

UNIVERSITY SENATE ROUTING LOG

Proposal Title: Application for Change in Existing Course: FAM 254 Life Course Human Development

Contact Person (name, email & phone #): Dr. Donna R. Smith donnarsmith@uky.edu 859-257-7733

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc.)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Curriculum Committee & Department Faculty	Dr. Donna R. Smith 859-257-7733 donnarsmith@uky.edu	Approved	10/3/08	YES
College of Agriculture Undergraduate Curriculum Committee	Dr. Mike Mullen 7-3469, mike.mullen@uky.edu	Approved	1/21/2009	YES

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Agriculture Date: 9/23/09
 Department/Division offering course: Family Studies

2. What type of change is being proposed? Major Minor*
 *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.
 Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.
 Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: FAM 254 Proposed prefix & number: FAM 254

4. Current Title Developmental Psychology

Proposed Title[†] Life Course Human Development

[†]If title is longer than 24 characters, offer a sensible title of 24 characters or less: Life Course Hum Dev

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

9. Requested effective date (term/year): FALL / 2009

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both

Proposed supplementary teaching component: Community-Based Experience Service Learning Both

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

11. Cross-listing: N/A or _____ / _____
Current Prefix & Number printed name Current Cross-listing Department Chair signature

a. Proposed – REMOVE current cross-listing: _____ / _____
printed name Current Cross-listing Department Chair signature

b. Proposed – ADD cross-listing: _____ / _____
Prefix & Number printed name Proposed Cross-listing Department Chair signature

12. Current Distance Learning (DL) status: Already approved for DL Please Add Please Drop

If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.

Internet/Web-based

Interactive Video

Extended Campus

13. **Current prerequisites:**

Prereq: PSY 100

Proposed prerequisites:

N/A

14. **Current Bulletin description:**

An introduction to the principles of developmental psychology as seen in human growth over the entire lifespan, with the primary focus on infancy through adolescence. Emphasis is placed on theory and data relating to the developmental aspects of cognition language. Prereq: PSY 100

Proposed Bulletin description:

An introduction to the basic principles of human development through the life course of the individual from conception to death. common life transitions, and social change shape people's lives from birth to death. Roles of family, school, peers, and work will also be examined in relation to human development. Emphasis will be placed on the general theories of human development and their relation to the life course.

15. **What has prompted this change?**

For a number of years FAM 254 was cross-listed with PSY 223 and both classes were called "Developmental Psychology". About (5) years ago, PSY removed the cross-listing with FAM 254. We are now changing the description and course syllabus to better reflect a life course human development emphasis which is in keeping with the curricular goals and student outcomes for the Family Sciences major.

16. **If there are to be significant changes in the content or teaching objectives of this course, indicate changes:**

The previous cross-listed FAM 254 has as its primary focus development from infancy through adolescence. This course change will now include emphasis on people's lives from conception to death. In addition, this class will examine how family life, school, work, etc. impacts human development.

17. Please list any other department that could be affected by the proposed change:

N/A

18. Will changing this course change the degree requirements for ANY program on campus?

YES NO

If YES[‡], list below the programs that require this course:

Family Science- Please see attached program change forms.

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

† In order for the course change to be considered, program change form(s) for the programs above must also be submitted.


19. Is this course currently included in the University Studies Program? Yes No

20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Donna R. Smith Phone: 257-7733 Email: donnarsmith@uky.edu

22. Signatures to report approvals:

DATE of Approval by Department Faculty	printed name	/	signature
		Reported by Department Chair	
			
DATE of Approval by College Faculty	printed name	/	signature
		Reported by College Dean	
*DATE of Approval by Undergraduate Council	printed name	/	signature
		Reported by Undergraduate Council Chair	
*DATE of Approval by Graduate Council	printed name	/	signature
		Reported by Graduate Council Chair	
*DATE of Approval by Health Care Colleges Council (HCCC)	printed name	/	signature
		Reported by Health Care Colleges Council Chair	
*DATE of Approval by Senate Council		/	
		Reported by Office of the Senate Council	
*DATE of Approval by the University Senate		/	
		Reported by the Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

FAM 254
Life Course Human Development
Department of Family Studies
University of Kentucky
Fall 2009

Instructor:
Office:
Email:

Office Hours:
Teaching Assistant:

I. Course Description and Purpose:

“An introduction to the basic principles of human development through the life course of the individual from conception to death. Content includes biological, physical, cognitive, and moral development and change, as well as how chronological age, relationships, common life transitions, and social change shape people’s lives from birth to death. Roles of family, school, peers, and work will also be examined in relation to human development. Emphasis will be placed on the general theories of human development and their relation to the life course.”

II. Course Learning Outcomes:

After completion of this course, students should be able to:

- Interpret and explain basic theories of human development with particular emphasis placed on psychosocial theory.
- Describe the developmental tasks in each life stage.
- Integrate and explain physical, cognitive, emotional, and social domains of development from birth to death.
- Connect the roles of family, school, peers, and work in relation to individual development.
- Examine and describe the role of gender and gender issues in life-course development.
- Illustrate the influences of history and culture in life-course development.
- Utilize critical thinking skills relevant to development that can be applied within family, school, community, and organizational systems.

III. Required Texts:

Newman, B. M., & Newman, P. R. (2009). *Development Through Life: A Psychosocial Approach* (10th ed.). Belmont, CA: Wadsworth.

IV. Course Requirements

EXAMS: (3) exams will be held over the course of the semester. All exams will consist of multiple-choice, true/false questions, and short essays covering material presented both in lectures and the text. I will review these exams approximately (1) week prior to the date. Each exam is worth (100) points.

****** You **must** take the exams at the scheduled times. In the case of a medical or family emergency (see Students Rights and Responsibilities Handbook for the UK excused absence policies), you may request a makeup after a scheduled exam if you present a documented excuse. It is your responsibility to arrange all make-up exams with the teaching assistant within one week of the regular scheduled exam.

OBSERVATIONS: During the designated weeks in the course outline, you will spend a total of 3 hours observing (3) specific age groups of children and adolescents (1 hour per group) of your choice. You will be given a specific set of questions that you will answer during and after your observation with each age group. You will only observe, not interact with the children. Some suggested places to observe children are:

The following age groups are available for observation:

Observation 1- Infants (Birth-1 year) *or* Toddlers (2-3 years)

Observation 2- Early childhood/preschoolers (3-5 years)

Observation 3- Middle Childhood (6-12 years) *or* Early Adolescence (12-18 years)

INTERVIEWS: Each student will participate in two interviews and write up the results.

- The **first** interview will be with a parent of one or more preschool and/or school-aged children.
- The **second** interview will be with a person who is in the early adulthood (23-34 years), middle adulthood (34-60 years), or later adulthood (60 years and older) age group.

These experiences are to be written according to the guidelines attached. Papers are due on the date assigned on the syllabus. **PLEASE NOTE: Late papers will not be accepted without a documented UK excuse!!**

V. Evaluation

Assignment	Points
EXAMS I, II, & III (100 pts. each)	300 pts.
OBSERVATIONS (40 pts. each)	120 pts.
INTERVIEWS (40 pts. each)	80 pts.
Total	500 pts.

Grading Scale:

A = 500-450 pts (90-100%)

B = 449-400 pts (89-80%)

C = 399-350 pts (79-70%)

D = 349-300 pts (69-60%)

E = < 299 (<60%)

COURSE SCHEDULE & ASSIGNMENTS

Date	Topic	Assignments
Week 1	Introduction to Course Life-Course Development Perspective	Ch. 1
Week 2	Psychosocial and Other Theories of Human Development	Ch. 2 & 3
Week 3	Prenatal Development and Pregnancy	Ch. 4
Week 4	Infancy (First 24 Months)	Ch. 5
Week 5	Toddlerhood (Ages 2-3)	Ch. 6 OBSERVATION 1 DUE
Week 6	Early Childhood (Ages 4-6)	Ch. 7 INTERVIEW 1 DUE
Week 7	Middle Childhood (Ages 6-12) Review For Exam I	Ch. 8 OBSERVATION 2 DUE
Week 8	EXAM I Early Adolescence (Ages 12-18)	Ch. 9
Week 9	Early Adolescence Cont. Later Adolescence (Ages 18-24)	Ch. 10 OBSERVATION 3 DUE
Week 10	Early Adulthood (Ages 24-34)	Ch. 11
Week 11	Middle Adulthood (Ages 34-60) Review For Exam II	Ch. 12 INTERVIEW 2 DUE
Week 12	EXAM II Later Adulthood (Ages 60-75)	Ch. 13
Week 13	Later Adulthood Cont.	Ch. 13
Week 14	Very Old Age (Ages 75 Until Death)	Ch. 14
Week 15	Understanding Death, Dying, and Bereavement Review For Final Exam	Ch. 15
Week 16	FINAL EXAM (DATE AND TIME)	

Guidelines for Parent Interviews

For your interviews with a parent, several guidelines should be followed:

1. Arrange a time that you can meet **face-to-face** (not telephone) for 20-30 minutes with **someone other than your own parents**.
2. Begin by telling me briefly about this person, the date and time of the interview.
3. Your interview will be written up in a two-page summary (double-spaced) with two sections, **using the following headings**:
 - a. How this parenting example illustrates parenting and developmental issues and principles discussed in class and from the textbook.
 - b. How this parenting example illustrates and compares with information you have learned in other classes (e.g., PSY 100, SOC 101, etc.)

To accomplish this, do the following:

Using the following as starting questions, discuss with the person their experiences being a parent.

- a. What are the best things about being a parent?
 - b. What are the biggest challenges you have faced as a parent?
 - c. How do you set priorities with the different demands of being a parent?
 - d. Does your family have specific rules, teachings, or values that are discussed by the members?
 - e. What sorts of discipline/correction do you use? What works?
 - f. How do you seek to communicate effectively (with spouse and/or children)?
 - g. How do you deal with competition and conflict?
 - h. What are the strengths of your family and parenting practices?
 - i. How do you take care of yourself?
4. Ask any follow up questions that you feel are necessary and be a good interviewer.

Guidelines for Interview II

For your interviews with someone who is in the early adulthood (23-34 years), middle adulthood (34-60 years) or later adulthood (60 and older) age group, several guidelines should be followed:

1. Arrange a time that you can meet **face-to-face** (not telephone) for 20-30 minutes.
2. Begin by telling me briefly about this person, the date and time of the interview.
3. Your interview will be written up in a two-page summary (double-spaced) with two sections, **using the following headings:**
 - a. How this example illustrates topics and developmental issues and principles discussed in class and from the textbook.
 - b. How this example illustrates and compares with information you have learned in other classes.

To accomplish this, do the following:

Using the following as starting questions, discuss with the person their experiences of early/middle adulthood.

- a. What is most enjoyable about this particular period in your life?
 - b. What has been the biggest challenge about this particular period in your life?
 - c. What are some of the major decisions you have had to make as an adult?
 - d. Explain the coping skills you have used to deal with the challenges that come along with adulthood.
 - e. What/whom do you consider your support network?
 - f. How have you seen yourself change emotionally/socially as you have grown older?
 - g. What do you look forward to most in the future years?
 - h. What do you *not* look forward to most in the future years?
 - i. What do you do for fun or in your free time as an adult? How does this differ from when you were younger?
4. Ask any follow up questions that you feel are necessary and be a good interviewer.

Department of Family Sciences* Faculty Meeting

October 3, 2008

Voting Faculty Present: Drs. Ron Werner-Wilson, Hyungsoo Kim, Cheryl Mimbs, Donna Smith, Robyn Mowery, Claudia Heath, Ginny Ellington, Nathan Wood, Amy Hosier, Diana Haleman, Leigh Ann Simmons

Voting Faculty Absent: Drs. Robert Flashman, Jason Hans

Guests: Dr. Ann Vail, Dr. Suzanne Badenhop

- 1) **General items and announcements:** Reminder of research luncheon immediately following faculty meeting.
- 2) **Agenda Item:** Identify individual to maintain minutes of present meeting.
 - i) **Disposition:** Nathan Wood agreed to take minutes.
- 3) **Agenda Item:** Approve minutes from previous faculty meeting.
 - i) **Disposition:** Tabled until the next faculty meeting.
 - ii) **Reason:** Minutes of previous meeting were not available for faculty review.
- 4) **Agenda Item:** Dr. Badenhop reviewed proposal to implement financial counseling in the University of Kentucky Family Center immediately.
 - i) **Disposition:** No motions were presented in relation to the proposal.
 - ii) **Summary of Discussion:** It was generally agreed upon that adding financial planning to the services of the UK Family Center would be an asset to Kentuckians, the University, the School of Human and Environmental Sciences, and the Department of Family Sciences. The discussion moved to considering logistical concerns and began to clarify immediate, mid-range, and long-range goals.
 - iii) **Additional Discussion Details:**

Concerns were originally expressed as to the logistics of who would do the financial counseling and logistical concerns of multiple disciplines using the Family Center site. It was clarified that financial counseling could occur concomitantly with therapy services in addition to a stand-alone service in conjunction to services delivered by Marriage and Family Therapy graduate students.

Dr. Vail clarified her intention in initiating the proposal was to add financial education initially as a service at the UK Family Center as well as the UK community as a whole rather than immediately integrating financial planning into the UK Family Center. It was underscored by

Drs. Vail and Werner-Wilson that financial planning education and related services could be an opportunity to be a leader in the campus wide community.

Discussion tangentially referred to Dr. Flashman's email (see attached) regarding the issue as having "good points" and offering "good" recommendations for consideration, i.e., identifying financial support for financial planning services.

It was emphasized by Dr. Mowery and agreed to by other faculty that any services (e.g., therapy or financial counseling) performed in the Family Center need to be sensitive to confidentiality and privacy of those individuals seeking services offered.

Immediate Goals were identified that included: 1) Dr. Badenhop could offer immediate financial counseling services at the UK Family Center. 2) Financial Planning in a group educational format could begin to entities on campus and in the Funkhouser Bldg.

It was suggested that utilizing Seminar, independent study, and FAM 499 courses could be implemented for students and also provide extension agent training on financial planning education in an effort to build momentum toward mid-range goals.

Midrange Goals identified consisted of more formal training and specific course numbers on financial planning education and financial planning counseling.

Long-term Goals identified consisted of having established clear campus leadership in the area of financial planning and education, a full-time extension-faculty position in the area of financial planning, and a formal curriculum leading to a certification in financial planning.

5) **Agenda Item:** Formally act on promotion and tenure revisions of the _____ handbook.

- i) **Disposition:** Ad-hoc Promotion and Tenure committee was appointed to review and make modifications toward tone and clarity to the existing revisions before the faculty.
 - (a) **Deadline:** The ad-hoc committee is to present revisions to the entire faculty in the January 2009 faculty meeting.
- ii) **Committee Members:** Dr. Cheryl Mimbs, Chair, Dr. Hyungsoo Kim, Dr. Claudia Heath, and Dr. Amy Hosier.
- iii) **Other notes:** Discussion clarified that non-tenured faculty would have the choice of which tenure process they wanted to be reviewed under, i.e., existing policy or new policy once it has been ratified.

6) **Agenda Item:** Suspension of operational policy in committee assignment.

- i) **Disposition:** It was unanimously voted in the affirmative to suspend committee assignments as described in current operational policy.
 - (a) **Motion:** Dr. Claudia Heath so motioned
 - (b) **Seconded:** Dr. Cheryl Mimbs seconded the motion.
 - (c) **Discussion:** No discussion.
 - (d) **Questions:** No calls for question.
 - (e) **Vote:** Unanimous in favor of motion by all in attendance, no abstentions.

- ii) **Other notes:** It was clarified before motion and vote that the department was in current violation of operational policy as the vote to suspend operational policy from the previous year had expired.

7) **Agenda Item:** Departmental name change to the “Department of Family Sciences”

- i) **Disposition:** The department voted to approve the change in name to the “Department of Family Sciences.”
 - (a) **Motion:** Dr. Claudia Heath so motioned
 - (b) **Seconded:** Dr. Donna Smith seconded the motion.
 - (c) **Discussion:** Dr. Haleman expressed concern at a philosophical level as to the difference between “studies” and “sciences.” Discussion explored definition of “science” and rationale for changing the department name to “Family Sciences.” It was expressed that “Family Sciences” 1) was congruent with other similar university departments across the country, 2) it can raise the status of the department, and 3) congruency between undergraduate degrees granted and the department granting those degrees.
 - (d) **Questioned:** No calls for question.
 - (e) **Vote:** Nine voted in favor, one against, no abstentions.

8) **Agenda Item:** Changing FAM 255 title and course description.

- i) **Disposition:** The department dropped FAM 255 “Developmental Psychology” and add FAM 254 “Life Course Human Development” in its place.
 - (a) **Motion:** Motion came from the Curriculum Coordinating Committee to drop FAM 255 “Developmental Psychology” and add FAM 254 “Life Course Human Development” in its place.
 - (b) **Discussion:** None.
 - (c) **Questioned:** None
 - (d) **Vote:** Unanimous in favor of motion by all in attendance, no abstentions.

9) **Agenda Item:** Change in Family Sciences Minor

i) **Disposition:** Changes of required courses and optional courses required for a minor in Family Sciences as motioned by the Curriculum Coordinating Committee was unanimously passed by the department.

(a) **Motion:** Motion came from the Curriculum Coordinating Committee to change required courses and optional courses required for a minor in Family Sciences. See attached for detailed information of committee recommendations.

(b) **Discussion:** None.

(c) **Questioned:** None

(d) **Vote:** Unanimous in favor of motion by all in attendance, no abstentions.

10) **Adjournment:** Dr. Cheryl Mimbs moved to adjourn, Dr. Ginny Ellington seconded, unanimous vote in favor.

* -- Department name reflects vote by the faculty in this meeting to change the name of the department.

College of Agriculture
Undergraduate Curriculum Committee
Minutes – Jan. 21, 2009

Members Present: Desmond Brown, Lee Edgerton, Clair Hicks, Bob Houtz, Cheryl Mimbs, Donna Smith, Tammy Stephenson, David Williams, Mike Mullen.

Absent: Bob Coleman, Deborah Witham

The Committee discussed proposals from the Family Science BS degree. The first item was the major course change for FAM 245 from Developmental Psychology to Life Course Human Development. Donna Smith pointed out that this change was precipitated by the removal of a cross-list with Psychology 245 and a need for a survey course on development across the entire life span rather than only birth through adolescence. There are other FAM and IEC courses available that delve more deeply into specific segments of the human life development cycle which majors take for the degree. Hicks brought up the interview assignment as a positive exercise but wondered if it might be strengthened to push the students to make evaluations of family function based on interviews. Smith responded that for a survey course, it is probably not good to have UG doing these kind of evaluations. There was also a discussion on the fact that 80 or more students would be in the class and more in-depth exercises would be difficult to manage. The committee agreed and Smith indicated willingness to look closely at the exercise for the class. Williams moved acceptance of the proposal, Mimbs seconded. Proposal passed unanimously. The change to the BS program was then discussed. Smith indicated that the primary change was to make FAM 254 a requirement in place of a choice between FAM 255 or PSY 223. Houtz moved approval, Hicks seconded. Motion passed unanimously. The final proposal from FAM was a revision of the minor in Family Sciences. The change entailed removing the list of courses at the 300 level and above from the requirements and simply stating that, in addition to FAM 251, 252, and 254, the student must take an additional 12 hours of FAM courses at the 300 level or above. Williams moved acceptance of the proposal. Mimbs seconded. Motion passed unanimously.

The committee next considered the new course, Food Science 430. This proposal was submitted last year and required significant reworking by the committee. Dr. Suman completely overhauled the syllabus per committee request. Stephenson suggested the addition of NFS 304 as a prerequisite to allow Human Nutrition and Dietetics students to take the course. Hicks, the Director of Undergraduate Studies for the Food Science program agreed that this made sense. Mimbs moved that the course proposal be accepted, with the addition of NFS 304 as a prerequisite. Smith seconded. Motion passed unanimously.

The committee then had a discussion on the use of GEN 100 as a first semester freshman only course, with GEN 200 serving the needs of transfer students. Mullen summarized his impressions that the course was successful overall and that a student survey seemed to support the use of the course as an introduction to the College and issues in agriculture and natural resources. Edgerton brought up that not requiring ENG 104 led to some unintended consequences in the teaching of the course. Students are much less prepared for library research than they were after having ENG 104. However, the course experience was positive and may mean we need to consider these differences in our approach to teaching the class. Houtz raised the question of how GEN 100 as a strict requirement for 1st semester freshmen caused problems in the ABT program, particularly with students who were also in the Honors program. Requiring GEN 100 for those students made it difficult to get the science courses in the first semester that ABT requires without the student enrolling in 18 or 19 hours. The discussion focused on

whether these students, those in ABT and Honors, could take GEN 200 during a subsequent semester. There seemed to be general agreement that this arrangement could work. Formal proposals for changing the courses will be introduced at a later meeting.

Mullen then briefly described the proposal for merging the undergraduate and graduate curriculum committees into a single Educational Policy and Curriculum committee. This has been approved by the Ag Faculty Council and will be voted on by all faculty this spring.

Mullen also reintroduced curriculum procedures to the group. This included a new checklist for programs to use to ensure that their proposals are ready for evaluation at the College. Input for the checklist was requested, none given. Mullen will send out to all directors and chairs as soon as possible.

Finally, the group discussed internships and their use in programs. There is some support for the idea that an internship should work in Specialty or Professional support. There was also discussion of the process for students arranging internships and whether the College (i.e., Associate Dean) should have to approve these. In fact, programs in HES are already controlling their own internship processes, and have been successful. Mullen asked members of the committee to provide written comments on internship processes for future discussion.

The meeting was adjourned.