

UNDERGRADUATE



Curriculum Approval Guide 2009-2010



Revisions made on 11/05/09

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Section 1: CURRICULUM REVIEW PROCESS

1.1 UNDERGRADUATE CURRICULUM COMMITTEE (UCC)

Membership*

The UCC is a committee of the Faculty Senate. The purposes of the committee shall be to:

- Make recommendations to and receive suggestions from the Provost and/or the chairs of the several departments for the general coordination and improvement of the University academic program; and
- Approve all additions, deletions, and changes in the undergraduate curriculum.

The committee has nine voting members: seven faculty serving three-year terms: two retiring in each of two years, three retiring every third year, four elected from and by their respective schools, three elected at-large (excluding librarians); and two students serving one-year terms selected annually in a manner determined by the Student Government Association. The Provost or his/her designee, the Assistant Vice President of Academic Affairs, the Registrar, the dean of the Library and the Dean of Admissions shall be ex officio, non-voting members. Should an elected faculty member not be the Designated Senator, a non-voting Designated Senator shall also serve on the committee. The committee shall elect its chairperson annually.

*Note: Taken from Faculty Senate website (<http://www.salisbury.edu/campusgov/facsenate/07-08/bylaws.html>)

UCC Position Statement

(Approved: Fall 2000)

The purpose of this position statement is to assist and guide faculty who are submitting undergraduate curriculum proposals. The UCC is not a single regulating body. Under the auspices of the Provost, the function of this committee is to provide a culminating step in the review process. Once undergraduate curricular proposals have received approval from the department(s), the chair(s), the school committee(s), the Dean(s) and the Teacher Education Council (when appropriate), they are reviewed by UCC. Departments are expected to regulate proposal content; therefore UCC accepts departmental priorities and standards in proposals once they have passed school committee review.

The UCC reviews undergraduate curriculum proposals of two broad types: 1) new courses and course change proposals, and 2) new programs, majors or minors or changes in programs, majors or minors.

The UCC seeks to review curriculum proposals in an open and collegial manner. Questions regarding the curriculum approval process should be referred to members of the UCC and/or members of the school curriculum committees. An updated list of the UCC members is available on the Faculty Senate Web page <http://www.salisbury.edu/campusgov/facsenate/com-mem.htm#UniversityCurriculum>.

UCC Meeting Dates

The Undergraduate Curriculum Committee meets every other Thursday from 3:30 – 5:00 unless otherwise specified. The School Curriculum committees (SCC) establish their own schedule of meetings at times that do not conflict with UCC meetings. The Provost's Office establishes the date for the first UCC meeting.

1.2 CURRICULUM REVIEW PROCESS

Curriculum Approval Guide

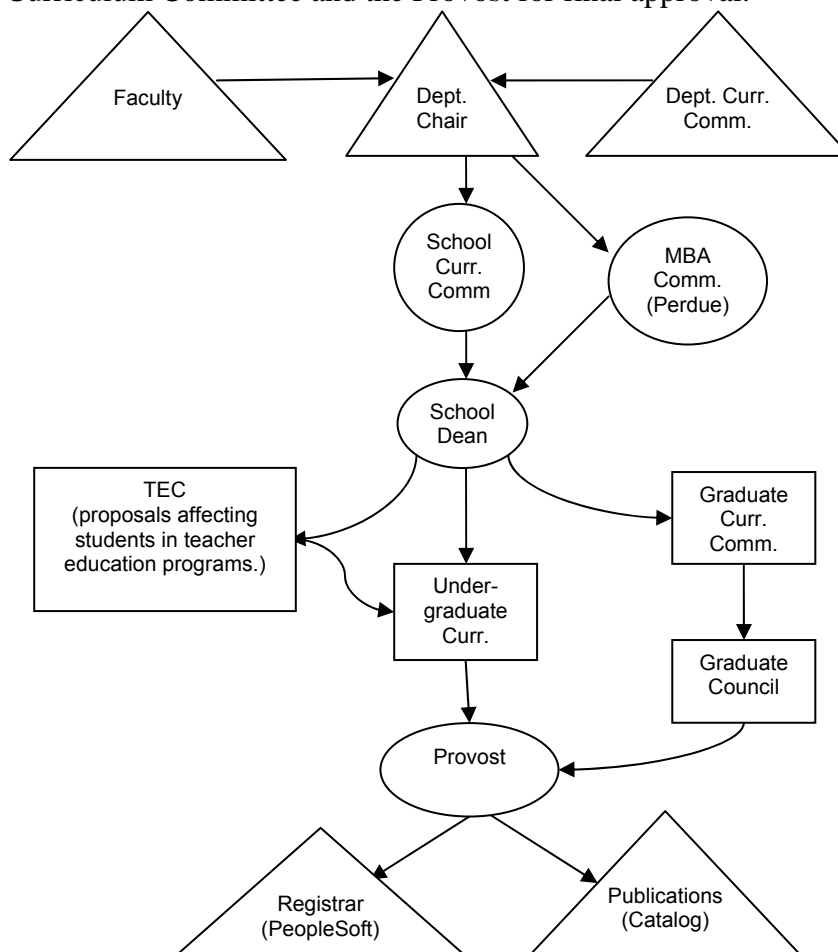
It is the concern of both the faculty and the administration that the curriculum of departments, schools, and the university as a whole be sound and forms a cohesive whole. The faculty, in particular, work intimately with the curriculum through the teaching of their individual courses and through the development of minors and majors which reflect professional expertise in the selection of courses required and recommended.

Departments, schools and university committees work together to facilitate the overall curriculum development process at Salisbury University, which concerns general education, minors and majors for the University's academic program. Tradition and dialogue have shaped the process by which the curriculum has evolved. This manual provides information and guidance regarding the policies and procedures which have been agreed upon as important and necessary for the continued growth and viability of the curriculum.

Hard copies of the Guide are available to the members of the UCC and SCC committees and the department chairs. Additional hard copies may be available from the Academic Affairs Office upon request. An e-copy of the Guide is available online at <http://www.salisbury.edu/provost/ucc/>. Curriculum forms are available electronically from the school drives (see Dean's Offices).

Curriculum Flow

The curriculum proposal process flows from the originating faculty and/or department through the Undergraduate Curriculum Committee and the Provost for final approval.



Guiding Proposals to Final Approval

The Undergraduate and School Curriculum Committees have agreed upon several general procedures to use in guiding proposals to final approval.

Department Role

- Each department should have established procedures for dealing with curriculum matters.
- Generally a faculty member should begin by discussing a proposal with the department chair and/or the department curriculum committee. Based on that discussion, the faculty member should complete the appropriate form (available electronically on the school drive) and submit it to the chair or department curriculum committee.
- Departments may decide to circulate the proposal and/or discuss it at a departmental meeting.
- After the proposal has received the appropriate departmental approval, the chair signs the form and sends it to the chair of the appropriate SCC. The chair coordinates, as necessary, with the originator and with the department regarding incomplete and/or rejected proposals and the progress of each proposal as it moves through the approval process.

School Curriculum Committee Role

- The SCC chair receives and reviews proposals and returns incomplete or incorrect proposals to the originating chairs. The SCC chair duplicates and circulates copies of complete proposals to the SCC members. The chair is also responsible for communicating upward and/or downward any pertinent information to the appropriate people.
- The SCC chair prepares the agenda and makes it available to members of the school curriculum committee and the chairs of departments whose proposals are being considered.
- The SCC meets approximately one week later to review proposals and any comments generated from other faculty who have shown an interest in the proposal.
- If a proposal is not supported by the SCC, the chair sends it back to the originating department.
- If the SCC supports a proposal, the SCC chair signs it, retains a copy of the proposal and forwards the original to the dean. The SCC chair notifies the chair of the originating department that the proposal has been sent forward, and keeps the originating department and the school committee informed of the progress of the proposal.
- The Dean reviews the proposal from an administrative perspective to include the financial and human resource impact of the proposal. If the dean supports the proposal it is sent to either the K-16 TEC or the UCC or GC for further review. If the dean does not support the proposal the dean notifies the SCC and department chair.

Undergraduate Curriculum Committee Role

- Proposals supported by the SCC are sent to the Provost's Office for duplication and circulation to the UCC members. Incomplete or incorrect proposals are returned to the SCC chair.

- The UCC chair prepares the agenda and makes it available to the members of the UCC and the SCC chairs. An e-mail copy is sent to the Senate Webmaster. The UCC chair is also responsible for communicating upward and/or downward any pertinent information to the appropriate people.
- The UCC meets, as soon as practical, after the members have received copies of the proposals included in the published agenda.
- Meetings are generally open to all faculties although the committee retains the right to hold closed meetings regarding sensitive issues.
- The particular date of discussion at UCC can be obtained from either the chair of your SCC or the UCC agenda on the Web. It will be put on the UCC agenda as soon as possible after it has been submitted. Most delays are usually the result of inadequate documentation. Providing the appropriate information in a clear, concise and complete form will help the committees in their deliberations and speed the approval process.
- The chair or a representative of the respective SCC should be present when proposals from that school are discussed. Individual faculty members may also be asked to attend to explain and clarify certain points. When asked to attend, faculty should bring all the necessary information and materials. In most cases, a list of issues to be discussed will be provided in advance. Additional editorial changes on the original proposal may be made at this time. In most cases, the respective chair will provide in advance a list of issues to be discussed.
- Should the UCC return a proposal because it is incomplete, the SCC chair coordinates with the originating department and the SCC committee to complete the proposal and can re-submit it to the UCC.
- The UCC chair sends a rejected proposal back to the originating school committee and notifies the chair of the originating department that the proposal has been rejected, including the rationale for the rejection. The SCC chair coordinates with the originating department and with the SCC to determine if the decision will be appealed to the provost.
- When the UCC approves a proposal, the UCC chair signs the original form and submits it to the Provost's Office. Curriculum changes approved by the provost are forwarded to the Registrar's Office and the catalog editor for inclusion in the next edition of the *University Catalog*. All major and minor changes to curriculum requirements become effective **fall term** of the following academic year. New course and some course changes may be in effect the next regular semester providing the approval meets the Registrar's registration deadlines and does not negatively affect students. The original approved proposals will be imaged by the Registrar's Office.

Roles of Teacher Education Council

The Teacher Education Council (TEC) reviews new and revised teacher education programs to verify that they meet academic content standards for NCATE accreditation. TEC recommendations will be forwarded to the appropriate graduate or undergraduate curriculum committee with a detailed list of concerns if any are raised. A copy of the concerns will be forwarded to the affected departments prior to submission to the appropriate curriculum committee.

Role of Secondary K-12 Committee

The SCED/K-12 committee is an advisory committee to the Department of Education Specialties and to the Teacher Education Council. The committee recommends curricula and other related matters to meet Maryland State secondary/K-12 education certification requirements. The committee members include:

- one tenured or tenure-track representative from each of the academic content areas that prepare students for secondary or K-12 teacher certification, to be appointed by the content area department chair. One representative from one of the Social Studies departments (economics, geography, history, and political science), to be agreed upon by the departments;
- up to six (6) members of the Department of Education Specialties whose teaching/advising responsibilities are in secondary education or K-12 areas shall be members, including one Education specialties Department member representing the MAT program;
- ex-officio non-voting members shall include the Seidel School Advising Coordinator, the Director of the Secondary Education/K-12 programs, the Director of Field Experiences, and the Professional Development Schools Coordinator.

Before or concurrent with the development of the curriculum proposal, the content area representative and the writer of the curriculum area's SPA program review report will meet to review all curriculum changes, including a review of syllabi and other documents required in the review process. These two individuals will present the proposal to the Secondary K-12 Committee. This will include the program overview and rationale, the old and new program checklist and a transition plan for students currently in the program. The Secondary K-12 Committee will discuss the presentation information and review the proposal to ensure it is congruent with other secondary K-12 programs (field experiences, etc.) The chair of the committee will write a memo to the originating department which will include any concerns raised by the Secondary K-12 Committee. This memo will be included in the curriculum packet proposal.

Role of Graduate Council

The Graduate Council performs the same role regarding graduate curriculum as the UCC performs regarding undergraduate curriculum. (http://www.salisbury.edu/provost/handbook/2006-2008/final_-_Chapter%20%208-GraduatePolicies.pdf)

Primary Responsibilities in the Review Process

Each person and/or committee assumes some responsibilities in the curriculum review process. In order to help minimize the work for any one committee and help minimize duplication of efforts, the responsibilities have been distributed as outlined in the following chart. Although the primary responsibilities are defined in this chart, it does not preclude additional review by subsequent committees.

Curriculum Review	Dept.	SCC	Dean	TEC	UCC or GC	Provost
a. Curriculum forms completed correctly.	✓					
b. Curriculum packet is complete with all components included.	✓					
c. Proposal supports dept mission.	✓		✓			
d. Proposal is supported within existing budget or additional funding is stated and clearly explained.	✓		✓			✓
e. Rationale for change is stated, the proposed changes are consistent with the rationale, and the need for the change has been explained.	✓	✓			✓	

Curriculum Review	Dept.	SCC	Dean	TEC	UCC or GC	Provost
f. Effect on other schools, departments or programs are examined.					✓	
g. State and university guidelines for new programs or minors are met.			✓		✓	✓
h. Staffing implications can be met.	✓		✓			✓
i. Interdepartmental proposals contain approvals (emails) from all departments affected by the proposal.		✓			✓	
j. Verify that new and revised teacher education programs meet academic content standards for NCATE accreditation.				✓		
k. Review new or revised teacher education major programs to determine matriculation impact for teacher candidates and transfer students.				✓		
l. Verify that teacher education program changes have been reviewed by appropriate teacher education representatives.				✓		
a. Meets WAC standards and includes WAC statement in syllabus.	✓	✓				
b. Meets general education objectives when applicable.		✓			✓	
c. Meets (if applicable) SU Online Learning Policy and includes SU Online/Hybrid Course Checklist		✓			✓	
d. Library resources will be addressed with department library liaison.	✓	✓				
e. Sustains academic integrity with:		✓				
• course objectives	✓	✓				
• frequency of course offering	✓	✓				
• clarity of student responsibilities in syllabus		✓				
• amount and level of work required is appropriately represented by the course number		✓			✓	
a. Fits with the university's existing curriculum with no overlap or duplication.		✓			✓	
b. Meets the university requirements for total credit minimums (18 credits for minors) and maximums (120 credits).		✓			✓	
c. Reasonable balance of core and elective requirements.		✓			✓	
d. Reasonable requirement sequence does not prolong student's time to degree.	✓	✓			✓	
e. Does not have a negative impact on other majors, minors or programs.					✓	

Reference Documents

The following documents may be helpful references when preparing curriculum proposals.

- Maryland Higher Education Commission's Manual, *Policies and Procedures for Academic Program Proposals*: www.mhec.state.md.us/
- University System of Maryland: 1) Home Page: <http://www.usmd.edu/> 2) New Program Proposals: http://www.usmd.edu/usm/academicaffairs/academic_programs/NewPrograms.html

- Salisbury University Faculty Handbook: <http://www.salisbury.edu/provost/handbook/>
- Salisbury University Undergraduate and Graduate Catalog: www.salisbury.edu/academic/catalog

Common Curriculum Questions

Course cycle: The cycling of a course is also very important. It is difficult to justify continually adding courses to the curriculum and never dropping any. How a new course will fit in with the current offerings, not just philosophically but in the element of time and availability for students who want to complete a program in four years is critical.

Course description: The catalog editor reviews course descriptions with an eye toward creating a single style and voice throughout the catalog. Although the catalog editor edits each proposal, there are often technical nuances, which need to be added or edited during committee discussions. Course descriptions should be clear and succinct. They should be relatively value-free in order to preserve the academic freedom of professors who design and teach the courses. Thus when a course is taught over time by different faculty with different perspectives on the topics of the course, those faculty can still accept responsibility for teaching the course even though they did not design it themselves. The following example of an edited course description includes certain basic defining characteristics:

- Description presented in phrase form
- Primary topics identified
- Support activities described
- Prerequisites stated
- Contact hours enumerated
- Punctuation limited to commas and periods where possible

Example: BIOL 105: Biology and Society

Introduces non-biology majors to broad principles, fundamental ideas and new discoveries in biology that affect our present and future existence. Relates the study of biology to contemporary social and cultural issues. May not be used to satisfy course requirements in the Biology major. Prerequisite: BIOL 101. Three hours lecture per week.

Course number: You will need to consult the Registrar when creating a number for a new course or changing a number of an existing course. A course number can not be reused for a different course for a period of seven years. Contact the Registrar's Office for available course numbers.

Course prerequisite: Consent of the instructor should only be used as a prerequisite when individuals claim experiential, rather than academic, preparation for a particular course. It should only be used if it is necessary for the instructor to speak with students prior to registration to determine their level of preparedness for the course. It should not be used as a means to avoid or circumvent more appropriate course specific prerequisites.

Course syllabus: A syllabus should be attached to a change of course proposal if the changes are *significant* and to a new course proposal. If a proposal is requesting an increase in credits for an existing course or if the proposal is for an enhanced course (the classroom hours is less than the credits awarded), then the proposal must include a copy of the old syllabus and the new syllabus. A syllabus can provide pertinent information to help the committee with its deliberations.

The Faculty Handbook lists elements that are considered critical for a syllabus. These include: information regarding the purpose and/or objectives of the course; prerequisites; whether or not a course

satisfies General Education; texts and materials; nature of topics to be discussed and when; types of exercises and activities; how the student's final grade will be determined; faculty office hours; and a Writing Across the Curriculum statement. It is also helpful to include a statement regarding academic dishonesty, inclement weather and religious holidays. The SCC and UCC look for the above in each syllabus. They often act as a student advocate in order to determine that faculty expectations are clearly outlined for the student. The committees usually view the syllabus as a contract with the student that may be changed via mutual discussion during the semester. The committees believe that the above information should be included in a syllabus, but it does not believe that they should dictate the specifics. For example, you may wish to determine final grades with points or percentages; that is up to you, but you must include how the final grade will be determined.

Cross-listed course: Occasionally, it is beneficial to students to have a course cross-listed under two different departments. A cross-listed course will have different departmental listings, but the same number, title and course description.

Feedback: Depending on how your particular department deals with proposals, your chair should provide you with initial feedback about the proposal. As it moves on to the school curriculum committee (SCC), the SCC chair will be in a position to keep you informed of the proposal's progress through both the School and the Undergraduate Curriculum Committees.

Forms: Forms are available from each department secretary, departmental O:\ drive, and from the Provost's Office. Print the form on the appropriate colored paper as indicated at the bottom of each form. Use the most current form available, not necessarily the one that you might have on file. Check the lower left hand corner of a form for the publication date and check with your SCC chair to determine if it is the most current form. School and University committees may not accept outdated forms.

General education status: Defining a general education course has always been a difficult task. In 1988, the UCC submitted a set of criteria to the Forum for these types of courses and the criteria were approved. Because these courses ultimately affect everyone, it should be more than just an academic exercise to review the criteria and to justify them with something other than mere "tradition." The SCC and UCC seek a rationale regarding why this particular course should bear general education credit based on the criteria agreed upon at Salisbury University (see General Education section of this guide).

In-progress grades: In progress grades are used only for grading ongoing theses and research projects, internships, or independent studies, which extend into a subsequent term. Unlike the I grade, the IP grade does not automatically become an F at the end of a given time interval.

Interdisciplinary Program Proposals: Interdisciplinary programs need to be approved by all departments and schools affected by the program. This may mean gaining approval from more than one department chair, school curriculum committee and school dean. Initiating faculty proposing such programs should arrange a joint meeting between some members of all relevant school curriculum committees. At the initial meeting, initiating faculty can make the case for their proposal, and representatives of various schools can discuss any concerns they have in a constructive, interdisciplinary context. This meeting will serve to inform members of different schools about each other's views and should allow initiating faculty to respond to any concerns before the proposal is considered by school curriculum committees. After this informational meeting, the SCCs should vote on the proposal. If changes are requested by any of the SCCs, another joint meeting will likely be needed to make sure that the revised proposal takes a form palatable to all affected schools. Only after being approved by the SCCs involved should the interdisciplinary proposal be forwarded to the UCC. The proposal sent forward to the UCC should include a brief summary of the process used to ensure that affected schools communicated about the

interdisciplinary program and must be signed by all the department chairs, SCCs and school deans affected by the proposed program.

Library resources: How library resources for a particular course (especially a new course) will be met should be addressed in the original proposal after consulting with the department library liaison.

New course vs Change of Existing Course: There are several elements that should be considered in making this decision to propose a change to an existing course or propose a new course. If students were to repeat the "revised" course, and would have essentially the same experience, the change is probably cosmetic and a course change would be appropriate. If the course is revised enough to allow a student to take both the old and the newly revised course without substantial duplication, then the revised course shall become a new course with a new course number, name and description.

Other majors or minors: All pages in the catalog which will be affected by a course change proposal must be clearly listed on the proposal form. Proposed changes in curriculum must be reviewed and approved by all affected departments. The evidence of approval may come in the form of a memo or email and copies of the responses should be included in the curriculum packet as a way of providing the required documentation. Questions regarding the necessity of including this documentation should be referred to the school curriculum committee chair. Circumstances under which this applies include, but are not limited to:

- requiring majors to take courses offered by other departments,
- including courses from other departments within the major or minor,
- proposing courses that address the subject matter of existing courses in other departments,
- dropping courses that are taken by students in other departments, and proposed curricular changes that either will impact or potentially impact the credit hours accruing to other departments.

Staffing: "Staffing" does not just mean "do you have someone to teach the course;" obviously you do or no one would submit the course. Additional considerations would include all faculties with the necessary expertise to cover single or multiple sections of the course and the impact on individual faculty load.

Swing course: A course that is offered for both undergraduate and graduate credits is called a swing course. The course will have the same title, description, and will have both an undergraduate and a graduate number (preferably the same last two numbers – 468 and 568). Students taking the course for graduate credit will be required to complete additional work and will produce higher quality work which will exemplify the advanced characteristic of graduate work. Undergraduate swing courses are approved by the UCC and graduate swing course are approved by the Graduate Council. Two copies of the proposal should be prepared.

Section 2: NEW COURSE AND COURSE CHANGE PROPOSALS

2.1 INTRODUCTION

The New Course/Course Change Proposal form is used to propose a new course or to change an existing course in the university curriculum. The forms for curriculum change have been modified to simplify and expedite the processing of proposals. The new course and course change forms have been combined and include a detailed set of instructions. Topics have been reorganized to improve clarity.

2.2 INSTRUCTIONS

- Check either the “Course Change Proposal” box or the “New Course Proposal” box. Significant changes to an existing course should be considered as a NEW COURSE with the existing course dropped from the curriculum.
- List department requesting the change and contact information for both the initiating faculty member and the department chair.
- If dropping a course from the curriculum, list the course prefix and number on the left side and then check the “course drop” box at the bottom of the column on the left side.
- For new course proposals complete only the right hand column and the “Proposed Changes” table at the bottom of the front of the form.
- For course change proposals complete only the areas that are being revised. List the existing information in the left column and the new information in the right column. Also complete the “Proposed Changes” table at the bottom of the front of the form.
- Read and carefully follow the instructions in section 2.4 of this chapter.

SALISBURY UNIVERSITY
Course Proposal Form

(Note: Check one)

COURSE CHANGE PROPOSAL*
(Please print course proposals on pink paper)

NEW COURSE PROPOSAL*
(Please print new course proposals on blue paper)

Requesting Department:		
Course Prefix/Number:		
Initiating Faculty:	Phone:	Email: @salisbury.edu
Name of Chair:	Phone:	Email: @salisbury.edu
Complete this column for course change proposals. Mark only the areas that will change and include the existing information for that area.	Complete the appropriate boxes in this column with new information for course change proposals. Complete all boxes in these columns for new course proposals.	
<input type="checkbox"/> COURSE PREFIX & NUMBER	<input type="checkbox"/> COURSE PREFIX & NUMBER	
<input type="checkbox"/> Course Title	<input type="checkbox"/> Course Title	
CATALOG DESCRIPTION:	CATALOG DESCRIPTION:	
<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Prerequisites	
<input type="checkbox"/> Co-requisites	<input type="checkbox"/> Co-requisites	
<input type="checkbox"/> Gen Ed Select Group: <input type="checkbox"/> IA <input type="checkbox"/> IB <input type="checkbox"/> IIA <input type="checkbox"/> IIB <input type="checkbox"/> IIIA <input type="checkbox"/> IIIB <input type="checkbox"/> IIIC <input type="checkbox"/> IV <input type="checkbox"/> V	<input type="checkbox"/> Gen Ed Select Group: <input type="checkbox"/> IA <input type="checkbox"/> IB <input type="checkbox"/> IIA <input type="checkbox"/> IIB <input type="checkbox"/> IIIA <input type="checkbox"/> IIIB <input type="checkbox"/> IIIC <input type="checkbox"/> IV <input type="checkbox"/> V	
<input type="checkbox"/> Credit <input type="checkbox"/> Hours per Week <input type="checkbox"/> Repeatable for maximum credits of <input type="checkbox"/> Graduate Swing Credit Equivalent graduate course number: ____	<input type="checkbox"/> Credit <input type="checkbox"/> Hours per Week <input type="checkbox"/> Repeatable for maximum credits of <input type="checkbox"/> Graduate Swing Credit Equivalent graduate course number: ____	
<input type="checkbox"/> Grading <input type="checkbox"/> Regular <input type="checkbox"/> S/U <input type="checkbox"/> P/F <input type="checkbox"/> IP/Graded	<input type="checkbox"/> Grading <input type="checkbox"/> Regular <input type="checkbox"/> S/U <input type="checkbox"/> P/F <input type="checkbox"/> IP/Graded	
<input type="checkbox"/> Activity Code (See Appendix A)	<input type="checkbox"/> Activity Code (See Appendix A)	
<input type="checkbox"/> Include in major requirements (attach catalog copy)	<input type="checkbox"/> Include in major requirements (attach catalog copy)	
Check any that apply <input type="checkbox"/> Cross-listed with: <input type="checkbox"/> On-line course: <input type="checkbox"/> Study Abroad course: <input type="checkbox"/> Course Drop	Check any that apply <input type="checkbox"/> Cross-listed with: <input type="checkbox"/> On-line course: <input type="checkbox"/> Study Abroad course: Date to be first offered	

*** Significant changes to an existing course should be considered as a NEW COURSE. Approved COURSE CHANGE requests will become effective the following fall term.**

Requirements: (name of all majors, concentrations, tracks or minors for which this course is required or is an option) List and attach all sections and pages of the current catalog with changes noted:

Proposed Changes To:	Name	Page #
Major(s)		
Concentration/Track(s)		
Minor(s)		
Certificate(s)		

INCLUDE APPROPRIATE ATTACHMENTS: (check only those included; not checked = not applicable N/A)

- 1. Include a rationale for the creation of a new course or changes to an existing course.
- 2. Analysis of: library resources (email from library liaison is required); staffing implications; additional costs associated with the course.
- 3. Include a course syllabus (required for new courses and for changes in grading, credit, upper level, gen ed designation).
- 4. Related course changes and course proposals if applicable.
- 5. Course cycle – Note which semester(s) and how often course will be offered.
- 6. Existing checklists with revisions noted in blue ink.
- 7. Photocopy existing catalog pages affected by the proposal with all changes noted in blue ink.
- 8. List other majors affected by the proposal. Include written copies (e-mails) of support/approval from chair(s) or coordinators of affected department(s).
- 9. Online checklists will be revised by the department.

Required Supporting Signatures

<input type="checkbox"/> Signature of Initiating Faculty	Date
<input type="checkbox"/> Recommended - Signature of Department Chair	Date
<input type="checkbox"/> Recommended - Signature of Graduate Program Director (graduate courses only)	Date
<input type="checkbox"/> Recommended - Signature of School Curriculum Committee Chair	Date
<input type="checkbox"/> Recommended - Signature of Dean	Date
<input type="checkbox"/> Recommended - Signature of Teacher Education Council Chair **	Date
<input type="checkbox"/> Approved - Signature of Undergraduate Curriculum Committee Chair	Date
<input type="checkbox"/> Recommended - Signature of Graduate Council Chair ***	Date
<input type="checkbox"/> Approved - Signature of Provost	Date

**** Required for all proposals related to curriculum, program admission, and student retention for all teacher education and school personnel programs. All questions should go to the Associate Dean of the Seidel School.**

***** Required for courses requesting graduate credit.**

Catalog Editor

2.4 NEW COURSE AND COURSE CHANGE PROPOSAL INSTRUCTIONS

Requesting Department	Indicate the department proposing the new or changed course.
Course Prefix/Number	The new course prefix and number must be one that has not been in use for at least 7 years. Verify the proposed number with the Registrar's Office. Ex. ENGL 101
Course Title	Proposed/Current. Appropriate to course content; avoid biased language and jargon.
Catalog Description	Proposed/Current. Write a brief catalog description of the course that reflects course content and objectives. Avoid biased language and jargon.
Prerequisites/ Co-requisites	Proposed/Current. List prefix and number for all prerequisite/co-requisite courses. For prerequisites, consent of instructor is discouraged unless specific and compelling reasons are given. All 300/400 level courses should have some kind of prerequisite. Class standing or some form of experience may be used. Determine if number, level and content of such courses is appropriate
General Education	Proposed/Current. Justification for general education status and selection of appropriate general education category based (see Section 5. General Education).
Number of Credits	1 hour lecture=1 hour credit; 2 hours lab=1 hour credit. Include maximum and minimum credits and times for repeatable courses.
Hours per week	Number of contact hours per week when faculty meet with students in a particular activity. Approved course enhancements are considered here.
Repeatable	List maximum credits for courses that can be taken more than once and maximum number of times the course can be taken.
Graduate Swing Credit	Documentation need only be provided for 400-level swing courses; students taking the course for graduate credit should not simply be required to do more work but there should also be an emphasis on the quality of work to be produced which will exemplify the advanced characteristic of graduate work.
Grading	Proposed/Current. Regular = A,B,C,D,F; P/F =college credit earned, GPA affected by F; S/U =internal credit only, GPA not affected; S/F =internal credit only, GPA affected by F; IP = Used for grading on-going theses and research projects, internships, or independent studies which extend into a subsequent term. Unlike the I grade, the IP grade does not automatically become an F at the end of a given time interval.
Activity Code	Proposed/Current. Select an activity code from the list in Section 10, Appendix A. Multiple codes may apply to a course.
Include in major requirements	Check this box if the new course or course change is a required course or an optional course within a major. Attach a copy of the major from the existing catalog and mark the changes that should be made as a result of this proposal. This will ensure that the proposed change will be reflected in the major both in PeopleSoft and in the catalog and will <u>not</u> require a separate Change of Major form.
Cross-listed Study Abroad On-line Course	Indicate whether the course is cross-listed. List Study Abroad course(s) and contact the director of international education or go to www.salisbury.edu/intled/faculty/index.htm for specific approval procedures. Explain on-line involvement in this course and follow procedures found in Section 8.
First Offered	Compare time frame listed here with committee's work schedule to see if they are compatible; decide if all new courses submitted need to be prioritized based on the information given.
Requirements	List all majors, concentrations, tracks and minors that will use this course as a prerequisite and/or requirement. Determine how often the course will be offered in order to meet student demand, how this course will affect staffing, and how overall resources will be affected. Include cycle of courses, and new and old checklists.
Course Drop	Indicate Course prefix/number. If a new course is to replace the dropped course indicate so.

Directions for Required Attachments:

<p>Pages Affected</p>	<p>Photocopy and mark all pages in the catalog affected by the addition of the new course or the change to the existing course including: (a) <u>major</u> requirements, (b) information in <u>other departments</u> that use this course as a prerequisite or a requirement, (c) <u>minors</u> (interdisciplinary and others), <u>tracks</u>, and <u>concentrations</u>.</p> <p>A new or changed course will automatically be listed in the course section of the catalog and therefore need not be listed on this form. Include copies of corrected curriculum guide as well.</p>
<p>Rationale</p>	<p>Examine how the proposal relates to the departmental mission.</p>
<p>Analysis of Resources</p>	<p>Discuss the following topics as they relate to the proposal:</p> <p><u>Library</u>: Consult with the departmental librarian liaison to determine if an information literacy component can be added; if the Blackwell Library resources and access to USM library resources are sufficient; and if additional resources requiring budgetary support will be needed. Please allow the library liaison a minimum of two weeks to do a thorough assessment of the library collection and then attach an e-mail from the library liaison verifying this correspondence has taken place;</p> <p><u>Staffing implications</u>: determine where this course fits in the cycle of departmental offerings, overall effect on availability of staff to teach the course, and how it will affect student enrollment in the course and the effect on department resources;</p> <p><u>Additional Costs</u>: determine additional costs of materials, equipment and fees.</p>
<p>Week-by-Week Syllabus</p>	<p><u>Probable text(s) and materials</u>: list of required and/or optional books, manuals, materials, supplies and equipment.</p> <p><u>Week by week topics</u>: listed by weeks or by class meetings.</p> <p><u>Exercises and Activities</u>: list of exercises, activities and/or assignments; determine how these exercises and activities explore and explain the topics indicated; determine if there are out-of-class or other special requirements and describe each.</p> <p><u>Evaluation of student work</u>: determine if students can readily discern how final grades will be determined; syllabus should indicate dates for tests, quizzes, and when assignments/projects/papers are due; it should also clearly specify the attendance policy and how it relates to final grades.</p> <p><u>Writing Across the Curriculum (WAC)</u>: determine if a statement is included in the syllabus and what opportunities are given to students to practice and improve their writing skills (see Chapter 6. Writing Across the Curriculum).</p> <p><u>Additional information</u>: The <i>Faculty Handbook</i> also lists the following as necessary parts of a syllabus: information about the purpose of the course; prerequisites; whether or not the course satisfies a general education requirement and if so, which one; faculty office hours. It is also helpful to include statements regarding contact information (phone, e-mail, etc.), online resources, academic dishonesty, inclement weather and religious holidays.</p>
<p>Course Cycle</p>	<p>Note which semester(s) and how often the course will be offered.</p>
<p>Recommendations and Signatures</p>	<p>Initiating faculty's signature should be full-time faculty; comments and recommendations should be carefully considered; a supporting signature should indicate that consideration of how the proposed course will affect the department/school has been given; request should be considered even if the comments/recommendations are negative; forms submitted without signatures will be returned.</p>

Section 3: CHANGE TO PLAN/MAJOR, GRADUATE PROGRAM, OR MINOR

3.1 INTRODUCTION

The forms for curriculum change have been modified to simplify and expedite the processing of proposals. The change to plan/major and change to minor forms have been combined and include a detailed set of instructions. Topics have been reorganized to improve clarity.

3.2 CHECKLIST

Before forwarding the proposal, make sure to check the following:

- the proposal contains all the appropriate signatures for approval.
- all university requirements for minors is included in the minor description.
- the required and optional courses support the goal of the major, minor or graduate program.
- interdisciplinary minors are in an administrative department and that all schools and departments involved with the courses in the interdisciplinary minor have been involved in and signed off on the minor.
- there is a person responsible for coordinating the minor or graduate program.

3.3 FORM AND INSTRUCTIONS FOLLOW

PLAN/MAJOR, GRADUATE PROGRAM, AND MINOR FORM

(Note: check one)

CHANGE TO: PLAN/MAJOR TRACK CONCENTRATION GRAD PROGRAM or MINOR

Requesting Department :	
Dept Chair :	Phone: _____ Email: _____@salisbury.edu
Grad Program Director or Minor Coordinator:	Phone: _____ Email: _____@salisbury.edu
EXISTING: Complete this column as needed for the existing proposal.	PROPOSED: Complete this column as needed for proposed changes.
<input type="checkbox"/> Existing Title:	<input type="checkbox"/> New Title:
CATALOG DESCRIPTION:	CATALOG DESCRIPTION:
<input type="checkbox"/> Drop the following courses _____ _____ _____ _____	<input type="checkbox"/> Add the following courses _____ _____ _____ _____
<input type="checkbox"/> Number of Credits/Courses required for the major:	<input type="checkbox"/> Number of Credits/Courses required for the major:
	List new course/course change proposals (Prefix/Number) submitted with proposal. _____ _____ _____
<input type="checkbox"/> Drop the Major,Track,Concentration,Grad Prg or Minor	Date of first offering: _____

Requirements: (name of all majors, concentrations, tracks, grad prgs or minors for which are affected by the proposed changes:

Proposed Changes To:	Name	Page #
Major(s)		
Concentration(s)/Track(s)		
Minor(s)		
Grad Program(s)		

(Please print form on goldenrod paper)

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INCLUDE APPROPRIATE ATTACHMENTS: (check only those included; not checked = not applicable N/A)

- 1. Include a rationale for the proposed change to the major, program or minor.
- 2. Analysis of: library resources (email from library liaison is required); staffing implications; additional costs associated with the revised major/minor
- 3. Related course changes/course proposals if applicable
- 4. Cycle of courses related to the proposal
- 5. Existing checklists with revisions noted in blue ink.
- 6. Photocopy existing catalog pages affected by the proposal with all changes noted in blue ink.
- 7. List other majors or minors affected by the proposal. Include written copies (e-mails) of support/approval from chair(s) or coordinators from the affected department(s).
- 8. Online checklists will be revised by the department.

Required Supporting Signatures

<input type="checkbox"/> Signature of Initiating Faculty	Date
<input type="checkbox"/> Recommended - Signature of Department Chair	Date
<input type="checkbox"/> Recommended - Signature of Graduate Program Director (graduate programs only)	Date
<input type="checkbox"/> Recommended - Signature of School Curriculum Committee Chair	Date
<input type="checkbox"/> Recommended - Signature of Dean	Date
<input type="checkbox"/> Recommended - Signature of Dean (if applicable)	Date
<input type="checkbox"/> Recommended - Signature of Teacher Education Council Chair *	Date
<input type="checkbox"/> Approved - Signature of Undergraduate Curriculum Committee Chair	Date
<input type="checkbox"/> Recommended - Signature of Graduate Council Chair **	Date
<input type="checkbox"/> Approved - Signature of Provost	Date

* Required for all proposals related to curriculum, program admission, and student retention for all teacher education and school personnel programs. All questions should go to the Associate Dean of the Seidel School.

** Required for program changes affecting graduate credit.

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3.4 INSTRUCTIONS FOR CHANGE OF PLAN/MAJOR, GRADUATE PROGRAM, OR MINOR PROPOSAL

Checking Boxes	Check either “Change of Major”, “Graduate Program”, or “Minor Proposal”. For changes to a <u>major, graduate program, or minor</u> , complete only the parts that are being revised in <u>both the “existing” and “proposed”</u> columns and the “proposed changes” table at the bottom of the front of the form.
Requesting Department(s)	Indicate the department(s) proposing the new or changed course. List department requesting the change and contact information for the initiating faculty member, program director, or minor coordinator, and the department chair.
Title of Major/Minor	Proposed/Current. Avoid biased language and jargon.
Catalog Description	Proposed/Current. Write a brief catalog description of the program that reflects programmatic content and objectives. Avoid biased language and jargon.
Drop/Add the following courses	All courses (Course Prefix/Number) to be dropped from or added to the major/minor.
Number of Credits/Courses	Number of credits and courses required for the major/minor.
List new course/course change proposals submitted with the major/minor change	List new course/course change proposals (Course Prefix/Number) submitted with the major/minor change. All such proposals must be submitted at the time of the program change proposal.
First Offered	Compare time frame listed here with committee’s work schedule to see if they are compatible; decide if all new courses submitted need to be prioritized based on the information given.
Affected catalog pages	List and attach all catalog pages affected by the proposed changes.

Directions for Required Attachments:

1. Responses to questions	Examine how the proposal relates to the departmental mission. See USM website for further information at http://www.usmd.edu/usm/academicaffairs/academic_programs/information.html .
2. Analysis of Resources	Discuss the following topics as they relate to the proposal: <u>Library</u> : Consult with the departmental librarian liaison to determine if an information literacy component can be added; if the Blackwell Library resources and access to USM library resources are sufficient; and if additional resources requiring budgetary support will be needed. Please allow the library liaison two weeks to do a thorough assessment of the library collection; <u>Staffing implications</u> : determine how the proposal will affect departmental offerings, the availability of staff to teach the courses, as well as student enrollment and department resources; <u>Additional Costs</u> : determine additional costs of materials, equipment and fees.
3. Related Course Proposals (if applicable)	Related new course/course change proposals
4. Cycle of Courses	2-year cycle of courses related to the proposals
5. Checklists	Proposed and existing checklists with changes noted.
6. Proposed and existing catalog copy (photocopy existing catalog copy and indicate all changes)	Photocopy and mark all pages in the catalog affected by the proposal including: (a) <u>major</u> requirements, (b) information in <u>other departments</u> that use this course as a prerequisite or a requirement, (c) <u>minors</u> (interdisciplinary and others), <u>tracks</u> , and <u>concentrations</u> .
7. Other affected Majors/Minors	List other majors or minors affected by the proposal. Include written copies (e-mails) of letters of support from chair(s) or coordinators from the affected department(s).
Recommendations and Signatures	Initiating faculty’s signature should be full-time faculty; comments and recommendations should be carefully considered; a supporting signature should indicate that consideration of how the proposed course will affect the department/school has been given; request should be considered even if the comments/recommendations are negative; forms submitted without signatures will be returned.

SECTION 4: NEW MINORS AND PLANS/MAJORS

4.1 NEW MINOR INTRODUCTION

Campus approval for new minors begins at the department level and continues through the school curriculum committee, the school dean, the teacher education council (when appropriate), the undergraduate curriculum committee, and the Provost. The University minor requires the completion of at least 18 credits with grades of C or better. At least 15 credits applied toward the minor must be course-work which is not used to satisfy General Education requirements, and at least nine credits must be earned at the University. Instructions for submitting new minor proposals and the proposal form are found on the following pages. A list of Minor Coordinators are available on line at [Salisbury University - Advising](#).

4.1.1 NEW MINOR FORM: NEXT PAGE

SALISBURY UNIVERSITY
NEW MINOR PROPOSAL

Requesting Department (choose one) _____ Date approved by UCC ____ / ____ / ____

Title of proposed minor _____

Total number of credits required _____

First offering (Semester/Year): ____ / ____

Copy of the new checklist is attached to this form: Yes

Pages of the current catalog affected by the new minor: Yes

Page(s) [Attach new & corrected pages of the catalog to minor]: _____

Attach a copy of the requirements for the new minor exactly as they should appear in the catalog.

Name of minor coordinator: _____

Checklist:

- Complete the “New Minor Proposal” form
- Attach a copy of the rationale for the creation of the minor. This should include a discussion of the need or interest by students and/or faculty and how the need was determined.
- Attach an analysis of staffing, library, and equipment resources needed to support the new proposal. Discuss the adequacy of the resources and the efficiency in which they will be used.
- Attach a copy of the requirements exactly as they should appear in the catalog.
- Attach a new checklist
- If the new minor will affect another department, major, or course, attach documentation of the department(s)’ response(s) to this proposal.
- If the proposal information is insufficient, the initiating faculty member and/or the departmental representative will be asked to attend a committee meeting to present and/or discuss the pertinent information.
- Detailed instructions and attachments required are listed in Section 4.1.2.

(Please print form on yellow paper.)

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INCLUDE APPROPRIATE ATTACHMENTS:

- 1. Rationale for the new minor
- 2. Analysis of: library resources (email from library liaison is required); staffing implications; additional costs associated with this new minor
- 3. Related course changes/proposals, if applicable
- 4. Checklist for new minor
- 5. Catalog copy for new minor
- 6. New minor will be posted on the web

Initiating Faculty's Signature	Date
Comments from Department and/or Chair:	
Chair's Signature	Date
Recommendation of School Curriculum Committee Chair:	
Signature of Chair of School Curriculum Committee	Date
Recommendation of Dean:	
Signature of Dean	Date
Recommendation of Chair of Teacher Education Council (when required)*:	
Signature of Chair of Teacher Education Council	Date
Action taken by Undergraduate Curriculum Committee:	
Signature of Chair of University Curriculum Committee	Date
Recommendation of Graduate Council concerning Graduate Credit (when required):	
Signature of Chair of Graduate Council	Date
Comments from Provost:	
Provost's Signature	Date

*Required for all proposals related to curriculum, program admission, and student retention for all teacher education and school personnel programs. All questions should go to the Associate Dean of the Seidel School.

Catalog Editor

4.1.2 NEW MINOR PROPOSAL INSTRUCTIONS

The **New Minor** form is used to propose a new minor to the university curriculum.

Requesting Department	List the department offering the new minor.
Date Approve UCC	Date of final approval by UCC.
Minor Title	Appropriate to minor content; eliminate sexist language and jargon.
Number of Credits Required	Number of credits required to receive the minor (at least 18 credits).
First Offered	Compare time frame listed here with committee's work schedule to see if they are compatible.
Copy of New Checklist	Submit new checklist that reflects the content of the new minor.
Section/Page Affected	Xerox and mark all pages in the current catalog that will be affected by the new minor. Attach new pages as it should appear in the catalog.
Requirements	Submit a description of the new minor and any information from other departments that may be affected by the minor. Determine the criteria and courses needed in order to meet the requirements for the minor. List all majors that will be affected by the new minor.
Minor Coordinator	Include the name and department of person where the minor will be housed.

Attachments Required directions:

Rationale for New Minor	Include a statement of the rationale for the creation of the new minor. Include the extent to which this program is central to the institutional mission, the planning priorities of the campus, and its relationship to the instructional program emphasis.
Analysis of Resources	<p><u>Library</u>: Consult with the departmental librarian liaison to determine if an information literacy component can be added; if the Blackwell Library resources and access to USM library resource are sufficient, and if additional resources requiring budgetary support will be needed. Please allow the library liaison two weeks to do a thorough assessment of the library collection;</p> <p><u>Staffing implications</u>: determine where this minor fits in the cycle of department offerings, overall effect on availability of staff, and how it will affect students when declaring the new minor and the effect on departmental resources;</p> <p><u>Additional Costs</u>: determine additional costs of materials, equipment and fees;</p>
Related Course Changes/Proposals (if applicable)	
Recommendations and Signatures	Initiating faculty's signature should be full-time faculty; comments and recommendations should be carefully considered; an "approved" statement should include discussion of evidence that the entire department has participated in the comments/recommendations and how the proposed minor will affect the department/school; request should be considered even if the comments/recommendations are negative; forms submitted without signatures will be returned.

4.2 NEW MAJOR INTRODUCTION

New academic major/program proposals must secure approval from the appropriate school curriculum committee(s), the Undergraduate Curriculum Committee or Graduate Council, the University System of Maryland (USM), and the Maryland Higher Education Commission (MHEC). The proposal begins with the review and approval at the state level by the Board of Regents. The procedures are guided by the Board of Regents Policy III-7.01 and MHEC curriculum policies. These guidelines are available on line at <http://www.usmd.edu/regents/bylaws/SectionIII/III701.html> and <http://www.mhec.state.md.us/higherEd/acadAff/AcadProgInstitApprovals/AcademicProgramProposals.asp>. Additional instructions are available from the USM website at http://www.usmd.edu/usm/academicaffairs/academic_programs

Campus approval for new programs begins at the department level and continues through the school curriculum committee, the school dean, the teacher education council (when appropriate), the undergraduate curriculum committee or graduate council, and the Provost. Instructions for submitting new major/program proposals and the proposal form are found on the following pages.

4.2.1 NEW MAJOR FORM: NEXT PAGE

INCLUDE APPROPRIATE ATTACHMENTS:

- 1. Rationale for the new plan/major, track or concentration
- 2. Analysis of: library resources (email from library liaison is required); staffing implications; additional costs associated with this new plan/major, track or concentration
- 3. Related course changes/course proposals (if applicable)
- 4. Checklist for new plan/major, track or concentration
- 5. Catalog copy for new plan/major, track or concentration
- 6. Departmental Response(s) (if applicable)
- 7. Proposal submitted to MHEC (copy)
- 8. New plan/major, track or concentration will be posted on the web

Initiating Faculty's Signature	Date
Comments from Department and/or Chair:	
Chair's Signature	Date
Recommendation of School Curriculum Committee Chair:	
Signature of Chair of School Curriculum Committee	Date
Recommendation of Dean:	
Signature of Dean	Date
Recommendation of Chair of Teacher Education Council (when required)*:	
Signature of Chair of Teacher Education Council	Date
Action taken by Undergraduate Curriculum Committee:	
Signature of Chair of University Curriculum Committee	Date
Recommendation of Graduate Council concerning Graduate Credit (when required):	
Signature of Chair of Graduate Council	Date
Comments from Provost:	
Provost's Signature	Date

*Required for all proposals related to curriculum, program admission, and student retention for all teacher education and school personnel programs. All questions should go to the Associate Dean of the Seidel School.

Catalog Editor

4.2.2 NEW MAJOR PROPOSAL DIRECTIONS

The **New Major** form is used to propose a new major to the university curriculum.

Requesting Department	List the department offering the new major.
Date Approve UCC	Date of final approval by UCC.
Plan/Major Title	Appropriate to major content; eliminate sexist language and jargon.
Type of Degree Program	Select the type of degree program for the new plan/major.
First Offered	Compare time frame listed here with committee's work schedule to see if they are compatible.
Number of Credits Required	Number of credits required to receive the major. Include the credits required for general education and elective courses that is needed to meet the graduation requirement.
Copy of New Checklist	Submit new checklist that reflects the content of the new major.
Copy of New Catalog Pages	Xerox and mark all pages in the current catalog that will be affected by the new major. Attach new pages as it should appear in the catalog.
List Courses	Include a list of the courses pertaining to the new plan/major. Make sure that any new courses have been approved by the appropriate parties.
Requirements	Submit a description of the new major and any information from other departments that may be affected by the major. Determine the criteria and courses needed in order to meet the requirements for the major. Include how this new plan/major will affect staffing and how the overall resources will be affected. List all majors and/or minors that will be affected by the new plan/major.
Approval Process at Local Level	The approval at the local level begins prior to submitting the plan/major to the state level.

Attachments Required directions:

Rationale for New Major	Include a statement of the rationale for the creation of the new plan/major. Include the extent to which this program is central to the institutional mission, the planning priorities of the campus, and its relationship to the instructional program emphasis.
Analysis of Resources	<u>Library</u> : Consult with the departmental librarian liaison to determine if an information literacy component can be added; if the Blackwell Library resources and access to USM library resources are sufficient; and if additional resources requiring budgetary support will be needed. Please allow the library liaison two weeks to do a thorough assessment of the library collection; <u>Staffing implications</u> : determine where this major fits in the cycle of department offerings, overall effect on availability of staff, and how it will affect students when declaring the new major and the effect on department resources; <u>Additional Costs</u> : determine additional costs of materials, equipment and fees.
Recommendations and Signatures	Initiating faculty's signature should be full-time faculty; comments and recommendations should be carefully considered; an "approved" statement should include discussion of evidence that the entire department has participated in the comments/recommendations and how the proposed major will affect the department/school; request should be considered even if the comments/recommendations are negative; forms submitted without signatures will be returned.

4.2.3 UNIVERSITY SYSTEM OF MARYLAND REVIEW AND APPROVAL OF NEW ACADEMIC PROGRAMS

BACKGROUND AND GUIDELINES

The USM internal process for the review of new academic programs grows out of two overarching considerations: (1) increased institutional autonomy in program development and decision-making specified by Senate Bill 682; (2) the desire by the Academic Affairs Advisory Council to continue its traditionally collegial manner of operation with regard to the development of institutional program plans.

The USM process must also be coordinated with the role and responsibilities stated in SB 682 in accordance with the Maryland Higher Education Commission (MHEC). Final decisions concerning harmful duplication, consistency with the statewide plan, and equal educational opportunity are the purview of the MHEC.

SB 682 defined the Regents' responsibility to:

(1) Ensure that the new program:

- (I). *Is consistent with the institution's adopted mission statement in accordance with Title 11, Subtitle 3 this article; and*
- (II). *Can be implemented within existing program resources of the institution; and*
- (III). *Approve the proposed new program within 60 days if the program meets the criteria in item (2) of this subsection, subject to the requirements of 11-206. 1(c) and (d) of this article.*

Within the parameters of autonomy and collegiality, the Academic Affairs Advisory Council (AAAC) has established three principles to guide the USM review and approval of new academic programs.

The USM review of new academic programs should encompass only those criteria specified by SB 682. There may be other issues that arise from particular programs, but concerns are best solved collegially among the institutions and the Vice Chancellor for Academic Affairs.

The USM Office of Academic Affairs has the responsibility to review new programs and to certify that the required criteria for approval have been met. This means that the AAAC no longer approves new academic programs.

Institutional program plans should be shared with all USM institutions as early in the development process as possible. Notification should not be difficult since the average length of time to approve a program at the institutional level is 6 months to a year.

New Program Approval Process

Institution Program Notification: When the provost of a USM institution learns of the intent of a unit to develop a new academic program, he or she should forward a very brief summary of the program to the Vice Chancellor for Academic Affairs. The vice chancellor will share the program summary with AAAC at the next scheduled meeting. A Notification Form is available on the USM website at http://www.usmd.edu/usm/academicaffairs/academic_programs/.

Institutional Proposal Development: A USM institution develops a program proposal according to the approved guidelines (copy attached) and forwards a copy to the MHEC and to the Vice Chancellor for Academic Affairs through the Provost's Office. The sixty-day time frame as required by SB 682 begins on the date of document faxing.

USM Review of Proposal Program: On behalf of the Chancellor, the Office of Academic Affairs reviews the program proposal according to criteria stated in SB 682 (see above). There are three possible actions.

If the program meets the Regents' criteria, and there have been no objections received from other institutions, the program is approved, and the institution is notified (usually within 45 days).

If the Vice Chancellor for Academic Affairs does not think that the proposed program fulfills the Regents' criteria, the institution will be notified in writing within 30 days. If the issue is not resolved at the end of the 30 days, the Vice Chancellor for Academic Affairs will advise the Chancellor of the issues and recommend either approval or disapproval.

If one USM institution decides to object officially to a program proposed by another institution, the institution that objects should, within 2 weeks of receiving the program proposal from MHEC, notify in writing the submitting institution and the Vice Chancellor for Academic Affairs.

1. In keeping with SB 682, the objections must fall into one or more of three areas:
 - Inconsistency of the proposed program with the institution's approved mission;
 - Unreasonable program duplication, which would cause demonstrable harm to another institution.
 - Violation of the State's equal educational opportunity obligations under state and federal law.
2. Following receipt of the objection, the Vice Chancellor for Academic Affairs will negotiate with both institutions to resolve differences. If consensus is not reached in 2 weeks, the objecting USM institution has the option to file an official objection to the MHEC within the 30 days allowed. The Vice Chancellor will forward his recommendation to the Chancellor on approval or rejection at this time.
3. **MHEC Approval.** SB 682 requires that MHEC negotiate with the governing board and the presidents to resolve objections to new academic programs. MHEC's decision to approve or disapprove the program is final.

(Rev.4/08)

Section 5: GENERAL EDUCATION

5.1 GENERAL EDUCATION PRINCIPLES AND GOALS (08-03)

Purpose

The General Education program at Salisbury University promotes intellectual development and the search for truth, cultivates an appreciation for learning, and provides opportunities for students to construct a coherent framework for lifelong learning in a diverse and ever changing world.

Program Principles

General Education seeks to advance the university's mission.

General Education provides a coherent integrated curriculum. Coherence is the inter-connectedness of the curriculum within courses, across disciplines, and throughout the undergraduate experience. The connections can be made through content, process, ways of knowing, learning goals or connections to the major.

General Education encourages the developmental progression of student knowledge, skills, and dispositions throughout the undergraduate experience.

General Education provides learning experiences both in and out of the classroom. A broad range of learning opportunities is provided in courses, in co-curricular activities, and in settings outside the university.

General Education strives to foster an academic community. Student-to-student, faculty-to-student, and faculty-to-faculty collaborative opportunities are encouraged. The collaboration may occur in linked courses, interdisciplinary courses, learning communities, and community projects.

General Education incorporates ongoing review and assessment. Progress in achieving the program's purpose will be monitored. Student progress toward the learning goals will be monitored.

Student Learning Goals

The principles and goals represent the concepts embedded in the Mission Statement and the Attributes Document accepted by the Faculty. These principles and goals will help guide the development of the general education program at Salisbury University.

The General Education program is designed to foster the personal, intellectual and social development of the Salisbury University student and is based on the following learning principles. The liberally-educated person communicates effectively in diverse situations, uses multiple strategies, resources, and technologies for inquiry and problem solving, demonstrates qualities related to personal, social and professional integrity, integrates knowledge from the humanities, social sciences and natural sciences to broaden perspectives, reasons quantitatively and qualitatively, demonstrates global awareness in order to function responsibly in an inter-dependent world. These principles are expressed in the following Learning Goals.

Skills: Acquire the personal and intellectual skills necessary for productive membership in contemporary society.

- Critical Thinking - Acquire abilities to engage in independent and creative thinking and solve problems effectively.
- Command of Language - Acquire abilities to communicate effectively--including reading, writing, listening and speaking.
- Quantitative Literacy - Acquire abilities to reason mathematically.
- Information Literacy - Acquire abilities to use libraries, computer applications and emerging technologies.
- Interpersonal Communication - Acquire abilities to relate to and work effectively with diverse groups of people.

Knowledge: Possess knowledge and understanding commensurate with that of a well-educated person.

- Breadth of Knowledge - Possess knowledge from and familiarity with modes of inquiry and creative processes used in a variety of disciplines including:
 - Visual and performing arts (art, music, dance, theater)
 - Literature (English, foreign language-based)
 - Civilization (cultural and historical perspectives)
 - Contemporary global issues (peoples, cultures, and institutions)
 - Second language or culture
 - Mathematics
 - Social and behavioral sciences
 - Biological and physical sciences
- Interdependence among Disciplines - Possess an awareness of the interdependence among disciplines in the humanities, social sciences and natural sciences.

Dispositions: Examine qualities that contribute to personal well-being and social and professional integrity.

- *Social responsibility* - Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community.
- *Humane values* - An informed regard for humane values and the ability to make judgments based on ethical and environmental considerations.
- *Intellectual Curiosity* - A propensity for reflection and life-long learning.
- *Aesthetic Values* - An awareness of and appreciation for aesthetics.
- *Wellness* - Issues of personal well-being.

5.2 CRITERIA FOR SALISBURY UNIVERSITY GENERAL EDUCATION CREDIT BEARING COURSES

Structure of the General Education Program

The General Education Program consists of four groups of courses, and each course approved for general education must fit within one of these four groups. The groups are as follows:

Group I

Courses designed to develop students' competence in written and oral expression and to encourage them to appreciate the beauty and truth embodied in the traditional disciplines of the humanities.

Group II

Courses designed to offer perspectives and insights on the interaction of humans with each other in a social world in the areas of history and social sciences.

Group III

Courses designed to provide experience in the scientific method and structures on which it is based, and which lead to an appreciation of the interdependence of humans and the natural world.

Group IV

Courses in physical education designed to enhance students' understandings of the body, its movement and the values of fitness.

Characteristics of General Education Courses

General Education courses are foundation courses. Most often, general education courses are designed to be taken in the freshman and sophomore years to provide a foundation for further work and lifelong learning. Upper-level courses may also provide such foundations if they connect to the general education goals and help students achieve general education outcomes.

General Education courses provide students with a breadth of knowledge by offering either a broad survey view or focus on microcosms that promote students' understanding of larger wholes. General Education courses have no or minimum prerequisites, do not presuppose students' command of highly technical/specialized language, and are not designed primarily to prepare students for a particular profession.

General Education courses contribute to students' intellectual development by engaging them in active learning experiences that promote the ability to integrate and synthesize ideas, make informed and responsible judgments, communicate effectively, think analytically, inquire critically and function as responsible citizens.

General Education *courses in the fine and performing arts* may be approved for general education credit when their emphasis is on the experience of performance itself. The greatest part of such courses is given over to the actual practice of the creative or performing art. In these courses, students achieve the following outcomes:

increased competence in expression over the course of a semester through assignments that become more demanding as the semester proceeds, rather than being repetitious.

knowledge and understanding of aesthetic approaches to performance beyond mere skill development.

knowledge about context, history, and/or methodology, as appropriate.

opportunities to reflect on and develop a conceptual framework for understanding what they are performing, rather than displaying rote skills.

Section 6: WRITING ACROSS THE CURRICULUM

Writing Across the Curriculum affirms the philosophy that students are more meaningfully engaged with course material -- and learn more -- when given the opportunity to write in their classes. In addition, students learn how to write for a variety of academic and professional contexts when given the opportunity to practice writing in a variety of formats throughout their college career. Professors are encouraged to support this philosophy with a variety of writing assignments -- both formal and informal -- in all their classes. This support should be readily apparent to the student by reading the class syllabus or written explanation of assignments, which include rationales of the activities. Examples of WAC statements are listed below.

English Department

- Writing Across the Curriculum requirements will be met with the short papers and the analysis paper.
- Writing Across the Curriculum requirements will be met with the short papers and the major essays.
- The short papers and the analysis paper are in support of the university Writing Across the Curriculum program.

Nursing Department

The Nursing Department supports the SU position that graduates will be able to communicate clearly and correctly in all written work. For that reason, assignments in Conceptual Foundations are subject to the following guidelines:

- Correct spelling, punctuation, and grammar are expected for all written assignments.
- It is the students' responsibility to proofread papers and to utilize resources such as peers, English Department faculty, and the Writing Center to insure accuracy in written work.
- Papers that are submitted in an unacceptable form must be rewritten before being graded.
- Written work is to be submitted on time. Ten points will be deducted for each day (or fraction of a day) beyond the due date.

Psychology Department

This course is in full support of the emphasis on this campus to give the students every opportunity to reinforce their skills in expository writing. Any writing assignment will be graded for content and organization, and for style, grammar, and mechanics.

Section 7: TECHNOLOGY FLUENCY (SU)

The Mission of Salisbury University states, “Our highest purpose is to empower our students with the knowledge, skills and core values that contribute to life-long learning and active citizenship in a democratic society and interdependent world.” In the 21st century, information technology is a crucial component in that process of empowerment. Therefore, it is the policy of Salisbury University that all students graduating from this institution can demonstrate an appropriate level of fluency with information technology with regard to discipline-specific requirements within academic departments. Salisbury University recognizes that fluency in information technology requires three kinds of knowledge: contemporary skills, foundational concepts, and intellectual capabilities. This knowledge is attained in four broad context areas namely:

As outlined in the book, *Being Fluent with Information Technology* (National Research Council 1999), the National Research Council has outlined ten specific skills that fall into these four categories. These specific skills have been suggested by the USM Board of Regents as the appropriate starting point for achieving technology fluency on the campus of Salisbury University:

Basic Operations and Concepts

- a. *Setting up a personal computer:* A person who uses computers should be able to connect the parts of a personal computer and its major peripherals (e.g., a printer). This entails knowing about the physical appearance of cables and ports, as well as having some understanding of how to configure the computer (e.g., knowing that most computers provide a way to set the system clock, or how to select a screen saver and why one may need to use a screen saver).
- b. *Using basic operating system features:* Typical of today's operating system use is the ability to install new software, delete unwanted software, and invoke applications. There are many other skills that could reasonably be included in this category, such as the ability to find out from the operating system whether there is sufficient disk space.
- c. *Connecting a computer to a network:* This process can be as simple as wiring the computer to a telephone jack and subscribing to an Internet service provider, although as more powerful communications options become available, this process may become more complex.

Accessing Information through Technology

- a. *Using technology (e.g. Internet) to find information and resources:* Locating information on the Internet involves the use of browsers and search engines. The use of search engines and browsers requires an understanding of one's needs and how they relate to what is available and what can be found readily. Additionally, it is important to both be able to specify queries and evaluate the results.
- b. *Using instructional materials to learn how to use new applications or features:* This skill involves using online help files and reading and understanding printed manuals. One aspect of this process is obtaining details or features of systems one already comprehends; a second aspect is using the tutorial to grasp the essential models and ideas underlying a new system.

Communicating Effectively using Technology

- a. *Using a word processor to create a text document:* Minimal skills in this area include the ability to select fonts, paginate, organize, and edit documents. Integration of image and other data is becoming essential. Additional possible applications include the creation of Web pages using specialized authoring tools.
- b. *Using a graphics and/or artwork package to create illustrations, slides, or other image-based expressions of ideas:* Today, this skill involves the ability to use the current generation of presentation software and graphics packages.
- c. *Using telecommunications to communicate with others:* Electronic mail is a primary mode of computer-based communication. However, discussion boards, web pages, and instant messaging are also valid telecommunication modes. Variants and improvements, as well as entirely new modes of communication, are expected in the future.

Organizing and Analyzing Information with Technology

- a. *Using a spreadsheet to model simple processes or financial tables:* This skill includes the ability to use standard spreadsheet systems and/or specialized packages (e.g., tax preparation software).
- b. *Using a database system to access useful information:* Database systems are becoming ubiquitous in the workplace, and personal information managers are becoming increasingly common. In the future, different approaches, perhaps Web-oriented, may become the prevalent mode.

However, while the National Research Council and the USM Board of Regents have endorsed student competence in these ten generic skills as the recommended goal for each USM campus, we at Salisbury University recognize that each academic discipline will have a specific set of contemporary skills, foundational concepts, and intellectual capabilities that it considers to be critical to success of its graduates. For example, within the Sciences, a special emphasis may be placed on organizing and analyzing information while in the Liberal Arts, communication with technology may be of primary importance.

Therefore, it is the policy of Salisbury University that all students graduating from this institution can demonstrate an appropriate level of fluency with information technology with regard to discipline-specific requirements within academic departments. As part of the upcoming annual assessment process, academic departments will identify the technology skills, concepts, and capabilities they consider to be most important to success in their discipline. Within this assessment process, departments will create measurable outcomes to demonstrate the level of technology fluency within their majors, create means to assess these student learning outcomes, and include the results in their annual assessment report. Obviously, all of the possible student technology fluency goals cannot be assessed in a given year; departments should prioritize their goals and assess a few each year.

In summary, Salisbury University believes that being fluent with information technology is crucial for the success of our graduates in the Information Age. We agree with National Research Council (1999) when they wrote that students:

...should use information technology confidently, should come to work ready to learn new business systems quickly and use them effectively, should be able to apply information technology to personally relevant problems, and should be able to adapt to the inevitable change as information technology evolves over their lifetime. (p. 5)

By assessing our students' fluency with information technology, we will be helping to ensure that their college degree is competitive in the marketplace and that they are prepared for a lifetime of learning about ever-changing technology.





Section 8: ON-LINE COURSES

8.1 SU ONLINE LEARNING POLICY

Approved by Faculty Senate, February 14, 2006

Approved by Graduate Council, March 16, 2006

Online learning at Salisbury University (SU) extends and supplements educational opportunities to students on and off campus. Online learning is a formal educational process in which some or all of the instruction occurs when the learner and the instructor are not in the same place at the same time. SU defines courses in relation to online learning as follows:

Image	Description	F2F Time*	Online Time*
	Online (Web-based)[†] A course where most or all of the content is delivered online. Typically no traditional face-to-face (F2F) classroom meetings are scheduled beyond optional course orientations/wrap-ups.	0–25%	75-100%
	Hybrid[†] A course that blends online and F2F delivery. A majority of the course activity is delivered online with some scheduled F2F meetings.	25–50%	50–75%
	Web-Enhanced A course in which normal F2F meetings are held, but some course activity is done online (i.e. discussions, assessments, assignments). The activity is typically substantial towards the learning process of the course.	50–75%	25–50%
	Web-Presence Traditional course with information such as syllabus, articles, or supplemental materials are available online.	75–100%	0–25%
<p>*These are estimates only; some courses categorized as hybrid or online may not fit within these percentages. [†]Online and Hybrid courses should follow the University Curriculum Guide policy and procedure for Online/Hybrid courses.</p>			

Only online and hybrid courses will be acknowledged in class schedules by alternate section numbers. This is due to the reduction in actual “seat-time” required by the course. Online courses will have section numbers in the 700s range and hybrid courses will be in the 500-600s range.

The purpose of this online learning policy is to define institutional commitment and the roles and responsibilities of the campus community:

University

- SU will be responsible for the administration and reliable delivery of online courses and the provision of technical, academic, clerical, and instructional design support services to faculty and students as appropriate.
- SU will train faculty, staff, and students in the use of information technology and online learning media as appropriate. The supported technology is WebCT, a course management system (CMS) that is accessible by a computer with an Internet connection.

- SU will ensure that student services (e.g., bookstore, IT, library, registrar, financial services) and instructional materials essential to online learning must be made available and accessible to all students.

Department

- The academic unit or department will identify appropriate courses and faculty suitable for online learning that meet student needs.
- The academic unit or department will ensure that online learning courses meet the same institution-wide standards applied to traditional courses, including quality of instruction, articulated student learning outcomes, academic rigor, and educational effectiveness.
- The academic unit or department will determine the appropriate enrollment limits for online learning courses. The recommended class size should be smaller than the traditional classroom in order to manage the volume of interaction in the course and generally does not exceed 25 students.

Faculty

- Faculty must demonstrate the pedagogical, instructional and technological expertise for teaching online courses. They are expected to take advantage of relevant faculty development programs as offered or supported by SU.
- When calculating faculty teaching loads, online/hybrid courses will be treated in the same way as traditional courses.
- Faculty who develop and/or teach online/hybrid courses will receive recognition equitable to traditional courses in evaluation towards tenure and promotion.
- Faculty who teach online/hybrid courses are responsible for informing students in the syllabus about participation requirements, technical skill prerequisites, and, as necessary, required hardware, software, and supplementary materials for course participation.
- Faculty who teach online/hybrid courses are responsible for addressing academic integrity and how it will be managed within the course consistent with university policies.
- Faculty who teach online/hybrid courses will foster the faculty-to-student relationship that is an inherent part of online pedagogy. This can be done through electronic mail, discussion, conferencing and other means.
- Faculty should provide information prior to the start of the online/hybrid course to the student. Such information might include a course orientation letter, tentative syllabus, required face to face meeting times, and other pertinent information.

Student

- Student participation in online learning is likely to be recorded in various ways and media. Students may be required to post materials electronically. Students will be informed in the syllabus and should be expected to understand (a) that their participation will be recorded and (b) that there are circumstances under which others may have access to those recordings and their postings. Additionally, recordings and postings will be destroyed when they are no longer needed.

Policies

Academic policies (e.g., absences, academic integrity, grading) are applied in the same way regardless of whether courses are taught traditionally (face-to-face) or online.

- The schedule of classes will indicate which sections of courses will be delivered online or as a hybrid as follows:
 - ❖ 501-549 – Hybrid with an experiential component and daytime meetings
 - ❖ 551-599 – Hybrid with an experiential component and evening meetings after 5 PM
 - ❖ 601-649 – Hybrid with online component and daytime meetings
 - ❖ 651-699 – Hybrid with online component and evening meetings after 5 PM

❖ 701-799 – Online courses (no regularly scheduled meetings)

Note: It is at the discretion of the faculty as to whether some scheduled campus meetings will occur (i.e. course orientation or on-campus examinations). If so, this information must be communicated to the student through the GullNet 'Notes' section of the course schedule. Additionally, this information should be communicated through the online learning website, orientation letter and/or course syllabus prior to the start of the course.

- Credit hours for online courses that have a traditional equivalent will be the same.
- Intellectual property policies are applied the same regardless of whether courses are taught traditionally or online. Given the nature of online learning, the creator(s) of online course materials and SU may find it desirable to enter into written agreements.
- Academic Integrity concerns for online courses can be addressed in several ways by faculty. For example, testing activities (i.e. quizzes, tests, exams, etc.) can be administered:
 - ❖ Online utilizing a proctoring system
 - ❖ Online in an on-campus proctored environment
 - ❖ In a scheduled on-campus classroom setting
 - ❖ In other environments as deemed appropriate
- Related policies include:
 - ❖ All policies within the Curriculum Approval Guide
 - ❖ Intellectual Property Rights Policy in Chapter 7 (Research) of the Faculty Handbook – available at <http://www.salisbury.edu/academic/provost/handbook/Chapter%207-Research.pdf>
 - ❖ Academic Integrity Policy – available at <http://www.salisbury.edu/academic/provost/handbook/Chapter%206-Academic%20Integrity.pdf>

RESOURCES

- Allen, I. E., & Seaman, J. (2004). What is Online Learning? In Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004 [On-line], 4. Available: http://www.sloan-c.org/resources/entering_mainstream.pdf.
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- Ocotillo Retreat 2002: Building a Vision. (2002). Café Discussions: A Schema for Hybrid Courses: Summary [On-line]. Available: <http://www.mcli.dist.maricopa.edu/ocotillo/retreat02/cafe.php?id=8>.
- Sener, J. (2004). Online Class Size [10 paragraphs]. SLS Online Learning Blog [On-line], paragraph 4. Available: <http://senerlearning.com/weblogs/archives/000006.html>.
- University of North Carolina – Greensboro (2000). UNCG Distance Education Policy [On-line]. Available: <http://www.uncg.edu/tlc/DEPolicy.html>.

8.2 ON-LINE/HYBRID COURSE PROCEDURES (Approved by Faculty Senate February 14, 2006)

Online and hybrid courses can meet the needs of students, faculty and departments in various ways:

- flexible course scheduling;
- greater access;
- increased space utilization; and,
- experiences outside of the traditional classroom consistent with the Board of Regents 2004 Efficiency & Effectiveness Report as well as Salisbury University's Strategic Plan for AY 2004 – AY 2008, specifically goals I. C. and II. F.

New Online/Hybrid courses

The approval process for new courses should continue as is, except for the addition of the Online/Hybrid Course Checklist.

Conversion of existing courses to Online/Hybrid sections

The faculty member will fill out the Online/Hybrid Course Checklist and submit it with the syllabus and supporting documents to the department chair, SCC and Dean. A copy of the checklist with syllabus and supporting documents should be forwarded to the UCC or the Graduate Council for acknowledgement.

8.3 SU ONLINE/HYBRID COURSE CHECKLIST

Directions:

Review your course syllabus and supporting materials using this checklist as a guide in constructing your online/hybrid course. Complete the checklist with answers to all questions and relevant comments as to why you answered No or N/A to any question in the preceding section. Submit the completed checklist, course syllabus and supporting materials to your chair for inclusion to the department, school, and Undergraduate Curriculum Committees or Graduate Council.

Course Information:

- | | | | |
|--|-----|----|-----|
| 1. Are the institution, department, course title, course number and section and catalog description on the syllabus? | Yes | No | N/A |
| 2. If a hybrid course, are the meeting dates, times and locations listed on the syllabus? | Yes | No | N/A |
| 3. Are prerequisites listed? | Yes | No | N/A |
| 4. If a General Education course, is this stated including the appropriate group information (e.g., Group IB)? | Yes | No | N/A |
| 5. Is the URL to WebCT and relevant course websites included on the syllabus? | Yes | No | N/A |
| 6. Are the course objectives clearly written and measurable? | Yes | No | N/A |

Comments:

Instructor Information:

- | | | | |
|--|-----|----|-----|
| 7. Are the professor's name, title, and office location on the syllabus? | Yes | No | N/A |
| 8. Is there a phone number (or more) provided for students to contact the instructor? | Yes | No | N/A |
| 9. Is there an email address provided for students to contact the instructor? | Yes | No | N/A |
| 10. Has the instructor provided a statement as to the best way to contact in case of questions or problems? | Yes | No | N/A |
| 11. Has the instructor provided a statement as to the frequency with which responses to various contact methods (e.g., within 24 hours of phone call or email message) will be made? | Yes | No | N/A |

Comments:

Course Requirements:

12. Are the full citations of textbooks, including ISBN and relevant edition, listed that are required and optional for the course?	Yes	No	N/A
13. Is there information on how the students can obtain the textbooks?	Yes	No	N/A
14. Are there other requirements or materials needed for this course (e.g., specific software like Excel or equipment such as scientific calculators)?	Yes	No	N/A
15. Is there information or suggestions on how to obtain these materials?	Yes	No	N/A

Comments:

Student/Instructor Expectations:

16. Is there a statement about what is expected of the student in terms of interaction with the content, instructor and fellow students?	Yes	No	N/A
17. Has the instructor provided a statement regarding what the student can expect from the instructor with regard to communication, assessment feedback and frequency of interaction?	Yes	No	N/A

Comments:

Policies:

18. Is a class attendance/participation policy stated?	Yes	No	N/A
19. Is there a Writing Across the Curriculum statement?	Yes	No	N/A
20. Is there a statement regarding the Academic Integrity policy & how it is addressed in the course?	Yes	No	N/A
21. Is there a statement concerning services for students with disabilities and contact information for the area on campus that provides such services?	Yes Yes	No No	N/A N/A
22. Is the grading policy explicitly stated?			

Comments:

Course Structure:

23. Is there a statement as to how a student should approach learning in the online environment of the course?	Yes	No	N/A
24. Is each course activity, assignment and assessment described with tentative timelines and faculty response times?	Yes	No	N/A
25. Are procedures for completing and submitting activities, assignments and examinations explicitly stated?	Yes	No	N/A
26. Is there a statement regarding late or missed assignments/assessments?	Yes	No	N/A
27. Is there a comprehensive schedule or timeline for course topics, assignment deadlines, activities and test/quizzes?	Yes Yes	No No	N/A N/A
28. Are the assignments appropriate for the distance education format?			

Comments:

Communication:

29. Are there adequate communication systems between the instructor and students?	Yes	No	N/A
30. Are there guidelines on how students/instructor will interact with each of those systems?	Yes	No	N/A
31. Is there a system for communication among students?	Yes	No	N/A
32. Is there a system for continual instructor feedback between instructor and students throughout the course?	Yes	No	N/A
33. Is there a statement for how the instructor will communicate changes to the course schedule or syllabus?	Yes	No	N/A

Comments:

Support Services:

34. Are the students given instructions about whom to contact for technical support?	Yes	No	N/A
35. Is there contact information for the relevant campus services that are needed in support of this course (e.g., Library)?	Yes	No	N/A

Comments:

Signatures:

Initiating Faculty:	Date:
Department Chair:	Date:
School Curriculum Committee:	Date:
Dean:	Date:

Section 9: INTERNATIONAL EDUCATION PROGRAMS

Processes and procedures involved in planning and executing faculty-led international programs (go to www.salisbury.edu/intled/faculty/index.htm for information on the procedures) are determined by the Center for International Education in consultation with the Faculty Senate International Programs Committee.

Any course already approved and listed in the course catalog may be offered as part of an international program by following the processes and procedures of the Center for International Education provided that the course content is the same off-campus as it is on-campus.

Any new special topics course may be developed as part of an international program by following the processes and procedures of the Center for International Education. As with special topics courses on campus, a new special topics course may be repeated twice with the same content without approval by the UCC. After two offerings, any new special topics course must proceed through the established channels and be approved as a new course.

A department may choose to create a generic International Field Studies or Study Abroad course. Current courses of this type include Biology 399: International Field Studies and BUAD 396: Business Study Abroad. Once approved by the UCC, such a course can then be used by the department to offer a variety of international academic opportunities for students.

Section 10: APPENDICES

The following appendices are referenced in different sections of the guide. Please review the section for details pertaining to each appendix.

Appendix A

ACTIVITY CODES

Activity	Code	Description
Internship	INT	Internship experiences.
Laboratory	LAB	Laboratory experiences. Most commonly used within the natural sciences.
Lecture	LEC	Classroom/lecture experiences.
Lecture/Lab	LLB	Lecture/laboratory experiences that are "blended" and not easily separated into components.
Lecture/Studio	LST	Lecture/studio experiences that are "blended" and not easily separated into components.
Performance	PRF	Performance experiences. Most commonly used within the Music department.
Practicum	PRC	Supervised application/technique based experiences.
Seminar	SEM	Advanced seminar/discussion course work that frequently accompanies practicum, student teaching, etc. experiences.
Studio	STU	Hands-on/creative experiences. Most commonly used within the Art and Theatre departments.
Supervision	SUP	Student teaching supervisory experiences.
Thesis Research	THE	Thesis related course work.

Appendix B

GRADUATION REQUIREMENTS AND POLICIES

To be eligible to graduate, students must meet the following requirements: (See current catalog for updates)

1. Be matriculated in the University.
2. Successfully complete at least 120 credit hours of coursework with a cumulative grade point average of 2.0 or higher. Students must take 30 of the last 37 credit hours at Salisbury University (special cooperative programs and international study are exempt).
3. Complete at least 30 credit hours at the University by direct classroom instruction and/or laboratory experience and not through credit by examination.
4. Complete at least 30 credit hours at the 300/400 level with grades of C or better. Transfer students must complete at least 15 hours of their 30 upper-level credits at Salisbury University (note: other than field-based courses in the Department of Education, courses taken on a PS/F basis do not satisfy this requirement).
5. Satisfy the General Education requirements.
6. Satisfy the requirements in at least one major program of study including the major's required grade point average.
7. Earn grades of C or better in English 101 and English 102 or English 103.
8. Submit an Application for Graduation form to the Registrar by the appropriate date.
9. Make arrangements for the repayment of any outstanding debt.
10. Return all materials borrowed from the library or academic departments.

Appendix C

UNDERGRADUATE TRANSFER CREDIT

Students who have attended other regionally accredited institutions may be admitted to the University based upon the current transfer admission policy.

For Transfer Students

Students with acceptable records may be admitted from other regionally accredited (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) collegiate institutions with requirements similar to those of Salisbury University. Transfer students are encouraged to submit their application online at www.salisbury.edu/apply.

To be considered for transfer admission, a student must meet each of the following qualifications:

1. Have a cumulative GPA of 2.0 or higher on a 4.0 scale; for students who have attended more than one institution, a cumulative average from all previous college work attempted at regionally accredited community colleges and four-year institutions attended will be computed.
2. Have earned a minimum of 24 transferable semester hours of college-level credit from a regionally accredited community college or four-year college or university.
3. Have left the last institution of attendance in good academic standing and with a clear disciplinary record.

The University's competitive admission policy for entering freshmen, however, will apply to transfer students who have completed fewer than 24 semester hours of transferable credit and earned a 2.0 GPA at another institution.

Coursework completed at SU as a non-degree student will not contribute to the 2.0 GPA and 24 hour requirement. Students denied admission may not enroll as a non-degree student until admission requirements are satisfied.

Transfer students from accredited colleges enrolled in transfer programs will receive credit for the college-level work they have completed, with few exceptions. College Level Examination Program (CLEP) credit will be evaluated based on individual scores. Evaluations of students' previous coursework will be forwarded to them within several weeks of their admission. After being admitted to the University, students may make an appointment with a counselor in the Admissions Office to review the evaluation of transfer credit and to discuss selection of courses.

General Transfer Policies

1. Transfer credits are evaluated by the Admissions Office in accordance with the Maryland Higher Education Commission regulations on General Education and transfer. Such credits may generally be applied to the 120 hours (minimum) of credit required for graduation and, if approved by the appropriate department, may count toward requirements in a major at Salisbury University.

2. A student attending Salisbury University in any regular fall or spring semester has until the end of the semester to complete all forms and to have official transcripts of all prior work from other institutions sent to the SU Admissions Office.
3. Grades do not transfer; the grade point average for a transfer student is computed only on the basis of coursework completed at SU. Once a course is taken at Salisbury University, the SU grade point average is not affected by repeating the course at another institution. Grades of transfer courses will be calculated for admission to specific academic programs that require a particular grade point average. However, credit earned while a student is enrolled in recognized cooperative programs with other Maryland state colleges and universities will be accepted as credit earned at Salisbury University. Coursework and grades earned will be applied toward graduation requirements at SU and these grades will be counted in the SU grade point average.
4. Credits earned in or transferred from a community college will be limited to 64 credits, and these hours may only be applied to credit at the 100 or 200 level.
5. To be eligible for the baccalaureate degree from Salisbury University, transfer students must earn at least 30 of the final 37 hours of credit from SU. Students enrolled in officially recognized cooperative institutions may include coursework taken at that institution within their final 30 hours at the University. Students completing their course requirements through an approved study abroad program are exempt from this policy.
6. Questions concerning the evaluation of transfer credit should be directed to the Office of Admissions. Students may appeal evaluations to the Office of the Vice President of Academic Affairs within the academic year in which the evaluations were made. Transfer evaluations more than one year old are not subject to appeal.

Course-by-Course Evaluation of Transfer Credit

Most students will have their transfer credit from each institution attended evaluated separately on a course-by-course basis. Students transferring under specific transfer agreements such as the AAT should refer to their academic department for specific transfer policies.

Detailed information concerning recommended transfer programs may be obtained by accessing SU's Web site regarding transfer students. Courses a transferring student plans to apply toward a degree at Salisbury University are evaluated in one of the following four categories:

1. Approved for General Education credit
2. Approved for lower-level credit
3. Approved for upper-level credit
4. Not approved for transfer credit

All courses approved for transfer credit will be listed as specific courses, as General Education or as elective credit at Salisbury University. In order for any of these courses to qualify for upper-level credit at SU, they must be taught at the upper level both at SU and at the sending institution. All lower-level courses from the sending institution, all courses from community colleges and all courses which are upper level at the sending institution but which are lower level at Salisbury University will be evaluated as lower-level courses. Some transferred courses, either upper level or lower level, may be used to satisfy requirements in particular majors. Each department determines its own policies in this matter and evaluates each student's record on a course-by-course basis.

Any fieldwork experience, internship or practicum from a two-year institution not under the direct supervision of Salisbury University is not considered transferable.

While most courses from other regionally accredited institutions (Middle States Association of Colleges and Schools, Northwest Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Southern Association of Colleges and Schools and Western Association of Schools and Colleges) are applicable to a degree at Salisbury University, courses the University views as not academic in nature and which are not compatible with existing programs may not be transferred to the University and applied toward degrees.

Appendix D

UNIVERSITY SYSTEM OF MARYLAND POLICIES

Alternative means of earning academic degree credit (BOR III- 8.01)

To expand capacity, enhance the quality of the educational experience students receive, and to encourage timely progress toward a degree, the USM will encourage students to take advantage of alternative means of earning academic degree credit. Options available to students include: online courses; registration in special sessions; independent study or undergraduate research; study abroad; service learning; internships; credit by exam; and advanced placement credits.

On average, first-time freshmen will complete at least 12 credits required for graduation outside of the traditional classroom experience as part of their undergraduate programs.

Institutions that admit first-time freshmen shall report periodically on the average number of alternative credits completed by baccalaureate degree recipients.

This policy is effective for first-time freshmen who matriculate in the Fall 2005 semester.

(Approved by the Board of Regents, February 18, 2005)

Standard credit requirements for baccalaureate degree programs (BOR III –8.02)

There are a number of institutional and individual factors governing the amount of time a particular student takes to complete the baccalaureate degree. It is clear that the number of programs requiring more than 120 credits is one factor in extending student enrollment. In an attempt to ensure that students who are enrolled full-time for at least 15 credits per semester can complete their baccalaureate programs within four years, the USM shall adopt the following guidelines for baccalaureate programs.

1. The standard number of credits required for receipt of a baccalaureate degree from a USM institution shall be 120.
2. Exceptions to this 120-credit standard shall be allowed in the following instances:
 - a. The program is defined as a five-year baccalaureate program.
 - b. Professional accreditation requirements stipulate a higher number of credits or required coursework that cannot be realistically completed within 120 credits.
 - c. A program is governed by certification requirements that result in a need for credits in excess of 120 over four years.
3. Institutions with other compelling reasons for exceeding the 120-credit standard may request an exception to this policy from the Chancellor. On an annual basis, the Chancellor will report approved exceptions to the Board of Regents.
4. Institutions shall be asked to report periodically on the number of credits required by programs in their academic inventory and the rationale for any exceptions to the 120-credit standard.

This policy shall become effective on July 1, 2005.

(Approved by the Board of Regents, February 18, 2005)

CODE OF MARYLAND REGULATION – 13B.02.01.12

One Semester Hour of Credit

1. An institution shall award 1 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, when supervision is assured and learning is documented;
 - b. A minimum of 30 hours of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days, and holidays, when supervision is assured and learning is documented;
 - c. A minimum of 45 hours of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is assured and learning is documented; or
 - d. Instruction delivered by instructional television (ITV) or other electronic media based on the equivalent outcomes in student learning of §A(1) of this regulation and may include a combination of telelessons, classroom instruction, student consultation with instructors, and readings, when supervision is assured and learning is documented.
2. One quarter hour credit shall be awarded for instruction equivalent to 2/3 of the contact hours required for 1 semester hour of credit, when supervision is assured and learning is documented.

This COMAR regulation can be found at www.dsd.state.md.us/comar/getfile.aspx?file=13b.02.01.12.htm

Appendix E

POLICIES AND PROCEDURES FOR SCHOOL CURRICULUM COMMITTEES

School of Business Curriculum Committee

1. Structure of the Committee

NUMBER (8)	STATUS	REPRESENTING
1	voting	Dept. of Accounting and Legal Studies
1	voting	Dept. of Information and Decision Science
1	voting	Dept. of Management and Marketing
1	voting	Dept. of Economics and Finance
1	voting/ ex. officio	Director of Undergraduate Studies
1	voting/ ex. officio	Perdue School representative from the Undergraduate Curriculum Committee
1	non-voting/ ex. officio	Dean
1	non-voting/ ex. officio	Rep. from Registrar's Office

2. Policies and Procedures:

- a. Faculty members representing the academic departments are nominated and elected by the members of their respective departments.
- b. Department chairs are not eligible to serve on the school committee.
- c. Curriculum proposals are initiated by faculty members, then forwarded to the department chair, the Perdue School Curriculum Committee, the dean, and finally to the Undergraduate Curriculum Committee. The lack of approval at any level does not stop a proposal from progressing to the next level.
- d. Faculty representatives serve for a three-year term. Initial terms range from one to three years to provide for staggered elections in the future.
- e. It will be the responsibility of the committee to keep the faculty of the Perdue School informed as to its activities and hold open hearings when appropriate. The chair of the committee will be elected by the committee.

School of Education and Professional Studies

1. Structure of the Committee

NUMBER	STATUS	REPRESENTING
1	voting	Department of Education Specialties
1	voting	Department of Teacher Education
1	voting	Department of Social Work
1	voting	Department of Health, Physical Education, Human Performance
1	voting/ ex officio	SEPS representative from the UCC Committee
1	non-voting/ ex officio	Dean or Designee
1	non-voting/ ex officio	Representative from Library

2. Policies and Procedures

- a. Faculty members representing the academic departments are nominated and elected by the members of their respective departments.
- b. Curriculum proposals are initiated by faculty members, then forwarded to the department chairs, the School Curriculum Committee, the dean, and finally to the Undergraduate Curriculum Committee. The lack of approval at any level does not stop a proposal from progressing to the next level.
- c. Faculty representatives serve for a three-year term. Initial terms range from one to three years to provide for staggered elections in the future.
- d. It will be the responsibility of the committee to keep the faculty of the School of Education and Professional Studies informed as to its activities and hold open hearings when appropriate. The chair of the committee will be elected by the committee.

School of Liberal Arts Curriculum Committee

1. Structure of the Committee

NUMBER (8)	STATUS	REPRESENTING
1	voting	Art and Music
2	voting	Communication Arts, Political Science, Psychology, Sociology, Anthropology
2	voting	English, History, Modern Foreign Languages, Philosophy
1	voting/ ex. officio	Fulton School rep. from the Undergraduate Curriculum Committee
1	non-voting/ ex. officio	Dean
1	non-voting/ ex. officio	Representative, Registrar's Office

2. Policies and Procedures

- a. Full-time, tenure-track faculty members representing the three categories of academic departments are nominated in advance of a School meeting and elected by all full-time, tenure track faculty. Nominations are also accepted from the floor.
- b. In order to assure that all departments are periodically represented on the Fulton School Curriculum Committee, members of a department already represented on the School Committee are not eligible to be nominated.
- c. Faculty serve for two-year terms. They may be re-elected once, for a total term of four years. Initial terms are staggered to provide continuity within the committee. When a vacancy occurs due to sabbatical, illness, or inability to continue service, the dean will appoint a replacement from the appropriate category. A representative who has been appointed is eligible for election to two terms in addition to the appointed term.
- d. Curriculum proposals are initiated by faculty members, then forwarded to the department chair, the Fulton School Curriculum Committee, the dean, and finally to the Undergraduate Curriculum Committee and/or the Graduate Council. The lack of approval at any level does not stop a proposal from progressing to the next level.
- e. It will be the responsibility of the committee to keep the faculty of the Fulton informed as to its activities and to hold School meetings when appropriate. All committee meetings are open to School members; faculty and/or department chairs may be invited to give expert information to the committee.
- f. The chair of the committee will be elected by the committee.

School of Science and Technology Curriculum Committee

1. Structure of the Committee

NUMBER (10)	STATUS	REPRESENTING
1	voting	Faculty - Department of Biology
1	voting	Faculty - Department of Chemistry
1	voting	Faculty - Department of Geography
1	voting	Faculty - Department of Health Sciences
1	voting	Faculty - Department of Mathematics & Computer Science
1	voting	Faculty - Department of Nursing
1	voting	Faculty - Department of Physics
1	voting	SOS&T Representative to UCC
1	non-voting/ ex. officio	Representative Office of the Registrar
1	non-voting/ ex. officio	Dean of the SOS&T

2. Policies and Procedures

- a. Departmental representatives will be selected by their departments.
- b. Representatives serve for a three-year term. Individual terms may range from one to three years to provide for staggered terms in the future.
- c. Each term will end on June 30 with departmental elections scheduled in May every third year, as appropriate.
- d. The Curriculum Committee will elect a chair and secretary each year.
- e. Representatives are responsible for keeping their respective departments informed as to activities of the Henson School Curriculum Committee.
- f. Committee vacancies of less than one year due to illness, sabbaticals, etc. will be filled by replacements appointed by the chair of the affected department. Vacancies of one year or more will be filled by departmental elections.

Teacher Education Council Curriculum Committee

1. Structure of the Committee

The Teacher Education Council (TEC) sets policy and approves proposals related to curriculum, program admission, and student retention for all initial and advanced programs in teacher education and school personnel. This document outlines the major responsibilities of the Teacher Education Council in the curricular review process. Those major responsibilities include the following:

- a. Verifies that revised or new programs meet the academic content standards for NCATE accreditation for initial and advanced programs. Specialty program areas that are eligible for national recognition include initial programs in: Biology, Chemistry, Early Childhood, Elementary, English, French, Health, History/Social Studies, Math, Music, Physics, Physical Education, Spanish, TESOL, and advanced programs in Reading Specialist, Educational Leadership, and TESOL. Advanced programs in Curriculum and Instruction, Mathematics Education, and Post-Baccalaureate Middle School Math, while not eligible for national recognition are required to provide data to support Professional Education Unit standards and thus fall under the review process of the Teacher Education Council.
- b. Reviews documentation that includes an overview, rationale for the proposed changes, and an old and new checklist.
- c. Reviews the impact that new or revised programs have on candidate matriculation for majors, minors and transfers.
- d. Verifies that the program changes have been reviewed by appropriate teacher education committees (K-12 Secondary, Teacher Education) as part of the review process.

2. Recommendations from the Teacher Education Council will be forwarded to the Undergraduate Curriculum Committee. When the TEC approves a proposal, the TEC chair signs on the original form and forwards the paperwork to the UCC. Should the TEC reject a proposal, the TEC's recommendation to the Undergraduate Curriculum Committee will include a rationale for the rejection. All curriculum additions and changes must be reviewed by TEC prior to review by the UCC.

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