students who place themselves into a course cannot change their placement to a higher-level course once the self-placed course has begun;
3. After completing or withdrawing from a self-placed English Composition course, a student may enroll in a lower-level Composition course.

## **5.4 Spanish Language Placement**

The default placement for Spanish coursework is SPAN 113: Elementary Spanish I. No placement exam is required to enroll in SPAN 113. Heritage speakers who have regressed in Spanish reading and writing skills may self-place into SPAN 226.

### *5.4.1 Raising Initial Spanish Placement*

Students who wish to place into a higher course may take a placement exam to determine their appropriate placement. Placement exams are available to NS students in the Spanish Language Placement Canvas shell.

1. Students may take each level of the test or take the specific test they believe is suitable for their level of mastery. A score of 75% or higher is required to pass a level.
2. NS offers six placement exams, corresponding to SPAN 113, 114, 213, 214, 301, and 302. Placement will correspond to the lowest level exam passed. For instance, if a student passes the exam for SPAN 213 but does not pass the exam for SPAN 214, the student will be placed into SPAN 213.
3. Placement exams are for course placement purposes only. Students do not earn credits for passing an exam.
4. Students are encouraged to complete the Spanish Language Placement exam as early as possible. Course changes depend on the availability of seats in the appropriate course, and may not be possible in the upcoming term if all seats are full.

## **5.5 Related Information**

- [English Self-Placement information](#)
- [EdReady information](#)
- [NS Placement Testing page](#)
- [NSHE Handbook Title 4, Chapter 16, Section 1](#)
- Spanish Language Placement Canvas page



## Appendix A: Glossary

**Academic faculty** (as defined by NSHE): Instructional, counseling, and library faculty.

**Academic program:** Instructional program leading toward a credit-bearing certificate or degree.

**Adjunct faculty:** Part-time faculty serving on temporary Letter of Appointment (LOA) contracts. Also referred to as part-time faculty.

**Core Curriculum:** Set of courses or disciplinary or topic areas (such as Social Sciences, Cultural Diversity) required of all undergraduate students, regardless of major, to develop a breadth of knowledge and skills.

**Faculty Senate Curriculum Committee (FSCC):** Body of academic faculty representatives from each school and the Library, a representative from the Office of the Registrar, and other members as deemed necessary by the FSCC Chair.

**Heritage speaker:** Student from a specific linguistic background.

**Intern:** Student participating in experiential learning activities at a placement site.

**Internship:** “A form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting” (National Association of Colleges and Employers, 2011).

**Learning plan:** outline of the expected learning outcomes, skills or value added, and general work that will be completed by the intern at the placement site.

**Major:** Primary field of study for a degree-seeking undergraduate.

**Minor:** Secondary field of study for a degree-seeking undergraduate with a declared major.

**Non-credit Curriculum Review Committee:** Committee tasked with reviewing non-credit curriculum proposals and recommending approval or denial of the proposal.

**Non-credit offerings:** Stand-alone courses, micro-credentials, or instructional programs that do not offer academic credit.

**Non-credit program:** Series of non-credit courses that may lead to a non-credit certificate or micro-credential.

**Placement site:** Person, institution, organization, or office where an internship will take place.

**Semester:** 75 instructional days scheduled over 15 weeks in the fall or spring.

**Site supervisor:** Designated person at the placement site who is an intern's main point of contact and who oversees the majority of intern activities.

**Supplemental material:** Resources, equipment, or materials in addition to the textbook that enhance a course.

**Textbook:** Electronic or print book that accompanies a course.

## **Appendix B: Approvals**

- Chapter 1: Academic Curriculum Review revised and approved by Dr. Molly Appel on 7/20/2023; Dr. Tony Scinta on 7/25/2023; and President DeRionne Pollard on 8/14/2023.
- Chapter 2: Non-credit Curriculum Review approved by Dr. Molly Appel on 3/19/2024; Dr. Sarah Frey on 6/06/2024; and President DeRionne Pollard on 10/8/2024
- Chapter 3: Internships for Academic Credit approved by Dr. Joanna Shearer on 4/16/2015; Dr. Erika Beck on 2/13/2025; and President Bart Patterson on 5/12/2015.
- Chapter 4: Course Materials Selection approved by Dr. Serge Ballif on 5/08/2020; Dr. Vickie Shields on 5/15/2020; and President Bart Patterson on 5/27/2020.
- Chapter 5: Student Placement approved by Dr. Vickie Shields on 9/09/2020 and President Bart Patterson on 11/10/2020.