



**FULTON SCHOOL  
CURRICULUM REFORM**



*Invigorating the Liberal Arts*

August 17, 2007

Dear Fulton School colleagues:

As we in SU's Fulton School of Liberal Arts begin, School-wide, to transform our overall curriculum and virtually every course therein, there has truly never been a more exciting time to be a Fulton faculty member. The comprehensive reform we are undertaking represents, without a doubt, the most important project in the School's history. It is, indeed, nothing short of revolutionary. In fact, as the reform proposal suggests, the work we do together now and in the coming months and years promises to "*invigorate the liberal arts* at SU and *revolutionize* how both students *and* faculty work—*and work together*—in the Fulton School setting." That's quite a goal, quite a task, and quite an opportunity, but we, as a School, are up to all three.

Switching to the 4-credit course model, revising our various programs' curricula and enhancing our courses, launching our pilot programs, and preparing the way for the launch of the rest of the School will indeed take some heavy lifting, but we, as a serious, dedicated, thoughtful and most collegial academic community, will all lift together and get the job done for the benefit of both current SU students who will witness the front edge of the reform and for those, in years to come, who will only know a reformed Fulton School.

We thank you in advance for your work on this historic project.

Sincerely,

Connie L. Richards  
Interim Dean, FSLA

Keith H. Brower  
Associate Dean, FSLA

# **Fulton Curriculum Reform Web Site:**

**[www.salisbury.edu/fulton/currref/](http://www.salisbury.edu/fulton/currref/)**

**Please visit often during the coming months for all the latest in FCR news and updates, as well as to access useful documents and forms.**

**(Most items and materials discussed at the August Workshops may also be found on the Web site.)**

## **The Fulton Curriculum Reform Summer Group**

Below is a list of Fulton faculty who have worked on curriculum reform this summer as members of the Fulton Curriculum Reform Summer Group. They have participated in a Group workshop in June, worked individually and within department teams on course reform and departmental reform issues, met as a whole to share ideas, questions and concerns, and otherwise worked toward the August workshops/department meetings, in which they will be active participants. Their role in the Fulton reform does not end with the summer, however, the Group's name notwithstanding, as they will serve as both department- and school-wide reform shepherds, gurus and resource people during the reform process of the next several months.

They are:

Richard Bowler  
Gregory Cashman  
Grace Clement  
Linda Cockey  
Cynthia Cooper  
Elizabeth Curtin  
Louise Detwiler  
Ursula Ehrhardt  
Gregory Ference  
Lance Garmon  
James Hatley  
James Hill  
Natalie Hopson  
Bryan Horikami  
Diane Illig  
Jackie Chooi-Theng Lew  
Jason McCartney  
Lucy Morrison  
Darrell Mullins  
Michael O'Loughlin  
Maarten Pereboom  
Judith Pike  
Elizabeth Ragan  
Robert Smith

## **SU-based Enhancement Option Experts/ Resources**

The following members of the SU community are experts/resources regarding the Futon Course Enhancement Options listed below; most will be featured speakers at the August Workshops:

### ***Enhancement Option #2: Undergraduate Research and Information Literacy***

Mr. Stephen Ford  
Information Literacy/Education Librarian  
BL 128  
Ext. 85972  
saford@salisbury.edu

### ***Enhancement Option #3: Technology***

Ms. Melissa Thomas  
Instructional Designer, Teaching and Learning Resources  
BL 0101A  
Ext. 36510  
mdthomas@salisbury.edu

### ***Enhancement Option #5: Service Learning/Civic Engagement***

Dr. George Whitehead (Service Learning)  
Professor of Psychology  
ShoreCorps/PALS (AmeriCorps) Project Director  
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Dr. Harry Basehart (Civic Engagement)  
Professor of Political Science  
Co-Director, PACE  
FH 256  
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Dr. Fran Kane (Civic Engagement)  
Professor of Philosophy  
Co-Director, PACE  
PH 201  
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### ***Enhancement Option #6: International Education/Cultural Enrichment***

Dr. Brian Stiegler (International Education)  
Director, Center for International Education  
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Ms. June Krell-Salgado (Cultural Enrichment)  
Director, Cultural Affairs  
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**PROPOSAL FOR COMPREHENSIVE CURRICULUM REFORM  
IN SALISBURY UNIVERSITY'S  
FULTON SCHOOL OF LIBERAL ARTS**

**March 7, 2007**

***The Basic Proposal***

The Fulton School of Liberal Arts proposes that Fulton become a *4-credit course* school in order to provide *all* Salisbury University students taking Fulton courses with an *enhanced, deeper, more focused, more engaged, and more rigorous learning experience* than we are able to offer them now in the more traditional 3-credit model and with our faculty teaching four such courses a semester. We also believe that adoption of the 4-credit model and the changes in both student and faculty focus would *invigorate the liberal arts* at SU and *revolutionize* how both students and faculty work—and work together—in the Fulton School setting.

The proposed Curriculum Reform consists of two basic changes:

1. Adding enhancements to our current 3-credit courses that meet COMAR regulations for 4-credit courses;
2. Adjusting the Fulton School portion of General Education (currently Groups I and II) to accommodate 4-credit courses within our school and to reduce the credits required in these categories from 30 to 26-28.

This proposal has evolved over the past year and is the result of extensive discussions both within and outside of the Fulton School, including:

- a Fulton Select Committee on Comprehensive Curriculum Reform that met over summer 2006 and presented a written plan to the Fulton School in August 2006.
- a Fulton School vote (100 for; 25 against) to adopt curriculum reform.
- a Fulton School Special Operations Committee (with representation from the Provost's Office) to address procedural issues and to prepare the path for curriculum reform
- a series of fall 2006/spring 2007 meetings with our colleagues in other schools to assess the impact of this change on their programs and students, and a concerted attempt to work together to resolve any difficulties posed by Fulton curriculum change.

Since fall semester 2006 the Fulton Special Operations Committee has also been guided by and working with the University Curriculum Committee in an attempt to establish a process, in the absence of written rules, for the large-scale curricular changes we seek.

At the heart of the Fulton School Curriculum Reform is a truly enhanced, more rigorous and distinctive learning/teaching experience for both students and faculty involved in Fulton Gen Ed courses, minors, and majors at Salisbury University.

**Changes for Students:** The 4-credit course model would both allow and oblige students to concentrate and engage more deeply in each individual course, and in many cases not just execute significantly more work in each course, but do significantly more independent or otherwise out-of-class work, particularly the kind focused on higher level critical thinking (analysis, synthesis, evaluation), and advanced reading and writing exercises, the very areas in which the School of Liberal Arts should be strongest, but the same very areas in which Salisbury University students need the most improvement.

**Changes for Faculty:** The 4-credit course model would require a redistribution of faculty energy that would reconfigure, but not reduce, faculty teaching load and expectations. In fact, the teaching expectations would increase per course in light of the additional hour of credit. Revising courses would oblige faculty to rethink how they teach existing courses and to employ content and methodologies pertinent to specific learning styles and outcomes necessary to 21<sup>st</sup> century students. Teaching these 4-credit courses with their additional assignments would require faculty to interact more with students on a one-to-one basis and to mentor individual students, especially through the enhancement-related assignments and in keeping with SU's focus on student-centeredness.

#### ***The Reform to 4-credit Enhanced Courses***

**The 4-credit course curricula:** The Fulton Curriculum Reform calls for virtually all Fulton courses to be offered as 4-credit courses. Current 3-credit courses would be *enhanced* and converted to 4-credit courses by implementing one or more COMAR-compliant enhancement options approved by the UCC on January 18, 2007:

1. Increased course content and/or collateral readings
2. Undergraduate Research and Information Literacy
3. Technology
4. Higher Level Critical Thinking Exercises (analysis, synthesis and evaluation)
5. Service Learning/Civic Engagement
6. International Education/Cultural Enrichment
7. Additional hour(s) in class, lab or studio

(See Fulton Course Enhancement Menu in Appendix A for full enhancement descriptions.)

Any enhancements other than these in Fulton School courses would require specific approval through the formal curriculum review process.

Existing COMAR regulations, of course, apply to our proposed enhancements, as noted in 13B.02.02.16.C (.16 Graduation Requirements, C. Credit Hours). These are the same COMAR regulations that govern all current SU courses, from standard seat-time courses, to courses with labs, to independent studies, internships, undergraduate research courses and online instruction. In particular, COMAR regulations state:

1. An institution shall award one semester hour of credit for:
  - a. A minimum of 15 hours, of 50 minutes each of actual class time,

- exclusive of registration, study days, and holidays;
- b. A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days, and holidays;
  - c. A minimum of 45 hours, of 50 minutes each of instructional situations **such as** [emphasis ours] practica, internships, and cooperative education placements, when supervision is ensured and learning is documented; or
  - d. Instruction delivered by instructional television (ITV) or other electronic media based on the equivalent outcomes in student learning in §C (1)(a) of this regulation, and **may include** [emphasis ours] a combination of telelessons, classroom instruction, student consultation with instructors, and readings, when supervision is ensured and learning is documented (*Consolidated USMH and UM Policies and Procedures Manual*).

Faculty may elect to enhance each course in one way or in a combination of these ways. In either case, courses must meet the COMAR-specified relevant time requirement for one-credit. Faculty selecting enhancements that fall under .16.C.1.c. or .16.C.1.d. must specify how they are supervising the instruction (supervision may take the form of direct contact, directed readings, conferencing, electronic communications, etc.) and how they are documenting the time students spend on these assignments.

The following chart indicates each proposed enhancement, its COMAR regulation and the additional course requirements *beyond* that of the current 3-credit course requirements. These relevant additional course requirements must be identified in Fulton syllabi in order for enhanced 4-credit courses to be COMAR compliant.

<b>Enhancement</b>	<b>COMAR Regulation</b>	<b>Requirements</b>
Increased course content and/or collateral readings	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Undergraduate Research and Information Literacy	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
Technology	(.16.C.1.d.)	Supervised instruction and documented learning through appropriate technology mediums.
Higher Level Critical Thinking Exercises (analysis, synthesis and evaluation)	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
Service Learning/Civic Engagement	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
International Education/Cultural Enrichment	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Additional hour(s) in class	(.16.C.1.a.)	Additional 15 hours per semester of supervised, documented learning.
Additional hour(s) in lab or studio	(.16.C.1.b.)	Additional 30 hours per semester of supervised, documented learning.

**Adjustment to General Education:** The 4-credit course model requires an adjustment to Groups I and II of the current General Education model. (See Appendix B for the full model.) General Education Groups I and II would be reorganized into Groups I, II, and III and would require *seven courses* overall, rather than the current ten, and 26-28 credits instead of 30. Group III has been added only in order to express the Gen Ed requirements in the simplest and clearest way possible. The addition of Group III has required that the final two groups of General Education requirements be renumbered (to Groups IV and V), but the requirements in these Groups have been unaltered.

The proposed changes to the current General Education Groups I and II are only those necessary to permit the adoption of 4-credit, enhanced courses in the Fulton School. It is *not our intention to change Gen Ed, either in its philosophy or its distribution.*

The proposed changes are in accordance with and guided by SU's General Education Student Learning Principles and Goals. Fulton course enhancements would focus on the skills, knowledge, and dispositions SU has identified as General Education Student Learning Goals—including, and in particular, critical thinking, command of language, social responsibility, and intellectual curiosity. We believe that the enhanced courses made possible through this adjustment to General Education requirements will *better* serve and promote University principles and goals than do the current General Education requirements.

### **Reform and the Approval Process**

Members of the Fulton committee have met and communicated regularly with the UCC since November 2006 concerning how and when to proceed toward both approval and target dates for implementation. The following, in consultation with UCC, was decided:

- That four 4-credit-course-based reform “starter” programs would present themselves to UCC for approval in February/March for a Fall 2007 launch. (These programs are Art, Philosophy, Political Science, and Spanish.)
- That given the extreme amount of paperwork to revise all Fulton School courses, a steam-lined curriculum approval process, suggested and approved by the University Curriculum Committee, would be in effect for this approval process. In March 2007, the Fulton School also agreed to provide sample enhanced course syllabi (or addenda to current syllabi) as part of this proposal to the UCC, as well as to provide enhanced course syllabi for all Fall 2007 courses offered by the four “starter” programs, in time for the FCC and UCC to review them before the end of the current semester (with specific due-dates to be decided by the FCC and UCC).
- That Fulton would propose its Gen Ed adjustments to UCC for consideration/approval in February/March for a Fall 2008 launch.

The above scenario, assuming both the “starters” and Gen Ed are approved, would allow the four Fulton starters to begin in Fall 2007, give the University a year to prepare on several fronts

(catalog, PeopleSoft, etc.) for the new Gen Ed requirements, and pave the way for the remainder of the Fulton departments, programs and courses to go through the approval process in 2007-2008, in order to be ready for implementation in Fall 2008.

### **Fulton Curriculum Reform as an Evolving Process**

While the Fulton curriculum reform began as a product of the Fulton School itself, virtually every aspect and detail of the reform—from the size of majors and minors to both the overall model and the minutiae of the proposed General Education adjustments—has been developed, even *forged*, via research, consultation and ongoing conversations with our colleagues across campus. Dean O'Rourke presented the other SU deans with a copy of the Fulton Select Committee's August report in late August. Fulton representatives met with UCC in November 2006 and were advised by the UCC to arrange meetings with our colleagues in other schools to present our proposal and to solicit responses and concerns to be addressed. We have followed this recommendation, and have met with the following groups between December and February:

- the full Seidel School
- the Education Department
- the K-12/SCED Committee in Seidel
- the ELED Committee
- the Social Work Department
- the Health, Physical Education and Human Performance Department
- the Perdue School department chairs
- the Henson School curriculum reform group
- the Nursing department chair
- the Henson School department chairs (twice)

Through these meetings, we have given our colleagues the opportunity to raise concerns—as they have—so that Fulton plans could be adjusted—as they have—to ensure that the proposed changes have minimal to no adverse impact (mostly regarding additional overall credits) on non-Fulton programs.

In fact, the Gen Ed adjustments proposed here are a direct and very deliberate product of the aforementioned meetings and concerns expressed therein. We have heard our colleagues, in other words, and have responded, specifically, with this particular model, and we have shared it with them in recent weeks. We appreciate their insight and suggestions that brought us to this model. This said, we expect and welcome further ongoing discussion with our colleagues across campus concerning other details and special accommodations, as warranted and necessary, with respect to other areas of our reform. In other words, even if the overall reform is approved by virtue of the approval of the proposed Gen Ed adjustments, we expect and intend to work with our colleagues to make the reform work for all students in all programs; we, again, expect and welcome that.

## **Addressing Some General Concerns**

We understand that colleagues, especially those who have not been directly involved in the collaborative process that has resulted in this proposal, may have particular concerns about the implications of Fulton curriculum reform. To respond to three frequently expressed concerns:

- Will 4-credit Fulton courses increase the number of General Education credits?

No. The proposed General Education model differs from earlier versions in that it actually *reduces* the credit total in the reorganized Groups I, II, and III to 26-28 credits (depending on how students choose to fulfill sub-groups IIIB and IIIC). This is a major concession on Fulton's part and takes the previous potential "burden" of the Fulton reform (the extra two Gen Ed credits) off of non-Fulton schools and programs and places it squarely on and in Fulton, as we sacrifice credits and "turf" within Gen Ed in favor of the reform. Why are we willing to do this? Because we feel that this reform and its benefit to all SU students taking Fulton courses, minors and majors are more important than Fulton credits and "turf"—thus we willingly give away both in the proposed model in order to make the Gen Ed adjustments therein work campus-wide.

- Will 4-credit Fulton courses and reconfigured Fulton faculty teaching loads mean that Fulton will receive additional faculty that might otherwise have gone to the three other schools?

Working closely with the Office of University Assessment and Reporting last summer, we originally estimated that the proposed Fulton reform, and in particular its resulting 3/3 teaching load for full-time faculty, might require 7-12 FTE faculty (that is, a mix of full-time and adjunct faculty) across the School, most of them phased in during the second or third year of a three-year period. This figure was based on expanding General Education Groups I and II from 30 to 32 credits; however, the current General Education model we are proposing actually reduces these credits to 26-28. This reduction in overall Fulton credits, even with reconfigured teaching loads for full-time Fulton faculty, will also significantly reduce and perhaps eliminate the need for reform-related staffing increases. We anticipate that any additional staff will most likely not hold tenure-track lines.

- Are 4-credit English composition, arts/humanities and social sciences courses in compliance with COMAR?

Yes, the proposed adjustments are in compliance with COMAR. Enhanced Fulton courses will meet the COMAR-specified relevant time requirement for one credit.

### ***Implementation and Assessment***

#### **Communicating the Reform to Fulton Majors and Minors and Transition Issues**

Pending approval of the proposed Fulton curriculum reform and the proposed General Education model, all Fulton School departments will notify their majors and minors in writing regarding the impending change. Additionally, Fulton faculty advisors will address these changes with

advisees during program planning. Notices will be posted on departmental websites and on major checklists. In short, we will make every effort to notify our students of the curricular changes and work to make the adjustment seamless for them.

ENGL 102 and some sections of HIST 101 and HIST 102 would continue to be offered as 3-credit courses for students in transition from the old to the new curriculum, and would carry General Education credit.

Students who have initiated majors or minors in one of the four starter programs of Art, Philosophy, Political Science or Spanish under previous catalogs would be advised and aided by chairs and advisors in the programs in question so they could make a smooth transition from the old version of the program to the new. The other Fulton programs would provide the same help with transition to their majors and minors as soon as they come on line in fall 2008. (For more on students in transition, see Appendix D.)

### **Communicating the Reform to Students in Fulton School Courses**

All Fulton School course syllabi will contain a universal statement regarding Fulton enhanced courses. This statement, to be carefully prepared and approved by Fulton School chairs, shall reflect the nature of enhanced courses, the workload and assessment of the enhancements.

### **Transfer Issues**

Throughout our reform process of meeting with departments across campus, legitimate concerns were raised about effects on transfer students. Our re-revised general education model addresses many of those concerns. Our proposed general education model lists Fulton general education categories I, II, III in terms of total courses, instead of in terms of courses *and* necessary credits per category, as was earlier proposed. We believe that this change makes Fulton curriculum reform more transfer student friendly and will allow for transfer students to fulfill category requirements without converting one-to-one credits. Student will obviously still have to satisfy general education category requirements as well as obtain the minimum 120 credits for degree conferral.

**The appropriate principle to guide transfer policies is that students should not be unfairly disadvantaged by or discouraged from entering SU's enhanced curriculum in the midst of their studies.** As such, Fulton met with SU transfer specialist, Assistant Director of Admissions, Melissa Ashcraft, early on within our review of curriculum reform. Since our meeting, Melissa has been in contact with other four-credit institutions, such as St. Mary's College of Maryland, in order to gain insight as to how those institutions transfer three-credit courses into a four-credit system. Our departments will work with Melissa on her review of transfer equivalencies to ensure that transfer students are given fair consideration for course transferability. We want to continue to be certain that transfer students are given appropriate credit for the courses they have completed and work to provide these students with a smooth transition into SU's curriculum. If our curriculum proposal is approved, we recognize that there will need to be several follow-up meetings with Melissa and Admissions, Registrars and others regarding articulation agreements, People Soft impacts, ARTSYS updates and more. Additionally, upon approval, we will notify

advising coordinators from feeder community colleges of curriculum changes to ensure potential future SU students are notified and advised accordingly. (For more on transfer issues, see Appendix D.)

### **Accountability and Assessments**

All Fulton School departments have agreed to include at least one question regarding course enhancements on their student evaluation forms, making the enhancement part of the annual review process. Additionally, the Fulton Dean and department chairs will require faculty to indicate how they have enhanced their courses in their annual self-evaluations, and how well they have enhanced their courses will form part of the criteria on which their teaching is evaluated for the year in question. Beyond this, though, the Dean will assign oversight of this matter either to each department chair and/or to a department sub-committee that will establish further ways in which faculty both demonstrate how they are enhancing their courses, as existing 3-credit courses gradually continue to “roll out” as enhanced 4-credit courses in the coming few years, and share ideas and success stories with one another in the process. If the Fulton Dean and Chairs judge it to be necessary, a School-wide oversight committee will also be established.

In addition to assessing the enhancements of individual courses, Fulton is committed to assessing the *outcomes* of this curriculum change on each program as a whole. All departments will revisit their current program assessment plans and make appropriate adjustments, perhaps first by establishing how much better majors in the programs perform when measured against current outcome expectations (that is, for example, by determining how many more, and a higher percentage of, our majors reach the levels of expectations in our current plans), and then resetting expectations, and perhaps even establishing new ones, as we see the knowledge, expression, and abilities of our majors evolve with via their experience with our enhanced programs.

The bottom line is that Fulton seeks to provide students with an enhanced learning experience, and enhanced learning, period, through our revised courses and programs, and we are committed to delivering this experience, to assuring that it is, indeed, being delivered by our faculty, and, ultimately, that it is, most importantly, producing enhanced results in our students.

### **Conclusion**

While this Fulton School initiative has involved significant time and energy, we have willingly devoted ourselves to it with an eye towards providing Salisbury University students with a better education than we are currently giving them. We appreciate Dean O'Rourke's leadership and belief that we can both embrace tradition and improve upon age-old traditions, including how we teach 21<sup>st</sup> century students at this university. While some may doubt that real transformation will take place, we do not. We desire it and stand ready to do the difficult work necessary to produce an academic environment befitting Salisbury University—or what it could become.

**APPENDIX A:**

**FULTON SCHOOL CURRICULUM REFORM  
Course Enhancement Menu**

The proposed Fulton School Curriculum Reform seeks to increase nearly all of the Fulton School courses from three credits to four. The intent of the four-credit courses is to increase our academic standards and adjust them upward by adding *one or more* of the following enhancements to the current three-credit courses. The following current enhancement menu specifies seven types of course enhancements, scaled back from the ten types of enhancements specified in the earlier version of the enhancement menu. This revision has resulted from extensive discussions of the menu both within and beyond the Fulton School.

**One-credit Course Enhancements:**

1. **Increased course content and/or collateral readings** (*e.g.*, more primary, secondary and/or supplemental readings).
2. **Undergraduate Research and Information Literacy** (*e.g.*, assignments that fulfill department programmatic approaches to undergraduate research and information literacy, systematically building students' research and writing skills throughout their majors).
3. **Technology** (*e.g.*, instructor-developed content, commercially developed course packs, digital audio (podcasting), video demonstrations, chat rooms, course blogs, individual WebCT tutoring, teleconferences with students at other campuses or international groups, field research, student-authored independent research).
4. **Higher Level Critical Thinking Exercises** (*e.g.*, assignments that specifically develop analysis, synthesis and evaluation, as opposed to lower-level critical thinking exercises that target knowledge, comprehension and application).
5. **Service Learning/Civic Engagement** (*e.g.*, assignments which place students in leadership positions to conceive of and implement programs that they know will benefit others; assignments which will involve students in developing good civic dispositions, as suggested in the 2006 *Middle States Report*).
6. **International Education/Cultural Enrichment** (*e.g.*, spring break study/experience abroad, museum visits, cultural experiences within our geographical area).
7. **Additional hour(s) in class, lab or studio.**

**APPENDIX B:**

**General Education Model for Fulton Curriculum Reform**

**Group I—English Composition and Literature (2 courses)**

Complete the following two courses:

- A. ENGL 101 .....4 credits
- B. One literature course (in either English or Modern Languages).....4 credits

**Group II- History (2 courses)**

Complete two History courses:

- A. HIST 101, 102, or 103 .....4 credits
- B. HIST 101, 102, 103, OR a History course above 103 .....4 credits

**Group III- Humanities and Social Sciences (3 courses)**

Complete one course from each of the following three groups. The three courses must come from three different departments:

- A. Select **one** course from Art, Communication/Theatre Arts, Dance, Modern Languages, Music, or Philosophy.....4 credits
- B. Select **one** course from Anthropology, Economics, Human Geography (NOT Physical Geography), Political Science, Psychology, Sociology/Conflict Analysis and Dispute Resolution .....3-4 credits
- C. Select **one** course from either group A or group B ..... 3-4 credits

**Group IV-Natural Science, Math, and Computer Science (4 courses)**

- A. Select **two** courses with laboratories from at least two of the following four areas: Biology, Chemistry, Geology-Physical Geography, Physics.
- B. Select **one** course (need not include a lab) from Group IV A or Computer Science or Mathematics: Biology, Chemistry, Environmental Health Science, Geology-Physical Geography, Physics, Computer Science, or Mathematics.
- C. Select **one** math course.

**Group V-Health Fitness (1 course)**

Complete PHEC 106 Personalized Health/Fitness .....3 credits

## **APPENDIX C:**

### **Proposed Changes to the SU Catalog**

Place on Catalog page 83, between "School Information" and "Departments"

#### **The School's New "Enhanced" Curriculum**

Fall 2007 opens a new era in the curriculum of the Fulton School of Liberal Arts, as the School begins to move from a 3-credit course model to a 4-credit course model. The purpose of this change is to provide students with an *enhanced*, more rigorous, more focused and deeper learning experience in Fulton courses, including General Education, majors and minors.

Accomplishing this requires redesigning the curricula of all Fulton programs. It also requires converting most of the School's existing 3-credit courses into 4-credit courses via the incorporation of one or more "enhancements" that will both raise the credit value and the performance expectations associated with the courses in question. Enhancements in one or more of the following areas will be either added to or woven into existing 3-credit courses that become 4-credit courses in Fulton's new curriculum:

*Increased course content and/or collateral readings*

*Undergraduate Research and Information Literacy*

*Technology*

*Higher-level Critical Thinking Exercises*

*Service Learning/Civic Engagement*

*International Education/Cultural Enrichment*

*Additional hour(s) in class, lab or studio*

(A more detailed menu of potential course enhancements can be found on page....)

Fulton courses that feature these enhancements are identified in this catalog by the inclusion of the phrase "Three hours per week with enhancement" in their description.

The new Fulton curriculum begins in Fall 2007 in four programs—Art, Philosophy, Political Science and Spanish—and will be proposed in all other Fulton programs in Fall 2007 for implementation in Fall 2008. Beginning in 2007-2008 students who have initiated majors or minors in Art, Philosophy, Political Science or Spanish under previous catalogs will be advised and aided by chairs and advisors in the programs in question so they may make a smooth transition from the old version of the program to the new version. The other Fulton programs will provide the same help with transition to their majors and minors as soon as they come on line in Fall 2008.

## APPENDIX D:

### Fulton Curriculum Reform Students in Transition

Beginning in 2007-2008, students who have initiated majors or minors in Art, Philosophy, Political Science or Spanish (referred to below as the Starter Programs) under previous catalogs will be advised and aided by chairs and advisors in the programs in question so they may make a smooth transition from the old version of the program to the new version. Students who have initiated these majors or minors at community colleges or other institutions with 3-credit-course curricula before transferring to Salisbury University will receive similar advice and aid. **The principle to guide these transition processes is that students should not be unfairly disadvantaged by or discouraged from entering SU's enhanced curriculum in the midst of their studies.** Chairs will need to work with students on a case-by-case basis, and perhaps issue waivers in particular situations, to ensure that students are not disadvantaged by the curriculum change. Some general considerations and guidelines follow:

**1. SU students in transition:** For the first 3-4 years after the Starter Programs begin the 4-credit course curriculum in fall 2007, there will be a number of SU students in transition from the 3-credit to the 4-credit course curriculum. Students who began their studies at SU before fall 2007 will be able to choose between the current catalog and the new catalog.

**Using the Old Catalog:** The current curriculum specifies requirements in terms of *both credits and courses*. (For example, in the case of Philosophy, 33 credits and 11 courses are currently required for the major.) Students in transition who choose to use the current (old) catalog will be expected to meet its credit and its course requirements. Because only 4-credit courses will be available in the Starter Programs as of fall 2007, meeting this course requirement may mean that students must take more than this credit requirement. (For instance, a Philosophy major who has taken five Philosophy courses prior to fall 2007 would be required to take six more Philosophy courses to complete the major, for a total of 39 credit hours.)

**Using the New Catalog:** The new curriculum specifies requirements in terms of *courses*. (For example, in the case of Philosophy, 10 courses are required for the major.) Students in transition who choose to use the new catalog will be expected to meet its course requirements. In this case, taking the required number of courses may result in fewer total credit hours in the major than would be the case for students who took all 4-credit courses in the major. (For instance, a Philosophy major who has taken five Philosophy courses prior to fall 2007 would be required to take five more Philosophy courses to complete the major, for a total of 35 credit hours.)

**2. Transfer Students:** A permanent feature of this curriculum change will be the transfer students entering SU from institutions with 3-credit course curricula. These students may choose to use the catalog in effect during the semester they were matriculated at a Maryland community college, or they may choose to use the new SU catalog.

**Using the Old Catalog:** The current curriculum specifies requirements in terms of *both credits and courses*. (For example, in the case of Philosophy, 33 credits and 11 courses are currently

required for the major.) Transfer students who choose to use the current (old) catalog will be expected to meet its credit and its course requirements. Because only 4-credit courses will be available in the Starter Programs as of fall 2007, meeting this course requirement may mean that students must take more than this credit requirement. (For instance, a Philosophy major who transfers in two Philosophy courses would be required to take eight more Philosophy courses to complete the major, for a total of 38 credit hours.)

**Using the New Catalog:** The new curriculum specifies requirements in terms of *courses*. (For example, in the case of Philosophy, 10 courses are required for the major.) Transfer students who choose to use the new catalog will be expected to meet its course requirements. In this case, taking the required number of courses may result in fewer total credit hours in the major than would be the case for students who took all 4-credit courses in the major. (For instance, a Philosophy major who has transferred in two Philosophy courses would be required to take eight more Philosophy courses to complete the major, for a total of 38 credit hours.)

## **Fulton School Curriculum Reform: A Brief Summary**

Dr. Grace Clement (Philosophy) and Dr. Keith Brower (Modern Languages)

**The Faculty Senate endorsed the University Curriculum Committee's approval of two facets of the comprehensive curricular reform in the Fulton School:**

1. The establishment of three "pilot" programs (Art, Philosophy, and Political Science) that will replace 3-credit courses with enhanced, 4-credit courses.
2. The adjustment of the Fulton School portion of General Education, currently Groups I and II, in order to accommodate 4-credit courses within our school and to reduce the credits required in these categories from 30 to 26-28.

The pilot programs will begin in fall 2007; the change in General Education will become effective in fall 2008.

### **Some Background:**

- The University Curriculum Committee and the Provost have determined that the proposed course enhancements are consistent with COMAR Regulations.
- The Provost has stated that curriculum reform will proceed if, and only if, the costs are manageable.
- The changes in General Education are modest and are designed simply to accommodate curriculum reform in the Fulton School. General Education Groups I and II will be reduced from the current ten courses and 30 credits to seven courses and 26-28 credits.
- The Fulton School is providing syllabi for all "enhanced" courses to the University Curriculum Committee; comprehensive reform has not received special consideration.
- 80% of Fulton School faculty voted in November in favor of the reform initiative (100 to 24; one abstention).

### **Course Enhancements and COMAR (Code of Maryland Regulations)**

Fulton courses will be converted to 4-credit courses by implementing one or more of the following enhancement options:

1. Increased course content and/or collateral readings
2. Undergraduate Research and Information Literacy
3. Technology
4. Higher Level Critical Thinking Exercises (analysis, synthesis and evaluation)
5. Service Learning/Civic Engagement
6. International Education/Cultural Enrichment
7. Additional hour(s) in class, lab or studio

Following COMAR regulations, course enhancements will require one extra hour per week of class time, *or* two extra hours per week of studio time, *or* three extra hours per week of supervised, documented learning outside the classroom.

## Changes to Fulton School portion of General Education, Groups I and II

### Current General Education, Groups I and II, 30 credits/10 courses

#### GROUP I - 15 HOURS/5 COURSES

- |    |  |   |       |
|----|--|---|-------|
| A. | English 101  | 3 | _____ |
|    | English 102  | 3 | _____ |
|    | LITERATURE (in English or Mod. Languages)  | 3 | _____ |
| B. | Art, Communication and Theatre Arts, Dance,<br>Modern Languages, Music, Philosophy<br>(6 hours from at least <b>two</b> departments) |   |       |
|    | _____  | 3 | _____ |
|    | _____  | 3 | _____ |

#### GROUP II - 15 HOURS/5 COURSES

- |    |   |   |       |
|----|---|---|-------|
| A. | History 101   | 3 | _____ |
|    | History 102   | 3 | _____ |
| B. | <b>Nine credits hours from three of the following departments:</b> Anthropology, Economics, ENVR<br>150, History, Human Geography, Political Science, Psychology, Sociology/Conflict Analysis and<br>Dispute Resolution |   |       |
|    | _____   | 3 | _____ |
|    | _____   | 3 | _____ |
|    | _____   | 3 | _____ |

### Proposed Changes to General Education, Groups I and II, 26-28 credits/7 courses

#### Group I—English Composition and Literature (2 courses)

- |    |  |   |         |
|----|--|---|---------|
| A. | ENGL 101.....  | 4 | credits |
| B. | One literature course (in either English or Modern Languages)..... | 4 | credits |

#### Group II—History (2 courses)

- |    |   |   |         |
|----|---|---|---------|
| A. | HIST 101, 102 or 103.....                             | 4 | credits |
| B. | HIST 101, 102, 103 or a History course above 103..... | 4 | credits |

#### Group III—Humanities and Social Sciences (3 courses)

Complete one course from each of the following three groups. The three groups must come from three different departments.

- |    |  |     |         |
|----|--|-----|---------|
| A. | Select one course from Art, Communication/Theatre Arts, Dance,<br>Modern Languages, Music, or Philosophy.....  | 4   | credits |
| B. | Select one course from Anthropology, Economics, Human Geography<br>(NOT Physical Geography), Political Science, Psychology,<br>Sociology/Conflict Analysis and Dispute Resolution..... | 3-4 | credits |
| C. | Select one course from either group A or group B.....  | 3-4 | credits |

## FULTON SCHOOL CURRICULUM REFORM Course Enhancement Menu/COMAR Regulations

### *Course Enhancement Menu*

The proposed Fulton School Curriculum Reform seeks to increase nearly all of the Fulton School courses from three credits to four. The intent of the four-credit courses is to increase our academic standards and adjust them upward by adding *one or more* of the following enhancements to the current three-credit courses. The following current enhancement menu specifies seven types of course enhancements, scaled back from the ten types of enhancements specified in the earlier version of the enhancement menu. This revision has resulted from extensive discussions of the menu both within and beyond the Fulton School.

### **One-credit Course Enhancements:**

1. **Increased course content and/or collateral readings** (*e.g.*, more primary, secondary and/or supplemental readings).
2. **Undergraduate Research and Information Literacy** (*e.g.*, assignments that fulfill department programmatic approaches to undergraduate research and information literacy, systematically building students' research and writing skills throughout their majors).
3. **Technology** (*e.g.*, instructor-developed content, commercially developed course packs, digital audio (podcasting), video demonstrations, chat rooms, course blogs, individual WebCT tutoring, teleconferences with students at other campuses or international groups, field research, student-authored independent research).
4. **Higher Level Critical Thinking Exercises** (*e.g.*, assignments that specifically develop analysis, synthesis and evaluation, as opposed to lower-level critical thinking exercises that target knowledge, comprehension and application).
5. **Service Learning/Civic Engagement** (*e.g.*, assignments which place students in leadership positions to conceive of and implement programs that they know will benefit others; assignments which will involve students in developing good civic dispositions, as suggested in the 2006 *Middle States Report*).
6. **International Education/Cultural Enrichment** (*e.g.*, spring break study/experience abroad, museum visits, cultural experiences within our geographical area).
7. **Additional hour(s) in class, lab or studio.**

### ***COMAR Regulations***

The following chart indicates each proposed enhancement, its COMAR regulation and the additional course requirements *beyond* that of the current 3-credit course

requirements. These relevant additional course requirements must be identified in Fulton syllabi in order for enhanced 4-credit courses to be COMAR compliant.

<b>Enhancement</b>	<b>COMAR Regulation</b>	<b>Requirements</b>
Increased course content and/or collateral readings	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Undergraduate Research and Information Literacy	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
Technology	(.16.C.1.d.)	Supervised instruction and documented learning through appropriate technology mediums.
Higher Level Critical Thinking Exercises (analysis, synthesis and evaluation)	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
Service Learning/Civic Engagement	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
International Education/Cultural Enrichment	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Additional hour(s) in class	(.16.C.1.a.)	Additional 15 hours per semester of supervised, documented learning.
Additional hour(s) in lab or studio	(.16.C.1.b.)	Additional 30 hours per semester of supervised, documented learning.

**FULTON SCHOOL CURRICULUM REFORM  
TIMELINE AND IMPLEMENTATION PLAN**

**Summer 2007**

- June 13:** Fulton faculty receive summer letter about Fulton Curriculum Reform and August workshops
- June 14:** Fulton Curriculum Reform Summer Group Workshop
- June 15:** Critical Thinking Workshop, Scarborough Leadership House, 12:30 -3:30.
- June 27** Summer Group meets
- July 11** Summer Group meets
- August 1** Summer Group meets
- August 17, 20-21:** Fulton Faculty Course Enhancement and Program Design Workshops. A portion of the workshop will be devoted to hands-on syllabi revisions in preparation for the fall deadlines.

**Summer 2007 Fulton Curriculum Reform Committee**

The Summer 2007 Fulton Committee shall consist of Fulton chairs and faculty who will be paid a stipend for their work.

**Committee Charge:** This committee will participate in training sessions and help design a menu of materials specific to their departments for the course enhancement process. Additionally, committee members will design departmental plans for infusing critical thinking and undergraduate research/information technology within their programs. They will also participate in the August 2007 three-day workshop and will serve as curriculum reform mentors within their departments throughout AY 2007-2008.

## Fall 2007

### Fall 2007: Materials due to Fulton Curriculum Committee:

Newly designed majors  
Newly designed minors  
All pilot program spring 2008 courses  
All non-starter fall 2008 courses

Due dates will be staggered for delivery to the Fulton Curriculum Committee. Departments with secondary education programs will be due first (with the exception of Music, which may need more time to resolve programmatic issues) because they also must pass through Seidel committees.

September 17	Spanish; pilot programs' spring 2008/fall 2008 courses
September 24	English
October 1	History
October 8	French, German, MDFL
October 15	SOCI/CADR; Psychology
October 22	Music; CMAT/Theatre

## Spring 2008

Due dates for spring 2009 Fulton courses:

January 28	Spanish; pilot program spring 2009
February 4	English
February 11	History
February 18	French, German, MDFL
February 25	SOCI/CADR; Psychology
March 3	Music; CMAT/Theatre

## ***FREQUENTLY ASKED QUESTIONS*** **CONCERNING FULTON CURRICULUM REFORM**

### **1. Why is the Fulton School reforming its curriculum, its curriculum delivery system, and its teaching load?**

The Fulton School is becoming a 4-credit course model school, with reformed curricula in every program, and a 3/3 (as opposed to 4/4) teaching load (see question #4 below for more details) so that the School might provide *all* Salisbury University students taking Fulton courses—via majors, minors, Gen Ed and electives—with an *enhanced, deeper, more focused, more engaged, and more rigorous learning experience* than we have been able to offer via the more traditional 3-credit course model and with our faculty teaching four such courses per semester.

As the School's March 2007 proposal states, “[w]e also believe that adoption of the 4-credit model and the changes in both student and faculty focus [will] *invigorate the liberal arts* at SU and *revolutionize* how both students *and* faculty work—and *work together*—in the Fulton School setting.”

### **2. What is the benefit for students?**

In a nutshell, and as stated above, the benefit for students will be an *enhanced, deeper, more focused, more engaged, and more rigorous learning experience*—that's what we are aiming for in each and every Fulton course and program with this reform. Students will take fewer Fulton courses across the board (see the question on Gen Ed/majors/minors below), *but* they will earn more credit for each one *and* have more opportunity to focus and engage themselves in each course. Virtually all Fulton courses will be *enhanced* and in many cases completely redesigned in a variety of ways that will allow students not only to experience *more course content* but, in many cases, to work with that content in *different* ways, frequently via *independent* out-of-class work. Also, Fulton faculty will teach fewer courses/sections per semester and have fewer overall students and will therefore be able to give the students they have more attention, via everything from more feedback on assignments to individual mentoring on research, writing and other work.

### **3. How and why will students be taking fewer Fulton courses?**

To accommodate the 4-credit course model, the English/History/Humanities/Social Sciences groups of SU's Gen Ed program have been collectively reduced from ten 3-credit courses, or 30 credits, to seven 4-credit courses, or 28 credits (or 26 or 27 credits, for students who might choose one or two non-Fulton, 3-credit Economics or Human Geography courses). The typical Fulton major will go from 12 courses (36 credits) to 10 courses (40 credits), while most Fulton minors will go from 6 courses (18 credits) to 5 courses (20 credits). Students will need to take fewer individual Fulton courses to earn the same number of credits (say, three 4-credit courses instead of four 3-credit courses to earn 12 credits), and in some cases (majors/minors), they will take *fewer* courses and

actually earn *more* overall credits. Bottom line, though, students—via majors, minors, Gen Ed—will take fewer Fulton courses; this should allow them to focus more on each one.

#### **4. What is the benefit for faculty?**

This reform is first and foremost about the benefit it brings to our students, but, clearly, an integral part of delivering the aforementioned benefit to our students is reconfiguring faculty teaching load. Instead of teaching four 3-credit courses/sections per semester, Fulton faculty will teach three 4-credit course/sections. Fulton faculty will teach both fewer courses/sections and fewer students per semester, and in most cases, though they will still teach 12 credits per semester, they will do so via 9 hours of in-class time (since it is anticipated that most faculty will enhance their classes from 3 credits to 4 via an option other than extra seat time). All of this will allow Fulton faculty to *focus* more on the courses/sections they teach and the students therein. This improved focus should help in everything from the development of new course content and innovations in pedagogy to the aforementioned additional attention to and mentoring of students.

#### **5. So this isn't a reduction in teaching load?**

It is a *reconfiguration* of teaching load, one that, particularly once faculty adjust to it, should benefit both students (the main target of the reform) and faculty alike, and in so doing further enhance the Fulton and SU academic communities.

#### **6. So this reform will require some adjustment?**

No doubt, and for both students and faculty. Students will not only need to adjust to courses that require more of them in general, but most courses will require much more independent work and learning on their part, and many courses will ask them to engage the content of the course in new and different ways, both in class and out. Faculty may initially find that the reconfiguration of teaching load requires more work per course than they anticipated, but the reduction of one course/section per semester, and the reduction in the number of students with whom they work, should absorb most of the extra work, even in the initial transition period. In the short-term, this will indeed be an adjustment for both current students and faculty, but in the long-term, this reform has the goal of revolutionizing, and in the positive, as the March 2007 proposal states, “how both students *and* faculty work—*and work together*—in the Fulton School setting.”

#### **7. When does the Fulton Curriculum Reform begin?**

It begins in fall 2007 with the launch of three “pilot” programs: Art, Philosophy and Political Science. The rest of Fulton is currently targeted to follow in fall 2008.

#### **8. When will the non-“pilot” Fulton departments and programs submit their reform paperwork?**

As currently planned, this will happen in fall 2007, following the timetable listed under “Documents” on this Web site.

### **9. What do I need to do, as a Fulton faculty member?**

In a nutshell, you need to participate in your department’s redesign of its curriculum/curricula, and you need to figure out how you will *enhance* the courses you regularly teach, as well as, perhaps, other courses, as determined by your department.

### **10. What does *enhancing* my courses mean?**

In the most basic sense, it means moving your courses from their current status and value (work- and credit-wise) as 3-credit courses to 4-credit courses, but you are encouraged to go beyond that and take this opportunity to revisit your courses and more fully redesign them (more on this below).

### **11. What are my options regarding *enhancing* my courses?**

You must choose one or more of the options listed in the *Fulton Curriculum Reform Course Enhancement Menu*, which appears below and elsewhere on the Fulton Curriculum Reform Web site:

#### **One-credit Course Enhancements:**

1. **Increased course content and/or collateral readings** (*e.g.*, more primary, secondary and/or supplemental readings).
2. **Undergraduate Research and Information Literacy** (*e.g.*, assignments that fulfill department programmatic approaches to undergraduate research and information literacy, systematically building students’ research and writing skills throughout their majors).
3. **Technology** (*e.g.*, instructor-developed content, commercially developed course packs, digital audio—podcasting—video demonstrations, chat rooms, course blogs, individual WebCT tutoring, teleconferences with students at other campuses or international groups, field research, student-authored independent research).
4. **Higher Level Critical Thinking Exercises** (*e.g.*, assignments that specifically develop analysis, synthesis and evaluation, as opposed to lower-level critical thinking exercises that target knowledge, comprehension and application).
5. **Service Learning/Civic Engagement** (*e.g.*, assignments which place students in leadership positions to conceive of and implement programs that they know will benefit others; assignments which will involve students in developing good civic dispositions, as suggested in the 2006 *Middle States Report*).
6. **International Education/Cultural Enrichment** (*e.g.*, spring break study/experience abroad, museum visits, cultural experiences within our geographical area).

7. **Additional hour(s) in class, lab or studio.**

The Menu cannot be read, however, nor can you consider which option(s) to choose, without also considering the State of Maryland COMAR regulations that determine how much student work/time is required in order to equal one additional credit hour for your course. Those student work/time requirements, as they correspond to each Enhancement Menu Option, are listed below. Keep in mind that the “Requirements” column speaks of the student work/time required for one credit, so *this work/time must be above and beyond what you would currently require in the 3-credit version of your course*. In all but the last two categories listed below (additional class, lab or studio time), the “additional hours” are out-of-class hours (notice that Technology lists no particular timeframe; Technology is most often employed as a vehicle for execution of one of the other enhancement options).

<b>Enhancement</b>	<b>COMAR Regulation</b>	<b>Requirements</b>
Increased course content and/or collateral readings	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Undergraduate Research and Information Literacy	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
Technology	(.16.C.1.d.)	Supervised instruction and documented learning through appropriate technology mediums.
Higher Level Critical Thinking Exercises (analysis, synthesis and evaluation)	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
Service Learning/Civic Engagement	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
International Education/Cultural Enrichment	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Additional hour(s) in class	(.16.C.1.a.)	Additional 15 hours per semester of supervised, documented learning.
Additional hour(s) in lab or studio	(.16.C.1.b.)	Additional 30 hours per semester of supervised, documented learning.

**12. What does “supervised, documented learning” mean in the COMAR grid?**

In the most basic sense, it means that you must make the assignment(s), you must monitor progress, as appropriate, and you must evaluate the student’s work (for example, via journals, papers, presentations, exams, etc.), *and* the work related to the enhancement(s) in question must be part of the course grade configuration, either via a separate grading category (or categories) or as a portion of multiple grading categories, or

both (whichever is most appropriate for the course). In general, the enhancement package of your course should represent 25% of the course grade.

**13. Let's say I choose Option #1: Increased Course Content and/or Collateral Readings. As I look at the 45-hour per semester requirement, how do I determine how many hours it will take my students to do the assignments I would make in this category?**

You have to use your best professional judgment. How long should it take for a student to do the assignments you would make in this category? Consider, very thoughtfully, the nature and difficulty of each of the assignments you would make, and, again, use your best professional judgment. Some students may take longer, and others may take less time, just as some students may do the assignment very well, and some may do it very poorly, in part based on the time they put into it, but how long *should* it take? That's the question you have to ask yourself, based on your years of experience. There is also a Web site that addresses this, in general terms. That site should be posted here very shortly, if you would like to refer to it.

**14. Let's say I choose three of the options that require the additional 45 hours of work/time. Even though I have chosen three such options, I'm really only aiming at a total of 45 hours, right, not 135 total hours?**

Right, if you choose three options that require 45 additional hours, you only need to fashion and divide the assignments in such way that you meet the 45 additional hours requirement. You might attach 15 additional hours to each option, or you, obviously, might distribute less evenly; whatever works best pedagogically and still gets your total to 45 additional hours.

**15. Is it possible that options might overlap, and if they do, how does the work/time count?**

It's very possible that options will overlap. It's possible, for example, that additional work assigned in a course might fit into *both* Option #1: Increased Course Content and/or Collateral Readings and Option #2: Undergraduate Research and Information Literacy, but the work/time involved (in this case toward the 45 additional hours total) would only count once.

**16. What if I choose two options that have different "additional hours" requirements, such as Option #1: Increased Course Content and/or Collateral Readings and Option #7: Additional class, lab or studio time?**

This will be pretty rare, as additional class time will usually (but not always) mean 15 hours (an extra hour per week), and that will take care of the entire 4<sup>th</sup>-credit piece of the pie for that course, and the same goes for additional lab/studio time (requiring 30 such hours), in most cases. It is possible, however, to have a mix of, say, the two options mentioned in the question, if the additional class/lab/studio time is less than the full-

semester required total, and in such cases, appropriate math considerations would come into play. If, say, a course had only seven additional class hours during the semester (essentially one extra hour every other week), it would only meet 47% of the COMAR requirement for that option (Option #7) and would need to get the other 53% from Option #1 (based on the scenario in the question), which it would do via 24 additional hours of Option #1-related work/time. This, again, would probably be a rare case, but it's certainly workable.

**17. Let's say I do a field trip of some kind that falls into the category of Option #6: International Education/Cultural Enrichment. How would that count in the COMAR requirements?**

In the first place, we must return to the premise that all of this work/time and activities we are talking about here, if they are to count toward the 4<sup>th</sup>-credit, no matter how much they may otherwise enhance your course, must be *above and beyond the work/time involved in a/the 3-credit version of the same course* (this doesn't mean that you can't incorporate such things into your course, in the spirit of the overall reform, even if they don't count toward the 4<sup>th</sup>-credit, but the question is related to the 4<sup>th</sup> credit piece). That said, with respect to field trips, say, to x museum in Washington, DC, for example, only the time spent in the museum and other time in which instruction/learning is involved (someone asked about holding class in the van on the way to the museum) would count. In other words, the time involved in the trip itself would not count (unless the instructor were, in fact, holding class in the van, and only that time of the trip would count). Lunch would not count, either, and so on. Time in the museum might count as lab time does (two hours equals one hour of class), depending, perhaps, on the actual level of instruction involved. Holding class in the van would almost certainly count as the equivalent of class time. Field trips, though, including trips abroad, while very much encouraged in the reformed curriculum and enhanced courses, are often bit of a mix regarding what times counts toward which COMAR regulations and how. Faculty considering this option are encouraged to contact their department chairs for help in determining how to figure the time and credit factors.

**18. Do I need to do anything to enhance my course(s) beyond adding x enhancement piece(s)?**

Technically, no, but you are strongly encouraged to incorporate the enhancement piece(s) and work associated with it/them into your course as fully as possible so that the enhancement isn't simply a "side-car" component to your formerly 3-credit course (though in some cases that may indeed be the best fit; it depends on the course). Also, the Fulton reform presents an opportunity to rethink our courses, whether we have been teaching them for two years or 32 years, so there's nothing that says that reform of our courses must begin and end simply with the enhancement piece(s). This reform presents, really, a once-in-a-professional-lifetime opportunity, and all faculty are encouraged to approach their courses with this spirit of reform, even revolution, in mind.

**19. If I have chosen my enhancement option(s) and have worked everything out regarding my assignments and the COMAR regulations, what do I do now?**

You need to begin to prepare your reformed syllabus packet for submission to the appropriate curriculum committees. (If the course in question is scheduled to be offered in fall 2008, your packet will go forward to the aforementioned committees along with your department's overall reform package; if the course is scheduled to be offered during a later semester, then it will go forward later, on a schedule determined by the School in order to meeting the curriculum committees' deadlines. In either case, you will be working through your department on this.) Your packet, as of August 10, 2007, must contain the following items:

- 1) a Reformed Syllabus Cover Sheet—this UCC-developed and UCC-required cover sheet is available in an easy-to-use “form-fill” WORD file under the “Documents” section of this Web site.
- 2) A “before” syllabus from your previous offering of the course in question as a 3-credit course.
- 3) An “after” syllabus in which all changes and enhancements are **bolded**.
- 4) All reformed, or “after,” syllabi must also contain a universal Fulton statement concerning the Reform and the fact the course bearing this statement fits into said reform. This statement will be available to all Fulton faculty by late August, at the latest.

**20. What if reform of my course goes well beyond the enhancement piece? Do the rules of engagement change?**

It depends on what you mean by “well beyond the enhancement piece.” If reform of your course does not merit changing the course's title and/or its catalog description, then you can follow the steps and procedure described above. If your reform so significantly changes your course that its current/past title and description no longer apply, then you must follow the usual curriculum change paperwork to make changes to the course, or submit it as a completely new course.

**21. What if I don't have a “before” syllabus because the enhanced course I am proposing has never existed as a 3-credit course at SU (or at least it doesn't now)?**

In this case you simply propose the course, via the usual paperwork, as a “New Course.” You still, though, have to make the case for it being worth 4 credits, and in doing so you might explain how this course differs from a more traditional 3-credit version of the same course. Use of the Menu Options and the COMAR regulations would likely be helpful, if not necessary. And you would still need to include the universal Fulton statement concerning the Reform mentioned above in #19.

**22. Why are we having two day-long Fulton Curriculum Reform workshops on August 17 and 20?**

The workshops are designed to get all of Fulton off to a running start as the School, each department, and Fulton faculty head, together, into a fall semester full of reform discussions, decisions, paperwork and submission deadlines. The workshops are specifically designed to introduce all Fulton faculty to the various Enhancement Options. On-campus experts and resource people for each option will be there to talk about how various ways the options might be worked into a course, as well as to talk about the logistics of doing so. Members of the Fulton Curriculum Reform Summer Group will also be at the workshops to show and discuss examples of how they propose to incorporate x enhancement(s) into one or more of their courses. There will also be a panel of representatives from both FCC and UCC to discuss syllabus and other paperwork issues. Naturally, there will be a session on the Menu and COMAR, as well as multiple Q & A sessions, all capped off by significant “department time,” as requested by Chairs, so that each department might get a head-start on the Tuesday, August 21, curriculum reform-related department meetings.

**23. Why are we also having day-long department meetings on August 21, following the August 17/20 curriculum reform workshops?**

August 21 has been set aside, and meeting rooms have been reserved, so that all Fulton departments may meet and continue (from last year) to discuss and work out their plans for reforming their various programs’ curricula as they head toward the aforementioned submission deadlines (those listed on the aforementioned timetable). All of this, both the workshops and the department meetings are scheduled in August and designed to give both Fulton departments and faculty a chance to get a jump on the work—and the paperwork—of reform before the semester begins, as the deadlines will come very quickly.