Curriculum Approval Guide

Office of Academic Affairs • Salisbury University • Salisbury, MD 21801

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Section 1: CURRICULUM REVIEW PROCESS

UNDERGRADUATE CURRICULUM COMMITTEE (UCC)

Membership*

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

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

The committee shall have eight voting members: seven faculty serving three-year terms, two retiring every two years, three retiring every third year, four elected from and by their respective college/schools, three elected at-large (excluding librarians); and one student serving a one-year term selected annually in a manner determined by the Student Government Association. The Provost or designee, the Registrar or designee, Academic Advising Center designee, Office of Admissions designee, and the Catalog Editor 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: Bylaws were taken from the Faculty Senate website https://www.salisbury.edu/administration/campus-governance/faculty-senate/_SECURE/17-18/FS_Bylaws_July_1_2018.pdf

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 college/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 college/school committee review.

The UCC reviews undergraduate curriculum proposals of two broad types: 1) new courses and course change proposals, (If a course proposal requires changes to the areas within the current structure of General Education, then the proposal will be forwarded to the Faculty Senate for approval of the change in that area before the course is reviewed by the UCC), and 2) new programs, majors or minors or changes in programs, majors or minors. **(revised 3/17/17)**

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 college/school curriculum committees. An updated list of the UCC members is available on the Faculty Senate Web page https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/members.aspx

UCC Meeting Dates

The Undergraduate Curriculum Committee meets every other Thursday from 3:30 – 5:00 during the fall and spring semesters, unless otherwise specified. The college/school curriculum committees (C/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.

GRADUATE CURRICULUM COMMITTEE (GCC)

The purpose of the committee shall be to make recommendations to and receive suggestions from the Graduate Council for the general coordination and improvement of graduate studies, and to screen all proposed additions, deletions, and changes in the graduate curriculum.

All curriculum must be submitted 2 weeks prior to the posted Graduate Council meeting date to be reviewed at next meeting. Any curriculum received after that will be tabled to the following month's meeting.

CURRICULUM REVIEW PROCESS

Curriculum Approval Guide

It is the concern of both the faculty and the administration that the curriculum of departments, college/schools, and the university as a whole be sound and form 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, college/schools, university committees, and Faculty Senate work together to facilitate the overall curriculum development process at Salisbury University, which concerns general education, majors, minors, and academic programs. Tradition and dialogue have shaped the process by which the curriculum has evolved. This manual provides information and guidance regarding the policies and procedures that have been agreed upon as important and necessary for the continued growth and viability of the curriculum.

Hard copies of the Curriculum Approval Guide are available to the members of the UCC and C/SCC committees and the department chairs. Additional hard copies may be available from the Academic Affairs Office upon request. An e-copy of the Curriculum Approval Guide is available online at: https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/curriculum.aspx.

Curriculog

Curriculog serves as the University's main tool in guiding curriculum through the approval process. Faculty/Staff may access Curriculog by using the following link: https://salisbury.curriculog.com and signing on by using their Duo-Protected SU username and password.

Curriculum Review Process

- Originator Launches Proposal in Curriculog
- Department Curriculum Committee, if applicable (1-2 weeks)
- Academic Chair (1 week)
- School/College Committee (1-4 weeks)
- Dean (1 week)
- SCED/P12 and/or TEC, if applicable (1-4 weeks for each)
- Undergraduate Curriculum Committee/Graduate Curriculum Committee and Grad Council (1-4 weeks)
- Provost Office (1-2 weeks)
- External Review Necessary for New Programs and Substantive Changes (4-13 weeks)
- Provost (1-2 weeks)
- University Editor (1 week)
- Registrar's Office (2 weeks-2 months*)
- Appears in Catalog (September 15 for spring changes; February 15 for fall changes)

* Time varies depending on date of offerings and complexity of change.

Guiding Proposals to Final Approval

The UCC and GCC have agreed upon several general procedures to use in guiding proposals to final approval.

Role of Department

- 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 proposal through Curriculog.
- When applicable, proposals are routed to a department curriculum committee before going to the department chair or graduate program director for approval.

Role of College/School Curriculum Committee (C/SCC)

- The C/SCC chair is notified by Curriculog that proposals are ready for review and adds them to the agenda.
- The C/SCC chair and committee members review proposals. The chair is responsible for communicating upward and/or downward any pertinent information to the appropriate people.
- The C/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 C/SCC, it is rejected and sent back to the originator.
- If the C/SCC supports a proposal, the C/SCC chair approves it, and it moves forward to the dean.

Role of the Dean

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, he/she approves it in Curriculog and it moves forward to either SCED/P12, TEC or the UCC or GCC for further review. If the dean does not support the proposal, it is rejected in Curriculog and sent back to the originator.

Role of Undergraduate Curriculum Committee (UCC)/Graduate Curriculum Committee (GCC)/Graduate Council (GC)

- Once tasked with a proposal in Curriculog, the UCC or GCC chair prepares the agenda for the next meeting. The UCC/GCC chair is also responsible for communicating upward and/or downward any pertinent information to the appropriate people.
- The UCC/GCC meets every other week during the fall and spring semesters to discuss proposals.
- Meetings are generally open to all faculty although the committee retains the right to hold closed meetings regarding sensitive issues.
- The particular date of discussion at UCC/GCC can be obtained from reviewing the agenda located in Curriculog. It will be put on the UCC/GCC 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 way will help the committees in their deliberations and speed the approval process.
- Individual faculty members may 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.
- The UCC/GCC may request additional information from the originator.
- If a proposal is not supported by the UCC/GCC, it is rejected and sent back to the originator.

- When the UCC supports a proposal, the UCC chair approves, and it moves on to the Provost's Office. If the GCC supports a proposal, the GCC Chair approves, and it moves on to GC and ultimately to the Graduate Dean and Provost.

Role of Secondary P-12 Committee

The SCED/P-12 committee is an advisory committee to the Department of Secondary and Physical Education and to the Teacher Education Council. The committee recommends curricula and other related matters to meet Maryland State secondary/P-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 P-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 P-12 areas shall be members, including one department member representing the MAT program;
- ex-officio non-voting members shall include the Seidel School Advising Services Coordinator, the Director of the Secondary Education/P-12 programs, the Director of Field Experiences, and the Professional Development College/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 P-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 P-12 Committee will discuss the presentation information and review the proposal to ensure it is congruent with other secondary P-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 P-12 Committee. This memo will be included in the curriculum packet proposal.

Role 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 CAEP 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 the Faculty Senate (new text added: 4/6/17)**

- Faculty Senate (FS) has the right to review all decisions made by the UCC/GCC.
- Any new course proposal which requires changes to the areas within the current structure of General Education will be forwarded to the FS for approval. Here we define "area" to mean the three or four letter code that is associated with courses whether that code is synonymous with a program, a department, or other. When a new area has been sent to the FS to be reviewed for inclusion in General Education, the senate president will contact the chairs of departments hosting those disciplines currently represented in the proposed category of General Education. The senate president will ask each chair for a representative to serve on an ad hoc committee to review the proposal. The faculty senate president will also recruit a non-voting designated senator to sit on the committee. Once formed, the ad-hoc committee will elect a chair to oversee the review process.

- The proposing department will submit a formal proposal to the ad-hoc committee where they will demonstrate the academic underpinnings of the area and conclusively show that the proposed area is suitable for inclusion in that General Education category. The FS will ask that this ad-hoc committee submit a report with a recommendation and a rationale in writing to the senate president. The FS will then consider the recommendation of the ad-hoc committee and vote on the proposal. Representatives from the ad-hoc committee will be asked to attend the senate meeting to answer any questions. If the FS approves the change in area, the UCC will then proceed to review the course proposal to determine if the course meets UCC guidelines for inclusion in General Education. If the FS does not approve the change in area, the UCC will not review the course proposal.

Role of Provost 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 during the **fall term** of the following academic year. New courses and some course changes may be in effect the next regular semester providing the approval meets the set and advertised deadlines.

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.	C/SCC	Dean	SCED/P12 and/or TEC	UCC, GC	Provost
a. Curriculum proposal completed correctly.	☐					
b. Curriculum proposal 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.	☐	☐			☐	
f. Effect on other college/schools, departments or programs are examined.					☐	
g. State and university guidelines for new programs or minors are met.			☐		☐	☐

Curriculum Review	Dept.	C/SCC	Dean	SCED/P12 and/or TEC	UCC, GC	Provost
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 CAEP 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.				☒		
m. Meets WAC standards and includes WAC statement in syllabus.	☒	☒				
n. Meets general education objectives when applicable.		☒			☒	
o. Library resources will be addressed with department library liaison.	☒	☒				
p. 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		☒			☒	
q. Fits with the university's existing curriculum with no overlap or duplication.		☒			☒	
r. Meets the university requirements for total credit minimums (18 credits for minors) and maximums (120 credits).		☒			☒	

Curriculum Review	Dept.	C/SCC	Dean	SCED/P12 and/or TEC	UCC, GC	Provost
s. Reasonable balance of core and elective requirements.		☐			☐	
t. Reasonable requirement sequence does not prolong student's time to degree.	☐	☐			☐	
u. 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: https://www.usmd.edu/
    2) New Program Proposals: https://www.usmd.edu/usm/academicaffairs/academic_programs/
    - Salisbury University Faculty Handbook: https://www.salisbury.edu/administration/academic-affairs/faculty-handbook/
- Salisbury University Undergraduate and Graduate Catalog: http://catalog.salisbury.edu/

COMMON CURRICULUM QUESTIONS

Course cycle: The cycling of a course is 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: Consult with the Registrar when creating a number for a new course or changing a number of an existing course. A course number cannot be reused for a different course for a period of seven years. The Registrar's Office can provide you with 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. Note: Consent of the instructor cannot be enforced in GullNet without requiring permission numbers for everyone who registers for the course.

Course syllabus: A syllabus should be attached to a new course proposal and to a change of course proposal if the changes are ***significant***. 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 are 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 C/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 in the approval process, progress can be tracked in Curriculog.

General education status*:* The C/SCC and UCC seek a rationale regarding why a course should bear general education credit. The course must show how it will teach to and assess the Student Learning Outcomes assigned to the designated Gen Ed area. (See General Education section of this guide).

Interdisciplinary Program Proposals: Interdisciplinary programs need to be approved by all departments and college/schools affected by the program. This may mean gaining approval from more than one department chair, C/SCC and college/school dean. Initiating faculty proposing such programs should arrange a joint meeting between some members of all relevant C/SCC. At the initial meeting, initiating faculty can make the case for their proposal, and representatives of various college/schools can discuss any concerns they have in a constructive, interdisciplinary context. This meeting will serve to inform members of different college/schools about each

other's views and should allow initiating faculty to respond to any concerns before the proposal is considered by C/SCC. After this informational meeting, the C/SCCs should vote on the proposal. If changes are requested by any of the C/SCCs, another joint meeting will likely be needed to make sure that the revised proposal takes a form palatable to all affected college/schools. Only after being approved by the C/SCCs involved should the interdisciplinary proposal be forwarded to the UCC. The proposal sent forward to the UCC should include a brief summary of how communication occurred between the affected college/schools and must be signed by all the department chairs, C/SCCs and college/school deans affected by the proposed program.

Library resources: A library resource analysis must be conducted for new courses and courses going through substantial changes.

New Course vs Change of Existing Course*:* There are several elements that should be considered in making the decision to propose a change to an existing course or to 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*:* An Impact Report must be run in all cases to determine whether courses or programs will be affected by the changes proposed. 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 proposal as a way of providing the required documentation. Questions regarding the necessity of including this documentation should be referred to the C/SCC 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.

Proposal Templates: Proposal templates can be found in the Curriculog platform. Unique templates have been created for each type of curriculum request.

Staffing: "Staffing" does not just mean having someone to teach 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 and 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 GCC and Graduate Council. A proposal for each course number should be prepared.

***Note:** The original language of the Role of Faculty Senate was approved by the Faculty Senate on 2-10-2015. The final language and flowchart were approved by Faculty Senate on 3-28-2017.

Section 2: NEW COURSE AND COURSE CHANGE PROPOSALS

INTRODUCTION

The New Course/Change to Course Proposals are used to propose a new course or to change an existing course in the university curriculum. The Change to Course Proposal has been modified to simplify and expedite the processing of proposals.

For a Change to Course, after importing the current curriculum from the online catalog, only note the changes you are requesting. There is no need to write N/A if there is not a change.

Significant changes to an existing course should be considered as a NEW COURSE with the existing course dropped from the curriculum.

SPECIAL TOPIC COURSES

Special topic courses should be used to explore topics which add variety to the present curriculum and reflect current interests. They should serve as short-term course offerings by academic departments and not be considered a permanent part of the curriculum. All special topic courses must be approved by the Department Chair. They may be offered for 1-4 credits. A special topic course may be offered twice without approval by the UCC/GCC. After offering a course with the same fundamental curriculum focus/purpose twice within a 3-year period, the course must proceed through the established curriculum-approval channels.

KEY FOR NEW COURSE AND CHANGE TO COURSE PROPOSALS

Requesting Department	Indicate the department submitting the proposal.
Course Prefix/Number	The new course prefix and number (Ex. ENGL 101) must be one that has not been in use for at least 7 years. Verify the proposed number with the Registrar's Office.
Course Title	Appropriate to course content; avoid biased language and jargon.
Course Description	A brief description of the course that reflects course content and objectives. Avoid biased language and jargon. This will appear in the catalog.
Prerequisites/ Co-requisites	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	Complete the appropriate General Education Outcomes Checklist (Appendix F) which will provide justification for general education status and selection of appropriate general education category (see Section 6. General Education). For a course to be considered as Gen Ed, it must teach to and assess the assigned Student Learning Outcomes.
Hour(s) Credits	1 hour lecture=1 hour credit; 2 hours lab=1 hour credit. Include maximum and minimum credits and number of 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 and should be noted as "+ enhancement."
Repeatable	(List both maximum number of credits) For courses that can be taken more than once, and maximum number of times the course can be taken.
Undergraduate/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	**Regular** = A,B,C,D,F; **P/F**=college credit earned, GPA affected by F; **S/U**=internal credit only, GPA not affected; **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	Select an activity code from the list in Section 11, Appendix A. Multiple codes may apply to a course.
May Not Receive Credit	List any courses that would be considered the same as the course being proposed, indicating that a student should not receive credit for more than one.
Cross Listed	Indicate whether the course is cross-listed with another course.
Study Abroad	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.
First Offering Term and Year	Check Curriculum Timeline and choose an appropriate term and year.

Impact Report	List **all** majors, programs, tracks, minors, and/or courses for which a course change impacts curriculum.
Rationale	Examine how the proposal relates to the departmental mission.
Analysis of Resources	Discuss the following topics as they relate to the proposal: Staffing implications: determine where this course fits in the cycle of departmental offerings, the overall effect on availability of staff to teach the course, how it will affect student enrollment in the course, and the effect on department resources; Additional Costs: determine additional costs of materials, equipment and fees.

Directions for Required Attachments:

Library Resource Analysis	For any new course proposal, the initiator of the proposal will check the box and send a request for a resource analysis to the department's Library Liaison. While the Library Liaison will send a completed report to the initiator, department chair and dean, the analysis itself does not need to accompany the proposal.
Course Credit Rationale	If the number of credits earned exceeds the number of hours per week per COMAR, explain how the extra credit(s) will be earned.
Course Syllabus	Probable Text(s) and Materials: list of required and/or optional books, manuals, materials, supplies and equipment. Topics: listed by weeks or by class meetings. Exercises and Activities: 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. Evaluation of student Work: 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. Writing Across the Curriculum (WAC): 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 7. Writing Across the Curriculum). Additional Information: The *Faculty Handbook* 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 misconduct, inclement weather and religious holidays.
Course Cycle	Note which semester(s) and how often the course will be offered.
Affected Majors	Include written copies (e-mails) of letters of support from chair(s) or coordinators from the affected department(s) listed in the Impact Report (referenced above).

Section 3: CHANGE TO MAJOR, PROGRAM OR TRACK OR CHANGE TO MINOR

INTRODUCTION

After importing the current curriculum from the online catalog, only note the changes you are requesting. There is no need to write in N/A if there is not a change.

CHECKLIST

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

- The required and optional courses support the goal of the major or minor.
- Interdisciplinary majors and minors are assigned to an administrative department and all college/schools and departments involved with the courses in the interdisciplinary major or minor have been involved in the changes.
- There is a person responsible for coordinating the minor.

KEY FOR CHANGE OF MAJOR, PROGRAM OR TRACK OR CHANGE OF MINOR PROPOSALS

Requesting Department(s)	Indicate the department submitting the proposal. In rare cases, the name of the school or college belongs here instead of an academic department.
Title of Major/Minor	Avoid biased language and jargon.
Program Description	Write a brief description of the program that reflects programmatic content and objectives. Avoid biased language and jargon. This will appear in the catalog.
Total Credits	Number of credits required for the major/minor.
Date of First Offering	Check Curriculum Timeline and choose an appropriate term and year. Program changes must first be offered in summer (grad only) or fall.
Rationale for Change	Examine how the proposal relates to the departmental mission.
Analysis of Resources	Discuss the following topics as they relate to the proposal: Staffing implications: determine where changes fit in the cycle of departmental offerings, the overall effect on availability of staff to teach the courses, how it will affect student enrollment, and the effect on department resources. Additional Costs: determine additional costs of materials, equipment and fees.
Prospective Curriculum	This outlines the program's requirements for degree completion, including the organization of the requirements. There is an opportunity to drop or add courses prior to organizing.

Directions for Required Attachments:

Library Resource Analysis	For any changes to curriculum, the initiator of the proposal will check the box and send a request for a resource analysis from the department's Library Liaison. While the Library Liaison will send a completed report to the initiator, department chair and dean, the analysis itself does not need to accompany the proposal.
Related Course Proposals (if applicable)	A reminder to submit new course/course change proposals related to the program changes.
Curriculum Guides	A reminder to separately submit a separate Change to Curriculum Guide proposal if applicable (N/A for minors).

SECTION 4: NEW MINOR AND NEW MAJOR, PROGRAM OR TRACK PROPOSALS

NEW MINOR INTRODUCTION

Campus approval for new minors begins at the department level and continues through the college/school curriculum committee, the college/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 are found on the following pages.

KEY FOR NEW MINOR PROPOSAL

Requesting Department	Indicate the department where the new minor will be housed.
Minor Title	Appropriate to minor content; eliminate biased language and jargon.
Number of Credits Required	Number of credits required to receive the minor (at least 18 credits).
Date of First Offering	Check Curriculum Timeline and chose an appropriate year. All new minors must first be offered in a fall term.
Minor Description	Write a brief description of the minor that reflects programmatic content and objectives. Avoid biased language and jargon. This will appear in the catalog.
Minor Coordinator	Include the name of person who will have oversight of the minor.
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	Discuss the following topics as they relate to the proposal: Staffing implications: determine where requirements for the minor fit in the cycle of departmental offerings, the overall effect on availability of staff, how it will affect student enrollment and the effect on department resources; Additional Costs: determine additional costs of materials, equipment and fees.
Prospective Curriculum	This outlines the minor requirements, including the organization of the requirements. There is an opportunity to add all required courses before organizing them.

Attachments Required directions:

Library Resource Analysis	For any new curriculum proposal, the initiator of the proposal will check the box and request a resource analysis from the department's Library Liaison. While the Library Liaison will send a completed report to the initiator, department chair and dean, the analysis itself does not need to accompany the proposal.
Related Course Proposals (if applicable)	A reminder to separately submit new course/course change proposals related to the new minor.
Affected Departments	If applicable, include written copies (e-mails) of letters of support from chair(s) or coordinators from department(s) that house courses within the minor or are affected by its creation.

NEW MAJOR, PROGRAM OR TRACK INTRODUCTION

All new program proposals must be approved at the department level and continue through the college/school curriculum committee, the college/school dean, the teacher education council (when appropriate), the Undergraduate Curriculum Committee or Graduate Council, and the Provost.

After the internal process is completed (see the next paragraph for details), the Provost Office will submit a letter of intent to the USM Office of Academic Affairs. The procedures are guided by the Board of Regents Policy III-7.01 and MHEC curriculum policies. These guidelines are available online at http://www.usmd.edu/regents/bylaws/SectionIII/III701.html and https://mhec.maryland.gov/institutions_training/Pages/acadaff/AcadProgInstitApprovals/academicprogramsinstitutionalapprovals.aspx. Additional instructions are available on the USM website at http://www.usmd.edu/usm/academicaffairs/academic_programs.
Below are steps for submitting new major, program or track proposals at the local level.

Steps at the local level:

1. Local approval begins with the Department Chair and the College/School Curriculum Committee (C/SCC).
2. Following C/SCC approval, the proposal is forwarded to the dean for approval.
3. Any curriculum involving education certification must then be forwarded to the Teacher Education Council (TEC).
4. Following C/SCC and TEC (when appropriate) approvals, the proposal is forwarded to the UCC or GCC for review and approval.
5. The UCC or GCC recommends the program to the Provost who finalizes the internal approval process.

When the steps above are complete and the Chancellor of USM notifies the President of the university that the major, program or track has been approved, it becomes part of the University's curriculum.

KEY FOR NEW MAJOR, PROGRAM OR TRACK PROPOSAL

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Requesting Department	Indicate the department where the new major, program or track will be housed.
Major, Program or Track Title	Appropriate to major content; eliminate biased language and jargon.
Major, Program or Track Description	Write a brief description of the major, program or track that reflects programmatic content and objectives. Avoid biased language and jargon. This will appear in the catalog.
Date of First Offering	Check Curriculum Timeline and choose appropriate year. All new majors, programs or tracks must first be offered in a summer (grad only) or fall term.
Number of Credits Required	Number of credits required to complete the major, program or track. Include the credits required for general education and elective courses that is needed to meet the graduation requirement.
Prospective Curriculum	This outlines the program's requirements for degree completion, including the organization of the requirements. There is an opportunity to drop or add courses prior to organizing.
Rationale for New Major, Program or Track	Include a statement of the rationale for the creation of the new major, program or track. 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	Discuss the following topics as they relate to the proposal: Staffing implications: determine where requirements for this major fit in the cycle of departmental offerings, the overall effect on availability of staff to support the major, how it will affect student enrollment and the effect on department resources; Additional Costs: determine additional costs of materials, equipment and fees.

Attachments Required directions:

Library Resource Analysis	For any new curriculum proposal, the initiator of the proposal will check the box and request a resource analysis from the department's Library Liaison. While the Library Liaison will send a completed report to the initiator, department chair and dean, the analysis itself does not need to accompany the proposal.
Related Course Proposals	A reminder to submit new course/change to course proposals related to the major, program or track.
Curriculum Guide	A separate proposal is required to create a curriculum guide/4-year plan for undergraduate majors, programs, or tracks.
Affected Departments	If applicable, include written copies (e-mails) of letters of support from chair(s) or coordinators from department(s) that house courses within the major, program or track or from departments that are affected by the creation of this new major, program or track.

SECTION 5: 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 (Go to: http://www.usmd.edu/usm/academicaffairs/academic_programs/ for complete details.)

Institution Program Notification:
When the provost of a USM institution approves a new academic program, he or she should submit a letter of intent to USM of Academic Affairs. The form is available on the USM Web site at: http://www.usmd.edu/usm/academicaffairs/academic_programs/loitemplate.doc.

> The letter of intent is disseminated to the USM Academic Affairs Advisory Council (provosts and vice presidents). Institutions are asked to review and to respond directly to the proposing institution's provost/vice president with comments, questions, or objections within 15 business days. (USM OAA is copied on responses.) If there are no objections, development of the formal program proposal should proceed.

Institutional Proposal Development:
A USM institution develops and approves a program proposal according to the USM guidelines and forwards the proposal to the USM Chancellor with a copy to USM OAA and MHEC concurrently. For instructions and program proposal forms, go to: https://www.usmd.edu/usm/academicaffairs/.

USM Review of Proposal Program:
The completed proposal should be submitted to the provost/vice president's office _____ days prior to the start of the program submission window. For the current window dates, go to: http://www.usmd.edu/usm/academicaffairs/academic_programs/propprog.html.

1. The provost/vice president's office will review the proposal. If the proposal is found to be complete and consistent with institution, USM and MHEC requirements, the proposal will be submitted to the USM Chancellor with a copy to USM OAA and MHEC concurrently. For instructions and program proposal forms, go to: http://www.usmd.edu/usm/academicaffairs/academic_programs/NewPrograms.html.
2. USM OAA will prepare the proposal with the Chancellor's recommendation for submission to the USM Board of Regents Education Policy Committee (EPC) for their review at the next scheduled meeting. The EPC makes a recommendation to the full Board at their next meeting. The EPC may recommend approval, request additional information, or recommend that the proposed program not be approved.
3. Action is taken by the full Board at their next meeting which is within 60 days of the submission to the USM.
4. MHEC will concurrently review the proposal. Within 10 business days, MHEC must either notify the institution that additional information is required or, if the proposal is deemed complete, disseminate to all Maryland higher education institutions for comment. Institutions are given 30 days to comment/object. If there are no objections, MHEC must take action within 60 days of receipt of a completed proposal.

Note: Most of the above information was found on the USM Web site.

(Rev. 12/13)

Section 6: GENERAL EDUCATION

GENERAL EDUCATION PRINCIPLES, GOALS, AND ASSESSMENT (08-03)

PURPOSE

The General Education program is designed to foster the personal, intellectual, and social development of the Salisbury University student. Salisbury University provides an institutional environment and academic curriculum that supports interconnected learning and experiences, which signify an ability to analyze and make connections between ideas, concepts, and experiences-both on and off campus.

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 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 continuous improvement of General Education to achieve institutional goals and vision.

STUDENT LEARNING GOALS AND OBJECTIVES

Essential Competencies

Essential Competencies are the intellectual habits and skills that students progressively develop in order to succeed as undergraduates and as members of a rapidly changing and globally interconnected society. Upon completion of their studies at SU, students will demonstrate effective reading and communication, critical thinking and reasoning, quantitative reasoning, scientific reasoning, information literacy as the means by which to solve problems.

- Critical Thinking & Reasoning: Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.
- Effective Reading: Students will be able to extract and construct meaning by interacting with written language.
- Information Literacy: Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.
- Oral Communication: Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
- Quantitative Reasoning: Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative

evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).

- Scientific Reasoning: Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions.
- Understanding the Human World: Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time.
- Written Communication: Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.

Foundational Knowledge

Foundational Knowledge describes the breadth of information and experiences needed to succeed in a globally interconnected world, and is achieved through the study of the arts, humanities, mathematics, natural sciences, and social sciences. Upon completion of their studies at SU, students will demonstrate knowledge of the human experience, the physical world, and ways of knowing.

- Knowledge of the Human Experience: Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.
- Knowledge of the Physical World: Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.

Personal, Social, and Cultural Responsibility

Personal, Social, and Cultural Responsibility integrates the knowledge, skills, and core values that allow students to learn, live, and lead effectively as scholars, employees, and active citizens. Upon completion of their studies at SU, students will show evidence of civic and community engagement, knowledge of emerging and global issues, a commitment to and knowledge of environmental sustainability, ethical reasoning, respect for inclusion and diversity, intellectual curiosity, intercultural competence, as well as be aware of issues of personal health and wellness.

- Civic & Community Engagement: Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify issues underlying public policy.
- Emerging & Enduring Global Issues: Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.
- Environmental Sustainability: Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.
- Ethical Reasoning: Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.
- Inclusion & Diversity: Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives.
- Intellectual Curiosity: Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.

- Intercultural Competence: Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.
- Personal Health & Wellness: Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including, but not limited to, emotional, financial, and physical.

ASSESSMENT

Ensuring that we are meeting the goals and outcomes of the General Education program is a top priority at Salisbury University. Every semester, the University hosts GULL Week, a time when students can provide feedback on what they are learning so we can see what we are doing well and what has room for improvement. The results from this week and other assessments give us the information we need to make the best General Education program for you.

Please Note: A new General Education model was voted in through an all-faculty vote in April 2021. The new model will go into effect beginning in fall 2023.

CRITERIA FOR SALISBURY UNIVERSITY GENERAL EDUCATION CREDIT BEARING COURSES

STRUCTURE OF THE GENERAL EDUCATION PROGRAM

The General Education Program consists of five 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
Group I coursework is intended to develop students' competence in written expression.

Group II
Group II offers courses in the area of history, offering a perspective on times and cultures other than our own while fostering a sense of the interconnectedness of our world.

Group III
Group III offers courses in the areas of humanities and social science, affording perspectives and insights into beauty and truth embodied in the traditional disciplines of the humanities as well as the interaction of humans with each other in a social world.

Group IV
Group IV involves experiences in the scientific method and the structures on which it is based, and which lead to an appreciation of the interdependence of humans and the natural world.

Group V
Group V is designed to enhance students' understanding 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.

Rev. 5/1/19

Section 7: 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.

<u>English Department</u>

- 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.

<u>Nursing Department</u>

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.

<u>Psychology Department</u>

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 8: 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, not all of the possible student technology fluency goals can 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 9: VIRTUAL COURSES

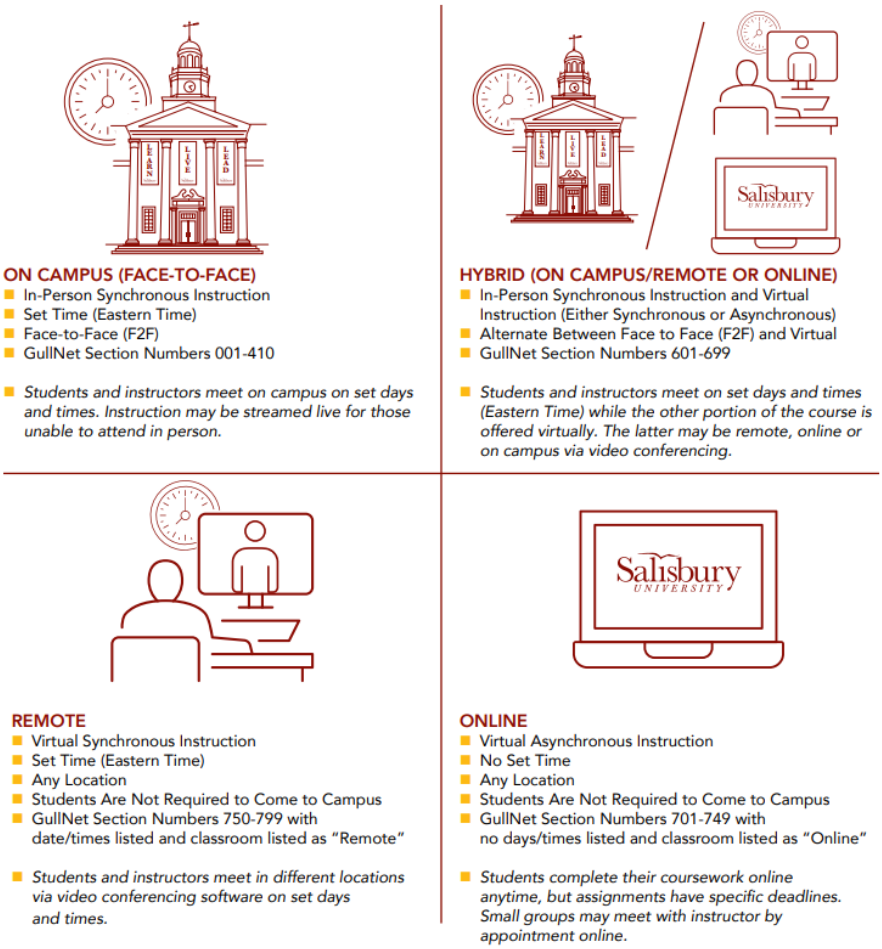
8.1 SU VIRTUAL LEARNING POLICY

Approved by Faculty Senate, February 14, 2006
Approved by Graduate Council, March 16, 2006

Virtual learning at Salisbury University (SU) extends and supplements educational opportunities to students on and off campus.

COURSE MODALITIES

Virtual 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 virtual learning as follows:



The purpose of this virtual 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 virtual 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 virtual 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 virtual learning must be made available and accessible to all students.

Department

- The academic unit or department will identify appropriate courses and faculty suitable for virtual learning that meet student needs.
- The academic unit or department will ensure that virtual 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 virtual 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 virtual courses. They are expected to take advantage of relevant faculty development programs as offered or supported by SU.
- When calculating faculty teaching loads, virtual/hybrid courses will be treated in the same way as traditional courses.
- Faculty who develop and/or teach virtual/hybrid courses will receive recognition equitable to traditional courses in evaluation towards tenure and promotion.
- Faculty who teach virtual/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 virtual/hybrid courses are responsible for addressing academic integrity and how it will be managed within the course consistent with university policies.
- Faculty who teach virtual/hybrid courses will foster the faculty-to-student relationship that is an inherent part of virtual pedagogy. This can be done through electronic mail, discussion, conferencing and other means.
- Faculty should provide information prior to the start of the virtual/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 virtual 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 misconduct, grading) are applied in the same way regardless of whether courses are taught traditionally (face-to-face) or virtually.

The schedule of classes will indicate which sections of courses will be delivered virtual or as a hybrid as follows:

- Face to Face (F2F) (Section # between 001-410) – On campus, in person, on set days and times.
- Hybrid (Section # between 601-699) – Some F2F instruction and some virtual instruction.
- Remote (Section # between 750-799) – Virtual instruction that takes place during set days and times; students are expected to attend via video conferencing according to US Eastern Time.
- Online (Section # between 701-749) – Virtual instruction that takes place at any time; assignments have specific due dates.

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 virtual learning website, orientation letter and/or course syllabus prior to the start of the course.

- Credit hours for virtual 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 virtually. Given the nature of virtual learning, the creator(s) of virtual course materials and SU may find it desirable to enter into written agreements.
- Academic misconduct concerns for virtual courses can be addressed in several ways by faculty. For example, testing activities (i.e. quizzes, tests, exams, etc.) can be administered:
  - Virtual utilizing a proctoring system
  - Virtual 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
  1. Intellectual Property Rights Policy in Chapter 7 (Research) of the Faculty Handbook – available at https://www.salisbury.edu/administration/academic-affairs/faculty-handbook/index.aspx
  2. Academic Integrity Policy – available at https://www.salisbury.edu/administration/academic-affairs/faculty-handbook/index.aspx

RESOURCES

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VIRTUAL/HYBRID COURSE PROCEDURES (Approved by Faculty Senate February 14, 2006)

Virtual 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.

Section 10: INTERNATIONAL EDUCATION PROGRAMS

Processes and procedures involved in planning and executing faculty-led international programs 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 11: 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/COURSE COMPONENTS

Note the importance of properly coding the activity of the course. Each activity has different COMAR requirements in relation to hours, and the code dictates how classes can be built in GullNet.

Activity	Code	Description
Activity	ACT	Activities.
Clinical	CLN	Clinical experiences.
Discussion	DIS	Discussion coursework. This can stand alone or accompany another course component.
Field Studies	FLD	Fieldwork experiences.
Independent Study	IND	Independent studies.
Internship	INT	Internship experiences.
Laboratory	LAB	Laboratory experiences. Most commonly used within the natural sciences.
Lecture	LEC	Classroom/lecture experiences. This can be face-to-face or virtual.
Lecture/Lab	LLB	Lecture/laboratory experiences that are not easily separated into components.
Lecture/Practicum	LPR	Lecture/practicum experiences that are not easily separated into components.
Lecture/Studio	LST	Lecture/studio experiences that are not easily separated into components.
Performance	PRF	Performance experiences. Most commonly used within the Music department.
Practicum	PRC	Supervised application/technique-based experiences.
Research	RSC	Student or instructor-led research.
Seminar	SEM	Advanced seminar coursework 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	Supervisory experiences, such as student teaching.
Thesis Research	THE	Thesis-related research.

Workshop	WKS	Workshop experiences.

Revision made: deleted "blended" on 2/13/12

Revision made: added lecture/practicum code on 9/26/14

Revision made: added research on 6/10/21

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

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 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 College/schools, Northwest Association of Colleges and College/schools, North Central Association of Colleges and College/schools, New England Association of Colleges and College/schools, Southern Association of Colleges and College/schools and Western Association of College/schools and Colleges) collegiate institutions with requirements similar to those of Salisbury University. Transfer students are encouraged to submit their application online at *https://www.salisbury.edu/admissions/transfer-students/*

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 Registrar's 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 Registrar's Office. 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 beginning 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.02.02.16.D

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:
http://www.dsd.state.md.us/comar/comarhtml/13b/13b.02.02.16.htm

Appendix E

POLICIES AND PROCEDURES FOR COLLEGE/SCHOOL CURRICULUM COMMITTEES

College of Health and Human Services Curriculum Committee

1. Structure of the Committee

The membership of the College Curriculum Committee shall consist of the following members:

NUMBER	STATUS	REPRESENTING
1	voting	Faculty – School of Health Sciences
1	voting	Faculty – School of Health Sciences
1	voting	Faculty – School of Nursing
1	voting	Faculty – School of Nursing
1	voting	Faculty – School of Social Work
1	voting	Faculty – School of Social Work
1	non-voting	CHHS Library liaison
1	non voting/ ex. officio	Representative Office of the Registrar
1	non voting/ ex. officio	Dean (or designee) of the CHHS
9		

2. Policies and Procedures:

a. School representatives will be determined by their respective schools.

b. Representatives serve for a two-year term. Founding representative individual terms may range from one to three years to provide for staggered terms in the future. Terms may be renewed.

c. Each term will end on June 30 with school representatives selected in May every second or third year, as appropriate, and new terms beginning on July 1.

d. The CHHS Curriculum Committee will elect a chair and secretary at the first scheduled meeting each year.

e. Representatives are responsible for keeping their respective schools informed as to activities of the College of Health and Human Services Curriculum Committee.

f. Committee vacancies of less than one year due to illness, sabbaticals, etc. will be filled by replacements appointed by the Director of the affected school.

g. Chair is a non-voting member unless there is a tie.

Perdue 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.

Seidel School of Education

1. Structure of the Committee

NUMBER	STATUS	REPRESENTING
1	voting	Department of Doctoral Studies in Literacy
1	voting	Department of Early and Elementary Education
1	voting	Department of Education Leadership and Graduate Studies
1	voting	Department of Secondary and Physical Education
1	voting/ ex officio	Seidel representative from the UCC Committee (or elected Seidel faculty representative)
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. In the event the Seidel UCC seat is not filled by a Seidel faculty member, a School-wide election will take place to identify the fifth voting member of the committee.

   c. 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 or Graduate Council, as appropriate. 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 School of Education informed as to its activities and hold open hearings when appropriate. The chair of the committee will be elected by the committee.

Fulton School of Liberal Arts Curriculum Committee

1. Structure of the Committee

NUMBER (8)	STATUS	REPRESENTING
1	voting	Art, Music, Theatre/Dance
2	voting	Communication Arts, Political Science, Psychology, Sociology, Anthropology, Conflict Analysis and Dispute Resolution
2	voting	English, History, Modern Languages and Intercultural Studies, 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
1	non-voting/ ex. officio	Representative, Library

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.

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.

Rev. 9/14/11; 9/22/11

Henson School of Science and Technology Curriculum Committee

1. Structure of the Committee

NUMBER (10)	STATUS	REPRESENTING
1	voting	Faculty - Department of Biological Sciences
1	voting	Faculty - Department of Chemistry
1	voting	Faculty - Department of Geography and Geosciences
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.

Rev. 9/7/11

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 CAEP 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.

Appendix F

GENERAL EDUCATION OUTCOMES CHECKLIST

Checklist for Group IA (English Composition)

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

STUDENT LEARNING GOAL - General Education student learning goals	**OUTCOMES -** Specific knowledge or skills students develop through their experience	**ASSESSMENT –** Measurable way to evaluate whether the student met the outcome
1. Critical Thinking and Reasoning	Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.	
2. Effective Reading	Students will be able to extract and construct meaning by interacting with written language.	
3. Information Literacy	Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically	
4. Oral Communication	Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.	
5. Understanding the Human World	Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time	
6. Written Communication	Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted	
7. Knowledge of the Human Experience	Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and	

	recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.	
8. Emerging and Enduring Global Issues	Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.	
9. Inclusion and Diversity	Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives	
10. Intercultural Competence	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts	

Checklist for Group IB (Literature)

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

STUDENT LEARNING GOAL - General Education student learning goals	**OUTCOMES -** Specific knowledge or skills students develop through their experience	**ASSESSMENT –** Measurable way to evaluate whether the student met the outcome
1. Critical Thinking and Reasoning	Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.	
2. Effective Reading	Students will be able to extract and construct meaning by interacting with written language.	
3. Information Literacy	Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically	
4. Oral Communication	Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.	
5. Understanding the Human World	Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time	
6. Written Communication	Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted	
7. Knowledge of the Human Experience	Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and	

	recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.	
8. Emerging and Enduring Global Issues	Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.	
9. Inclusion and Diversity	Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives	
10. Intercultural Competence	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts	

Checklist for Group II A/B (History)

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

STUDENT LEARNING GOAL - General Education student learning goals	**OUTCOMES -** Specific knowledge or skills students develop through their experience	**ASSESSMENT –** Measurable way to evaluate whether the student met the outcome
1. Critical Thinking and Reasoning	Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.	
2. Effective Reading	Students will be able to extract and construct meaning by interacting with written language.	
3. Information Literacy	Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically	
4. Understanding the Human World	Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time	
5. Written Communication	Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted	
6. Knowledge of the Human Experience	Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.	

7. Emerging and Enduring Global Issues	Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.	
8. Inclusion and Diversity	Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives	
9. Intercultural Competence	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts	
10. Intellectual Curiosity	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.	

Checklist for Group III A (Humanities)

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

STUDENT LEARNING GOAL - General Education student learning goals	**OUTCOMES -** Specific knowledge or skills students develop through their experience	**ASSESSMENT –** Measurable way to evaluate whether the student met the outcome
1. Critical Thinking and Reasoning	Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.	
2. Effective Reading	Students will be able to extract and construct meaning by interacting with written language.	
3. Information Literacy	Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically	
4. Oral Communication	Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context	
5. Understanding the Human World	Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time	
6. Written Communication	Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted	
7. Knowledge of the Human Experience	Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and	

	recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.	
8. Emerging and Enduring Global Issues	Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.	
9. Inclusion and Diversity	Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives	
10. Intercultural Competence	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts	

In addition, check at least one from the list below. As above, for reach outcome that is checked, there must be a measurable way to evaluate whether the student has met the outcome.

☐ **Civic and Community Engagement**	Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify underlying public policy.	
☐ **Environmental Sustainability**	Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.	
☐ **Ethical Reasoning**	Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.	
☐ **Intellectual Curiosity**	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts	

Checklist for Group III B (Social Science)

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

STUDENT LEARNING GOAL - General Education student learning goals	**OUTCOMES -** Specific knowledge or skills students develop through their experience	**ASSESSMENT –** Measurable way to evaluate whether the student met the outcome
1. Critical Thinking and Reasoning	Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.	
2. Effective Reading	Students will be able to extract and construct meaning by interacting with written language.	
3. Information Literacy	Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically	
4. Understanding the Human World	Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time	
5. Written Communication	Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted	
6. Knowledge of the Human Experience	Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.	

7. Emerging and Enduring Global Issues	Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.	
8. Inclusion and Diversity	Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives	
9. Intercultural Competence	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts	

In addition, check at least one from the list below. As above, for reach outcome that is checked, there must be a measurable way to evaluate whether the student has met the outcome.

☐ **Civic and Community Engagement**	Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify underlying public policy.	
☐ **Environmental Sustainability**	Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.	
☐ **Ethical Reasoning**	Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.	
☐ **Intellectual Curiosity**	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.	

Checklist for Group IVA (Natural Lab Science)

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

STUDENT LEARNING GOAL - General Education student learning goals	**OUTCOMES -** Specific knowledge or skills students develop through their experience	**ASSESSMENT –** Measurable way to evaluate whether the student met the outcome
1. Critical Thinking and Reasoning	Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.	
2. Effective Reading	Students will be able to extract and construct meaning by interacting with written language.	
3. Information Literacy	Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically	
4. Oral Communication	Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context	
5. Quantitative Reasoning	Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations)	
6. Scientific Reasoning	Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and	

	implement strategies to answer open-ended questions	
7. Understanding the Human World	Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time.	
8. Written Communication	Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.	
9. Knowledge of the Human Experience	Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.	
10. Knowledge of the Physical World	Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.	
11. Emerging and Enduring Global Issues	Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably	
12. Inclusion and Diversity	Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives	
13. Intercultural Competence	Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a	

	variety of cultural and linguistic contexts that build and enhance relationships.	

In addition, check at least one from the list below. As above, for reach outcome that is checked, there must be a measurable way to evaluate whether the student has met the outcome.

☐ **Civic and Community Engagement**	Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify underlying public policy.	
☐ **Environmental Sustainability**	Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.	
☐ **Ethical Reasoning**	Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.	
☐ **Intellectual Curiosity**	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.	

Checklist for Group IVB (Natural Science, Math, Computer Science)
and
IV C (Math)

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

STUDENT LEARNING GOAL - General Education student learning goals	**OUTCOMES -** Specific knowledge or skills students develop through their experience	**ASSESSMENT –** Measurable way to evaluate whether the student met the outcome
1. Critical Thinking and Reasoning	Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.	
2. Effective Reading	Students will be able to extract and construct meaning by interacting with written language.	
3. Information Literacy	Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically	
4. Quantitative Reasoning	Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations)	
5. Scientific Reasoning	Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions	
6. Written Communication	Students will be able to develop and clearly express ideas through writing, in appropriate styles, by	

	incorporating evidence when warranted.	
7. Knowledge of the Physical World	Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.	

In addition, check at least one from the list below. As above, for reach outcome that is checked, there must be a measurable way to evaluate whether the student has met the outcome.

☐ **Civic and Community Engagement**	Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify underlying public policy.	
☐ **Environmental Sustainability**	Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.	
☐ **Ethical Reasoning**	Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.	
☐ **Emerging and Enduring Global Issues**	Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.	
☐	Students will explore a range of topics; be open minded to	

Intellectual Curiosity	new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.	
☐ **Inclusion and Diversity**	Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives.	
☐ **Intercultural Competence**	Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.	

Checklist for Group V (Lifelong Fitness and Wellness)

In the box following each outcome, explain how this course addresses the required outcomes and provide an example of how the outcome will be measured/assessed.

STUDENT LEARNING GOAL - General Education student learning goals	**OUTCOMES -** Specific knowledge or skills students develop through their experience	**ASSESSMENT –** Measurable way to evaluate whether the student met the outcome
1. Critical Thinking and Reasoning	Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.	
2. Effective Reading	Students will be able to extract and construct meaning by interacting with written language.	
3. Information Literacy	Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically	
4. Quantitative Reasoning	Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations)	
5. Scientific Reasoning	Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions	
6. Understanding the Human World	Students will explore methods that will enable them to recognize and interpret evidence of human	

	thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time.	
7. Written Communication	Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.	
8. Knowledge of the Human Experience	Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.	
9. Knowledge of the Physical World	Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.	
10. Emerging and Enduring Global Issues	Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably	
11. Personal Health and Wellness	Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including, but not limited to, emotional, financial, and physical.	

In addition, check at least one from the list below. As above, for reach outcome that is checked, there must be a measurable way to evaluate whether the student has met the outcome.

☐ **Intellectual Curiosity**	Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.	
☐ **Inclusion and Diversity**	Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and	

	cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives.	
☐ **Intercultural Competence**	Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.	

Appendix G

COURSE CREDIT RATIONALE

Include this form with Course Proposal Form if number of credit hours exceeds number of hours per week.

Course Prefix and Number: _____ ___

Course Title: _____

Total # of credits for the course: _____

# of credits justified by contact time: _____

# of credits beyond contact time: _____

Beyond the actual class time required, indicate which one or more of the following COMAR-compliant options will be implemented:

☐ Increased course content and/or collateral readings

☐ Undergraduate research and information literacy

☐ Technology

☐ Higher level critical thinking exercises

☐ Service learning/civic engagement

☐ International education/cultural enrichment

☐ Clinical Experience

☐ Field Experience

Describe how the checked options above meet the COMAR requirement of supervised and documented learning and/or supervised instruction and documented learning through appropriate technology mediums, including how the options will be assessed. (See Section 10, page 10-8 of the *Undergraduate Curriculum Guide* for Code of Maryland Regulations 13B.02.01.12; also see section 10-2 for Activity Code descriptions.)


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