

Appendices

APPENDIX A

Students may locate the following policies in their respective publications by referring to the table of contents/index.

Policy that Appears in *Code of Maryland*

Regulations:

Maryland Higher Education Commission Student Transfer Policy

Policies that Are Published and Distributed Electronically in Compliance with the Drug-Free Campus, Drug-Free Workplace Legislation:

(www.salisbury.edu/police/clery_compliance/substance_abuse.asp)

Substance Abuse Policies and Sanctions for Students
Substance Abuse Policies and Sanctions for Employees
Alcohol Abuse Policy
Drug Abuse Policy
Drug-Free Workplace Policy

Policies that Appear in the *Faculty Handbook*:

(The *Faculty Handbook* is found at www.salisbury.edu/provost/handbook)

Academic Advising (9-2)
Academic Clemency (9-5)
Academic Misconduct (6-3)
Affirmative Action and Equal Opportunity (4-2)
AIDS (4-8)
Alleged Arbitrary and Capricious Grading (6-12)
Classification of Undergraduate Students (9-7)
Classroom and Related Responsibilities of Faculty (10-2)
Combined Bachelor's/Master's Programs (8-8)
Community Service (9-7)
Confidentiality and Disclosure of Student Records (10-4)
Continuing Education (9-5)
Degree and Curricular Requirements (11-3)
Eligibility to Register (9-3)
Evaluation of Performance of Faculty (2-39)
Examination and Portfolio Assessment (9-5)
Misconduct/Scholarly Work (6-6)
Religious Observances (10-4)
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Violence and Extremism (4-3)

Policies that Appear in the *Code of Conduct*

(The *Code of Conduct* is found at www.salisbury.edu/studentconduct/code.html)

Academic Integrity
Academic Policies and Procedures
Alcohol and Other Drug Policy
Campus Security
Code of Conduct
Drug and Alcohol
Electronic Mail Services
Equal Opportunity Policy
Family Educational Rights and Privacy Act
Grievance Policy
Judicial System Policies and Procedures
Living on Campus Policies and Guidelines
Off-Campus Behavior
Prohibiting Sexual Harassment

Reporting Sexual Offenses
Threats of Violence
Use of Facilities/Grounds for Meetings, Assemblies, Rallies, etc.

Policies that Appear in the *Residence Hall Information Booklet*:

(The booklet is found at www.salisbury.edu/housing/)

Early Arrivals
Electrical Appliances
Escort Policy
Facility Policies
Facility Repair Services
Fire Information
Fire, Security and Personal Safety
General Facility Policies and Information
Hall Design and Lifestyle
Handicap Accommodations
Housing/Residence Life Office Staff
Housing/Residence Life Philosophy
Involvement and Activities
Maintenance Concerns
Meal Plans
Message from Housing/Residence Life
Personal Safety Tips
Refrigerators
Residence Hall Accommodations
Resident Students' Rights and Responsibilities
Residents' Policies and Information
Room Check-In
Room Check-Out
Room Furnishings
Room Inspections
Security
Smoking Policy
Spring Check-Out
Tack Strips
Toilet Stoppages
Use of Residence Halls by Guests
Vacations
Window and Door Displays

Policies that Appear in the *Residence Halls Contract*:

(The contract is found at www.salisbury.edu/housing/)

Access to Rooms
Assignment Policies and Procedures
Condition/Disability Influencing Assignment
Conditions of Residency
Contract Addendum for Chesapeake Hall and St. Martin Hall
Contract Addendum for Dogwood Village
Contract Termination by University
Damage Assessment
Duration of the Contract
Effective Dates
Eligibility for Residency
First-Time Residents
Housing Deposit Use and Refund
Loss of Property
Meal Plan Requirement
Petition for Release from Contract for Spring Semester
Provisions of Contract
Rates and Refunds
Refund Policy for Room Cost for Entire Semester
Reservation Procedures for Returning Residents
Residence Hall Philosophy
Returning Student Housings Options
Returning Students Seeking to Cancel Contract for Next Year
Room Changes
Room Reapplication Process
Search of Rooms
University Responsibility
Wait-listed Students
Winter Term and Summer Session Housing

Policies that Appear in the *Student-Athlete Handbook*:

Athlete Eligibility
 Athletics Equipment
 Class Attendance
 Code of Conduct
 Dress Code
 Drug and Alcohol Policy
 Drug Testing Policy
 Inclement Weather Policy
 Medical Procedures
 Social Media Recommendations
 Transfer Policy

Policies that Appear in the *University Catalog*:

Academic Clemency Policy
 Admission Procedures
 For High School Graduates
 For Early Admissions
 For Non-High School Graduates
 For International Students
 For Immigrant Students
 For Veterans
 For Transfer Students
 For Former SU Students
 Class Attendance
 Equal Opportunity Policy
 Family Educational Rights and Privacy Act
 Graduation Requirements
 Henson School Course Repeat Policy
 Non-Traditional Credit Policies
 Readmission
 Student Residency Classification for Admission, Tuition
 and Charge Differential Purposes
 Transfer of Credit from Other Institutions
 Transfer Policies
 Waivers of Academic Policies and Procedures
 Withdrawal from the University

Policies that Appear in the *University System of Maryland Policies*:

(These policies found at www.usmd.edu/regents/bylaws)

Academic Advising (111-2.50)
 Academic Calendar (111-5.00)
 Academic Clemency (111-1.30)
 Academic Transcripts and Financial Aid Records (111-6.00)
 Acts of Violence and Extremism (VI-1.10)
 Admissions (111-4.00)
 Affirmative Action and Equal Opportunity (VI-1.00)
 AIDS (VI-11.00)
 Classification of Undergraduate Students (111-6.40)
 Combined Bachelor's and Master's Programs (111-2.20)
 Community Service (V-6.00)
 Confidentiality and Disclosure of Student Records (111-6.30)
 Constitution of the University System Student Council (1-3.00)
 Continuing Education (111-2.00)
 Copyrights (IV-3.10)
 Credit for Competency-Based Education and Prior Learning
 (111-1.41)
 Curricular and Degree Requirements (111-7.00)
 Eligibility to Register (111-2.30)
 Emergency Conditions—Cancellation of Classes
 and Release of Employees (VI-12.00)
 Enrollment (111-4.10)
 Establishment of Institutional Traffic Regulations
 Faculty, Student and Institutional Rights and Responsibilities
 for Academic Integrity
 Misconduct in Scholarly Work
 Military Duty (Students)
 Payment of Tuition and Fees
 Reporting of Campus Crime Statistics
 Reports of Intercollegiate Athletics
 Research
 Review of Alleged Arbitrary and Capricious Grading
 Scheduling of Academic Assignments on Dates
 of Religious Observance
 Sexual Harassment—University System of Maryland Policy

Student Affairs
 Student Athletics
 Student Classification for Admission and Tuition Purposes
 Student Employment
 Student Financial Aid
 Student Housing
 Student Misconduct
 Student Publications
 Student Tuition, Fees and Charges
 Summer and Special Sessions
 Tuition Remission for Spouses and Dependent Children
 of Faculty and Staff
 Undergraduate Student Concurrent Inter-Institutional Registration
 University System Student Council Policy
 Use of Alcohol Beverages at University System Institutions
 and Facilities
 Waiver of Application Fees
 Waiver of Tuition and Granting of Other Privileges for
 Senior Citizens of the State of Maryland

All University System of Maryland policies and corresponding
 Salisbury University policies can be reviewed at
www.salisbury.edu/prez/bor.policies.

APPENDIX B

Maryland Admissions Requirements

1. The Maryland Higher Education Commission set as a minimum admission standard for all full-time and part-time entering freshmen who have graduated from high school within five years of admission a high school average of C (2.0) or better. Each institution, however, is encouraged to adopt standards above the minimum level.
2. Each institution will develop predictive measures of probable academic success and identify any additional admissions criteria.
3. Students who have earned fewer than 24 credit hours and desire to transfer to state universities and colleges will be admitted under the conditions set down in accordance with the Maryland Student Transfer Policies, which require equal treatment of native and transfer students.
4. In order to attain junior status (60 credit hours), a student must have earned a grade point average of C (2.0) or better.
 - a. In order to ensure equal treatment of the native and transfer student, a transfer student who has earned 60 or more credits at prior institutions must have attained a C (2.0) cumulative average to be accepted at any state university/college.
5. Admission to some designated programs may require higher standards to be limited by the opportunities available to complete a clinical or other requirement of the major program
 - a. The institutional standards shall be approved by the Maryland Higher Education Commission and shall be reviewed by the commission on an annual basis.
 - b. Such standards shall be published in the institution's catalog.

Policy on Student Classification for Admission and Tuition Purposes

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006, Amended February 15, 2008, Amended October 24, 2014; Amended April 10, 2015)

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,¹ it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the tuition categories of in-state and out-of-state students for the purpose of admission and assessing tuition at USM institutions.

B. Burden of Proof

The person seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by the applicable USM institution upon a review of the totality of facts known or presented to it.

C. In-state Status

To qualify for in-state tuition, a student must demonstrate that, for at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to:

1. Make Maryland his or her permanent home; and
2. Abandon his or her former home state; and
3. Reside in Maryland indefinitely; and

4. Reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

Satisfying all of the requirements in Section II (and Section III, when applicable) of this policy demonstrates continuous intent and qualifies a student for in-state tuition. Students not entitled to in-state status under this policy shall be assigned out-of-state status for admission and tuition purposes.

D. Presumption

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and therefore, does not qualify for in-state status under this policy:

1. A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
2. A student is Financially Dependent on a person who is not a resident of Maryland.

This presumption may be rebutted. The student bears the burden of rebutting the presumption. See "III. Rebuttal Evidence" below.

II. REQUIREMENTS

Before a request for classification to in-state status will be considered, a student must comply with all of the following requirements for a period of at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. The student must demonstrate he or she:

- A. Owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.
- B. Has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.
- C. Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.
- D. Has registered all owned or leased motor vehicles in Maryland.
- E. Possesses a valid Maryland driver's license, if licensed.
- F. Is registered to vote in Maryland, if registered to vote.
- G. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.
- H. Has a legal ability under federal and Maryland law to live permanently without interruption in Maryland.
- I. Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student's circumstances have raised the presumption.

III. REBUTTAL EVIDENCE

Satisfying the requirements listed in paragraphs A through I of Section II, does not rebut the presumption that a student is in Maryland primarily to attend an educational institution. To overcome the presumption, a student must present additional evidence.

To determine a student's intent, the University will evaluate evidence of a student's objectively verifiable conduct. Evidence that does not document a period of at least 12 consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this policy. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence.

The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this policy.

Additional evidence that will be considered includes, but is not limited to, the following:

- A. Source of financial support:
 - 1. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
 - 2. Evidence the student is Financially Dependent upon a person who is a resident of Maryland.
- B. Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.
- C. Registration as a Maryland resident with the Selective Service, if male.
- D. Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.
- E. An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to live permanently in Maryland.

IV. NON-RESIDENTS WHO MAY TEMPORARILY QUALIFY FOR IN-STATE STATUS

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

- A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.
- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.
- C. An active duty member of the Armed Forces of the United States who is stationed in Maryland, resides in Maryland, or is domiciled in Maryland, or the spouse or a Financially Dependent child of such an active duty member. Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member's station assignment, residence or domicile remains in Maryland.
- D. A veteran of the Armed Forces of the United States who provides documentation that he or she was honorably discharged and currently resides or is domiciled in Maryland.
- E. A veteran who lives in Maryland and was discharged from a period of at least 90 days of service in the active military, navy, or air service less than three years before the date of the veteran's enrollment and is pursuing a course of education with educational assistance under 38 U.S.C. §3001 or 38 U.S.C. §3301.
- F. The spouse or child of a veteran provided that:
 - (1) the veteran was discharged or released from a period of at least 90 days of service in the active military, navy, or air service less than three years before the date of the spouse or child's enrollment (or in the case of a spouse or child seeking benefits under the Post-9/11 G.I. Bill, the veteran died in the line of duty on or after September 11, 2001 but less than three years before the date of enrollment);

- (2) the spouse or child is entitled to assistance under Post-9/11 G.I. Bill, , 38 U.S.C. §3319 and, 38 U.S.C. §3311(B)(9);
- (3) the spouse or child currently lives in Maryland; and
- (4) the spouse or child is pursuing a course of education with educational assistance under 38 U.S.C. §3001 or 38 U.S.C. §3301.5

- G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard.
- H. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.
- I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

V. PROCEDURES

- A. All Maryland residents and/or students who meet one of the exceptions to the policy, must submit an in-state tuition form to the Tuition Residency Office at the time of Admission to Salisbury University. An initial determination of in-state status will be made by the Tuition Residency Office. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.
- B. A change in status must be requested by submitting a USM institution's "Petition for Change in Classification for Tuition." A student applying for a change to in-state status must furnish all evidence that the student wishes the USM institution to consider at the time the petition is due. The due date is based on the deadline set forth by the USM institution at which the student seeks to enroll. If the applicable USM institution has no such deadline, the due date is the last published date to register for the forthcoming semester/term for which the change in classification is sought.
- C. The student shall notify the USM institution in writing within 15 days of any change in circumstances which may alter in-state status.
- D. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.
- E. Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

- A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.
- B. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.
- C. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.

- D. Spouse: A spouse is a partner in a legally contracted marriage.
- E. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.
- F. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.
- G. Continuous Enrollment:
 - 1. Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.
 - 2. Graduate and Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirement.

VII. IMPLEMENTATION

This policy as amended by the Board of Regents on April 10, 2015, shall be applied to all student tuition classification decisions EFFECTIVE JULY 1, 2015 AND THEREAFTER.

¹ Annotated Code of Maryland, Education Article, §12-101.

APPENDIX C

General Education: Student Learning Principles and Goals

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

The General Education Program advances the University's mission to empower our students with the knowledge, skills and core values that contribute to active citizenship, gainful employment and life-long learning in a democratic society and interdependent world by:

- providing a coherent integrated curriculum that speaks largely to the student learning goals. Coherence is the inter-connectedness of the curriculum within courses, across disciplines and throughout the undergraduate experience.
- encouraging the developmental progression of student knowledge, skills and dispositions throughout the undergraduate experience.
- providing a broad range of learning opportunities in courses, in co-curricular activities and in settings outside the University.
- fostering an academic community that is guided by the University's core values of excellence, student centeredness, learning, civic engagement and diversity through student-to-student, faculty-to-student and faculty-to-faculty collaborative opportunities. Collaboration may occur in linked courses, interdisciplinary courses, undergraduate research, learning communities, community projects and other venues.
- incorporating ongoing and comprehensive review of the General Education curriculum and assessment of student progress toward learning goals. This review and assessment will be used for the continued improvement of General Education to achieve institutional goals and vision.

STUDENT LEARNING GOALS

The principles and goals, which follow, 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.

Learning Principles

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 set of 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 interdependent world.

These principles are expressed by the following set of student learning goals.

Student Learning Goals

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

- 1) Critical Thinking - Acquire abilities to engage in independent and creative thinking and solve problems effectively.
- 2) Command of Language - Acquire abilities to communicate effectively—including reading, writing, listening and speaking.
- 3) Quantitative Literacy - Acquire abilities to reason mathematically.
- 4) Information Literacy - Acquire abilities to use libraries, computer applications and emerging technologies.
- 5) 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.

- 1) Breadth of Knowledge - Possess knowledge from and familiarity with modes of inquiry and creative processes used in a variety of disciplines including:
 - a) Visual and performing arts (art, music, dance, theater)
 - b) Literature (English, foreign language-based)
 - c) Civilization: cultural and historical perspectives
 - d) Contemporary global issues (peoples, cultures, institutions)
 - e) Second language or culture
 - f) Mathematics
 - g) Social and behavioral sciences
 - h) Biological and Physical Sciences
- 2) 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.

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

APPENDIX D

Fulton School Curriculum Reform: Course Enhancement Menu

The Fulton School Course Enhancement Menu identifies enhancements for four-credit courses which meet three-credit class time guidelines. The intent of the four-credit courses is to increase SU's academic standards and adjust them upward by adding one or more of the following enhancements to the current three-credit courses. Starting fall 2008, most courses in the Fulton School of Liberal Arts are offered for four credits. Most will meet three hours each week with a one-credit enhancement. The following enhancement menu specifies the seven types of course enhancements.

One-credit Course Enhancements

▶ **Increased course content and/or collateral readings**

Example: more primary, secondary and/or supplemental readings

▶ **Undergraduate Research and Information Literacy**

Example: assignments that fulfill department programmatic approaches to undergraduate research and information literacy, systematically building students' research and writing skills throughout their majors

▶ **Technology**

Example: instructor-developed content, commercially developed course packs, digital audio (podcasting), video demonstrations, chat rooms, course blogs, individual WebCT tutoring, teleconferences with students at other campuses or international groups, field research, student-authored independent research

▶ **Higher Level Critical Thinking Exercises**

Example: assignments that specifically develop analysis, synthesis and evaluation, as opposed to lower-level critical thinking exercises that target knowledge, comprehension and application

▶ **Service Learning/Civic Engagement**

Example: assignments which place students in leadership positions to conceive of and implement programs that they know will benefit others; assignments which involve students in developing good civic dispositions, as suggested in the 2006 Middle States Report

▶ **International Education/Cultural Enrichment**

Example: spring break study/experience abroad, museum visits, cultural experiences within the geographical area

▶ **Additional Hour(s) in Class, Lab or Studio**

APPENDIX E

Fulton School 102-Level Foreign Language Requirement for Select Majors

FULFILLING THE REQUIREMENT

Students may fulfill the requirement via one of the following ways:

- Three or more years of study of one foreign language in high school; no college course work is needed to meet the requirement.
- A combination of high school and college study; the most common example being two years of high school foreign language study plus a 102-level course in the same language in college.
- College-only study of one foreign language by taking both 101- and 102-level courses in college.

For additional information, students may consult the chair of their major department.

Special Cases

▶ **Heritage Speakers**

Heritage speakers of a language other than English who do not present high school or pre-SU college study of the language, but propose to use that language to fulfill the requirement, may demonstrate proficiency through the 102 level via an appropriate placement examination administered or arranged by SU's Modern Languages and Intercultural Studies Department.

▶ **International Students**

Native speakers of a language other than English fulfill the foreign language requirement through their satisfactory performance on the TOEFL exam.

APPENDIX F

Henson School of Science and Technology Course Repeat Policy

This policy applies to all undergraduate courses offered in the Henson School of Science and Technology, effective academic year 2013-2014. (Note: other restrictions on course repeats may apply; check with specific academic programs for details).

- Students may repeat courses offered by the Henson School of Science and Technology one time at Salisbury University without special permission. These include courses with prefixes BIOL, CHEM, COSC, ENGR, ENVH, GEOG, GEOL, MATH, MDTC, NURS, SCIE, PHYS, RESP for which the student earned any grade (B, C, D, F, PS, I, W, WP, WF, NGR or Audit). Students should take note that grades of W, WF or WP earned by withdrawing from a class after the schedule adjustment period (typically the first week of the semester for Spring/Fall and the first three days for Summer/Winter) are considered grades and are subject to this policy. Exceptions are those courses that may be repeated for credit (e.g., BIOL 490, CHEM 499). Also, some majors may limit students to a single repeat of specific courses (see requirements for your major).
- Students who wish to repeat a course a second time (third enrollment) must seek approval from the Henson Dean's Office by completing a Motivation and Strategies for Success Plan (www.salisbury.edu/henson/advising). Completion of this process does not guarantee enrollment for a third time, as enrollment will depend upon a compelling plan for success and available seats in the course. Students will not be allowed to enroll in a course for a fourth time unless there are extremely extenuating circumstances.
- Please note that all grades appear on students' transcripts. For undergraduate courses, the grade from the most recent attempt at SU is used to calculate grade point averages, even if that grade is lower than the first time the student took the course. Students transferring credits from other institutions should be aware that these courses may complete degree requirements, but grades earned in these transferred courses will not be used in SU GPA calculations and do not replace any grade earned in the equivalent course at SU.