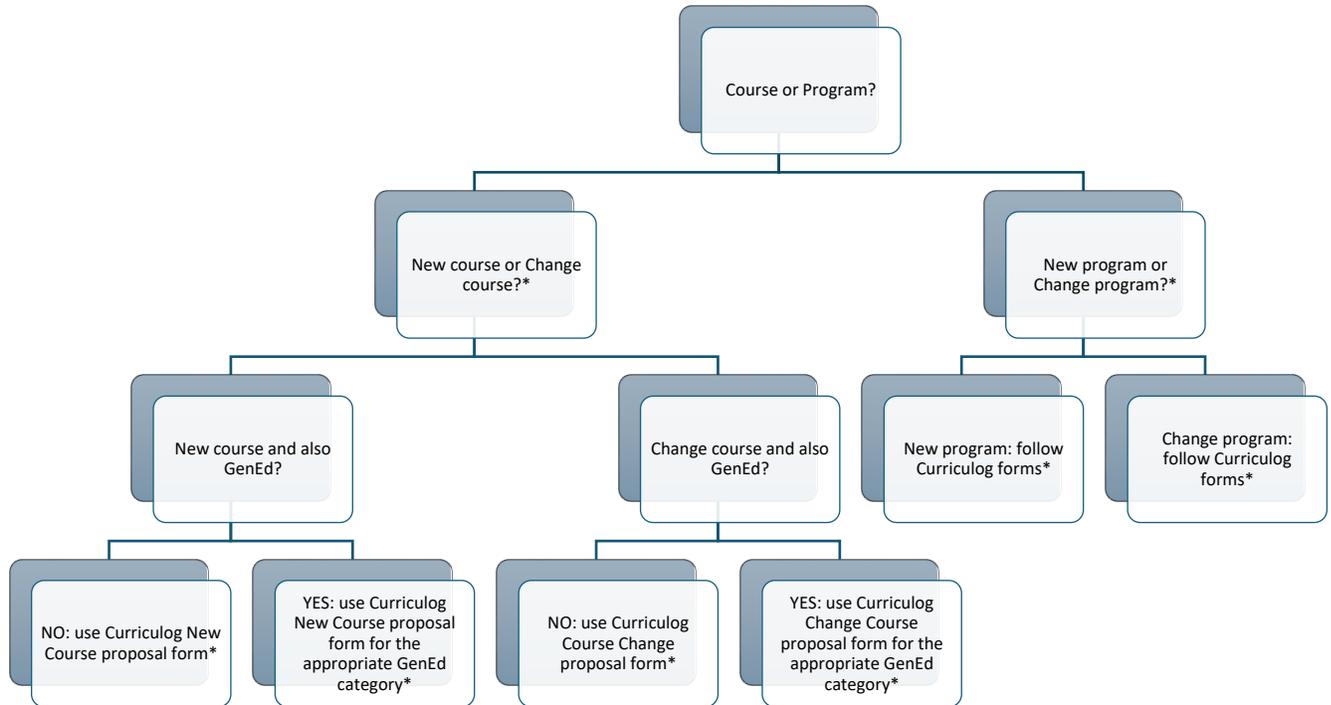


# Salisbury University Curriculum Approval Guide

## Initiating a Proposal – What type of proposal do you need?

\*Link will take you to the relevant section for more information.



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## Purpose and Organization of this document

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

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. The [first section](#) of this manual includes information about the Approval Process templates available in Curriculog for faculty initiating proposals. Curriculum approval timelines and list of Curriculog approval process templates are available on the [Undergraduate Curriculum Committee \(UCC\) webpage](#) (<https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/>). Graduate curriculum is reviewed by the [Graduate Curriculum Committee](#) (webpage <https://www.salisbury.edu/administration/academic-affairs/graduate-studies-and-research/graduate-studies/graduate-curriculum-committee.aspx>).

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. The [second section](#) of this manual provides information and guidance for committees and departments regarding the policies and procedures that have been agreed upon as important and necessary for the continued growth and viability of the curriculum.

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## For Faculty Initiating Proposals

### General information

[Approval Process Proposal Templates](#): Proposal templates can be found in the Curriculog platform and a list of available approval process templates is on the [UCC webpage](#). 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. Unique templates have been created for each type of curriculum request. By selecting the Preview Form icon  to the right of the approval process proposal's title you can access a printable version of the approval process template. Training instructions on creating proposals in Curriculog may be found on the [General Education Oversight Committee webpage](#) (scroll down to Implementation Resources). See details below for the required information for [New Courses and Course Changes](#), [New Majors/Programs etc](#), [Changes to Majors/Programs etc](#), [New Minors](#), and [Changes to Minors](#).

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### Courses – General Information

#### How to Decide if you need a New Course or a Change to Course Proposal

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. If you are modifying an existing course, you should consider whether the changes are substantial enough that you need to create a new

course. If students were to repeat the “revised” course and would have essentially the same experience, a Change to Course proposal is 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 New Course proposal is appropriate. What is “substantial duplication”? Since the MD Transfer with Success Act implementation ([COMAR 13B.06.02.10](#)) identifies courses from different institutions as transferrable when at least 70% of the course level outcomes are the same, this criterion can be applied when deciding if a change to a course constitutes sufficient change to require the creation of a new course rather than a change of an existing course.

A change in [modality](#) to a course does not require approval from UCC and therefore a course change proposal is not needed. However, faculty should consult with the department chair for any internal approval processes that may be required.

A list of available approval process templates is on the [UCC webpage](#). Once you have determined which template you need, you can access a printable version of the approval process template by selecting the Preview Form icon  to the right of the approval process proposal's title.

## Special Topic Courses

Special topic courses should be used to explore topics which add variety to the present curriculum and reflect current interests. They are short-term course offerings by academic departments and are not expected to be offered more than twice (successfully) before becoming 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 topics 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. These types of special topics courses cannot be included in the General Education curriculum.

## 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. A Custom Route in Curriculog may be needed. Contact the Office of Academic Affairs Curriculum Specialist for help. 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 will 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.

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## Library Resources

Your library liaison monitors all course proposals in Curriculog and may determine the need for a library resource analysis for new course proposals or those indicating significant course changes to ensure effective SU Libraries' collection support. In that case, the originator of the proposal will receive the library resource analysis via email to ensure effective collaboration on the library collection moving forward.

If you have questions, please reach out to your department's library liaison:

<https://www.salisbury.edu/libraries/research-resources/liaisons.aspx> .

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## New Course and Change to Course Proposal Requirements

<b>Key for New Course and Change to Course Proposals</b> Create a new course proposal if the course has never been offered at SU, or if you are making substantial changes to an existing course. Substantial changes mean that less than 70% of the existing course content is the same as the new course. For an existing course, you will import the existing information in Curriculog and make changes. Note only the changes you are requesting; leave all non-applicable boxes blank because any added notations will be transferred to the catalog.		x = required i = needed only if relevant or changing for an existing course	
		<b>New Course</b>	<b>Course Change</b>
<b>First Offering Term and Year</b>	Check Curriculum Timeline and choose an appropriate term and year.	x	x
<b>Requesting Department</b>	Indicate the department submitting the proposal.	x	x
<b>Course Prefix/Number</b>	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.	x	i
<b>Course Title; 30-character Title for GullNet</b>	Appropriate to course content; avoid biased language and jargon. If necessary, determine how to shorten and abbreviate the title for GullNet (limited to 30 characters including spaces).	x	i
<b>Course Description</b>	<a href="#">A brief description of the course</a> that reflects course content and objectives. Avoid biased language and jargon.	x	i

<b>Key for New Course and Change to Course Proposals</b> Create a new course proposal if the course has never been offered at SU, or if you are making substantial changes to an existing course. Substantial changes mean that less than 70% of the existing course content is the same as the new course. For an existing course, you will import the existing information in Curriculog and make changes. Note only the changes you are requesting; leave all non-applicable boxes blank because any added notations will be transferred to the catalog.		x = required i = needed only if relevant or changing for an existing course	
		<b>New Course</b>	<b>Course Change</b>
	This will appear in the catalog. When possible, limit to no more than 100 words.		
<b>Impact on Education Programs</b>	<p>Will this impact a teacher education course/program? Is your course included in the teacher education program or a co/prerequisite for a course in the teacher education program?</p> <p>Will this impact a secondary education or P12 course/program? Is your course included in a secondary education or P12 program of a co/prerequisite for a course in a secondary education or P12 program?</p>	x	x
<b>Rationale</b>	<p>Explain how the proposal relates to the departmental/program mission. Describe how the course supports university curriculum.</p> <p>For Gen Ed courses, include a discussion of how the course fits the <a href="#">Gen Ed category</a>.</p>	x	x
<b>Staffing and Cost Implications</b>	<p>Discuss the following topics as they relate to the proposal:</p> <p><u>Staffing implications</u>: 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. All new courses have staffing implications; acknowledging that a new course will be part of a new faculty member's load, or that there has been a shift in program cycling, etc., is expected.</p> <p><u>Additional Costs</u>: determine additional costs of materials, equipment and fees.</p>	x	x
<b>Prerequisites/ Co-requisites</b> (may be different for majors and non-majors)	<p>List prefix and number for all prerequisite/co-requisite courses. Prerequisites and co-requisites have implications for student progress through programs; ensure they are necessary for successful student progress. Class standing or some form of experience may be used. For prerequisites, consent of instructor is discouraged unless specific and compelling reasons are given. Discuss with your department/program/school for specific expectations.</p>	i	i
<b>General Education</b>	<p>Proposals for courses seeking General Education approval must demonstrate incorporation and assessment of the relevant General Education Student Learning Outcomes. See the <a href="#">GEOC website</a> for details.</p>	i	i

<b>Key for New Course and Change to Course Proposals</b> Create a new course proposal if the course has never been offered at SU, or if you are making substantial changes to an existing course. Substantial changes mean that less than 70% of the existing course content is the same as the new course. For an existing course, you will import the existing information in Curriculog and make changes. Note only the changes you are requesting; leave all non-applicable boxes blank because any added notations will be transferred to the catalog.		x = required i = needed only if relevant or changing for an existing course	
		<b>New Course</b>	<b>Course Change</b>
<b>General Education Proposals – Category Specific Information and Documentation</b>	Gen Ed proposals must provide a <a href="#">rationale</a> regarding why a course should bear general education credit, information on student learning outcomes, course activities, and assessment information. See the <a href="#">GEOC website</a> for details.		
<b>May Not Receive Credit</b>	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.	i	i
<b>Cross Listed</b>	Indicate whether the course is cross listed with another course. A cross-listed course will have different departmental listings, but the same number, title, and course description. If you are changing a course, the cross-listed course will also require a course change proposal.	i	i
<b>When offered</b>	Indicate if Fall only or Spring only. Attach a <a href="#">course cycle</a> to indicate which semester(s) and how often the course will be offered.	x	i
<b>Undergraduate/Graduate Swing Credit</b>	A course that is offered at both the undergraduate 400-level and graduate 500-level. The course will have the same title and description and will have both an undergraduate and graduate number (preferably the same last two number – 468 and 568). Proposals for both undergraduate and graduate course are required. 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.	i	i
<b>Number of Credits</b>	Consistent with <a href="#">Activity Code</a> . The activity code determines how many hours of in-class time are required per credit hour, as listed in the table.	x	x
<b>Hours per week</b>	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.” A <a href="#">Course Credit Rationale</a> is required if the number of credits exceeds the hours per week.	x	i
<b>Repeatable</b>	For courses that can be taken more than once, list both maximum number of credits and maximum number of times the course can be taken.	i	i

<b>Key for New Course and Change to Course Proposals</b> Create a new course proposal if the course has never been offered at SU, or if you are making substantial changes to an existing course. Substantial changes mean that less than 70% of the existing course content is the same as the new course. For an existing course, you will import the existing information in Curriculog and make changes. Note only the changes you are requesting; leave all non-applicable boxes blank because any added notations will be transferred to the catalog.		x = required i = needed only if relevant or changing for an existing course	
		<b>New Course</b>	<b>Course Change</b>
<b>Grading</b>	<b>Regular</b> = A,B,C,D,F; <b>P/F</b> =college credit earned, GPA affected by F; <b>S/U</b> =internal credit only, GPA not affected; <b>IP</b> = Used for grading on-going theses and research projects, internships, or independent studies which extend into a subsequent term. Unlike the I grade, the <b>IP</b> grade does not automatically become an F at the end of a given time interval.	x	i
<b>Activity Code</b>	Select an activity code from the <a href="#">list on this webpage</a> . Multiple codes may apply to a course. The code dictates how classes can/will be built in GullNet. If you are not changing this aspect of your existing course select No Change.	x	x
<b>Impact Report</b>	List <b>all</b> majors, programs, tracks, minors, and/or courses for which a course change impacts curriculum. For an existing course, you will run an Impact Report in Curriculog which will generate this list. Attach emails of support/approval from chair(s) or coordinator(s) of affected department(s). Circumstances which affect other departments include requiring majors to take course 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.	x	x
<b>Course Syllabus</b>	Required for new courses and for changes to content that impacts assessment and/or SLOs, grading, credit hours, level, and Gen Ed designation for existing courses. See <a href="#">Syllabus</a> information below.	x	i

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## Syllabus Requirements and Guidelines

University resources for faculty in course development are available in the [Office of Instructional Design & Delivery website](#).

A course syllabus must be provided for all NEW Course Proposals, and for any course change proposal that includes a change in content that impacts assessment and/or SLOs, grading, credit hours, level, and Gen Ed designation.

When designing the syllabus and course activities, keep in mind that students are expected to support each credit for which they enroll with a minimum of three hours per week of combined classroom, laboratory, performance, studio, and outside study activities. If your course is “enhanced”, meaning that the credit hours exceed the contact time in class, the enhancement activities should be included in the syllabus and described in the [Course Credit Rationale](#).

Syllabi attached to curriculum proposals must include the following:

- University name; Department name; Course title and course number and section
- Instructor name; office location; office hours and methods for students to communicate (e.g. phone and/or email)
- Class meeting times (this information is used to verify credit and match with activity code)
- Required and optional course materials such as textbook(s), publisher courseware, Open Education Resources (OER) etc.
- Course catalog description; pre- or co-requisites; whether the course satisfies a General Education requirement and if so which category/tag; credit hours
- Course learning outcomes or objectives written to describe what learners will learn and be able to do if they successfully complete the course
- For all Gen Ed courses include [category-specific Gen Ed SLO descriptions](#)
- Course policies and procedures:
  - [University Course-Related Policies](#) – required – reference to the link in MyClasses is sufficient, [see below](#)
  - Course or program specific policies – required – include at least:
    - Attendance
    - Late submission of assignments, tests and quizzes
    - [Writing Across the Curriculum](#) implementation in this course
- Grading policy which clearly explains how grades will be calculated, including
  - Components of total course grade
  - Criteria for achieving final course grade (what constitutes an A, a B, etc.)
- Weekly Course Schedule to include topics to be covered and due dates of course assignments, projects and assessments
- Clear statement of how the University Final Assessment period is being used; the USM considers the 2.5-hour Final Assessment Period part of ‘class time’ for the semester and must therefore be part of the course schedule

The University provides the [SU Course-Related Policies and Resources](#) link which is included on every course menu within the MyClasses learning management system. *These policies and resource statements are updated and revised periodically and have been approved by the Faculty Senate; Faculty are responsible for ensuring their own familiarity with and adherence to policies and student entitlements to resources.*

**SU’s Course-related Policies include the following:**

- Academic Misconduct Policy
- Misappropriation of Course-Based Intellectual Property
- Turnitin Statement
- Emergency Absence Policy
- Inclement Weather Policy
- Accommodations for Religious Observances
- Writing Across the Curriculum
- Sexual Misconduct and Title IX
- Diversity and Inclusion
- Registration Add/Drop/Withdraw Period

**SU's Course-related Resources include the following:**

- SU Libraries
- University Writing Center
- Center for Student Achievement
- Use of Technology for Remote Sessions
- Disability Resource Center: Access and Accommodations
- Disruption of the Academic Process
- Food and Housing Insecurity
- Additional Student Support Services – SU Cares

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## Course Credit Rationale

The course credit rationale is required to demonstrate how students earn credit through an enhancement where the hours per week is less than the credit hours. [The form with instructions is available here.](#)

## Major/Program, Track, Concentration, Focus, Minor

### Definitions of Track, Concentration, and Focus

The following curricular descriptions should be used when titling new programs.

#### Undergraduate

- A Concentration is 24 or more credit hours over the core courses required for all programs in the major.
- A Track is 12-23 credit hours over the core courses required for all programs in the major.
- A Focus is less than 12 credit hours over the core required for all programs in the major.

#### Master's

- A Concentration is 12 or more credit hours above the shared courses required for all versions of the program.

- A Track is 6-11 credit hours above the shared courses required for all versions of the program.
- A Focus is less than 6 credit hours above the shared courses required for all versions of the program.

#### Doctoral

- A Concentration is 18 or more credit hours above the shared courses required for all versions of the program.
- A Track is 9-17 credit hours above the shared courses required for all versions of the program.
- A Focus is less than 9 credit hours above the shared courses required for all versions of the program.

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### General Information for Majors, Programs, and Minors

A list of available approval process templates is on the [UCC webpage](#). The following paragraphs will help you identify what type of approval process is involved. Once you have determined which template you need, you can access a printable version of the approval process template by selecting the Preview Form icon  to the right of the approval process proposal's title. Required information is listed in the [chart below](#).

#### Required number of Credits

Minimum required credits are: for a minor, 18 credits; for undergraduate major, 120 credits; for an upper-division certificate, 12 credits; for graduate program, 30 credits; for Post-Bac Certificate, 12 credits; for Post-Master's Certificate, 12 credits; for Certificate of Advanced Study, 30 credits.

#### Changes to Major/Program, Concentration, Track, or Focus

After importing the current curriculum from the online catalog in the Change to Major Proposal, only note the changes you are requesting. There is no need to write in N/A if there is not a change. A change of more than 33% of the major course work is considered as a substantial change and will require the MHEC and USM External Approval Proposal.

A change in modality (offering an existing program as an off-campus program) for a major, program or track will require external System approval.

If you are only changing the order of courses on the Curriculum Guide (4-Year Plan), use the Change to Undergraduate Curriculum Guide/4-Year Plan Proposal in Curriculog.

#### New Major/Program, Track, Concentration, Focus, or Stand-Alone Certificate

Prior to proposing a new graduate program or concentration, undergraduate major or concentration, or stand-alone certificate, contact the Office of Academic Affairs for more information. New programs, majors, concentrations, and certificates require external review and approval at the system level and will require the MHEC and USM External Approval Proposal.

All new program-related 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.

For proposals requiring external review, after the internal process is completed the Provost's 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](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](http://www.usmd.edu/usm/academicaffairs/academic_programs).

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

[University System of Maryland Review and Approval of New Academic Programs](#) details are in the Additional Information section at the end of this manual.

#### Changes to Minor

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

#### New Minors

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. Information required for submitting a New Minor Proposal is found in the following chart.

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## New and Changes to Major, Concentration, Track, or Minor Proposal Requirements

<b>Key for New Major, Program, Track or Minor and Change of Major, Program, Track or Minor Proposals</b> (Note: The columns to the right referred to as “Major” apply to an undergraduate major/track/concentration/focus, graduate program/concentration/track/focus, and a stand-alone certificate.)		x = required i = needed only if relevant or changing for an existing program			
		Change Major	New Major	Change Minor	New Minor
<b>Requesting Department(s)</b>	Indicate the department submitting the proposal where the major/minor is housed. In rare cases, the name of the school or college belongs here instead of an academic department.	x	x	x	x
<b>Program Type and Degree Type</b>	Select the appropriate program and degree type.	x	x	x	x
<b>Title of Major/Minor</b>	Appropriate to major/minor content. Avoid biased language and jargon.	x	x	x	x
<b>Program Description</b>	Write a brief description of the program that reflects programmatic content and objectives. Avoid biased language and jargon. This will appear in the catalog.	i	x	i	x
<b>Impact on Education Programs</b>	Will this impact a teacher education course/program? Will this impact a secondary education or P12 course/program?	x	x	x	x
<b>Rationale for Changes or New Major, Program, Track, or Minor</b>	Examine how the changes relate to the departmental mission. 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.	x	x	x	x
<b>Staffing and Cost Implications</b>	Discuss the following topics as they relate to the proposal:  <u>Staffing Implications:</u> determine where requirements/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.  <u>Additional Costs:</u> determine additional costs of materials, equipment and fees.	x	x	x	x
<b>Prospective Curriculum</b>	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. You will build/modify your curriculum schema using existing courses and/or new courses.	i	x	i	x

<b>Key for New Major, Program, Track or Minor and Change of Major, Program, Track or Minor Proposals</b> (Note: The columns to the right referred to as “Major” apply to an undergraduate major/track/concentration/focus, graduate program/concentration/track/focus, and a stand-alone certificate.)		x = required i = needed only if relevant or changing for an existing program			
		Change Major	New Major	Change Minor	New Minor
<b>Total Credits</b>	Number of credits required for the major/minor. If changing, number of credits changed.	i	x	i	x
<b>Affected Departments</b>	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.	i	x	i	x
<b>Related Course Proposals (if applicable)</b>	A reminder to submit new course/course change proposals related to the program changes.	i	i	i	i
<b>Curriculum Guides</b>	A reminder to separately submit a Change to Curriculum Guide proposal if applicable or attach a Curriculum Guide for a new major	i	x		
<b>Minor Coordinator</b>	Include the name of person who will have oversight of the minor.				x
<b>Academic Program Review Assessment Questions</b>	What are your Student Learning Outcomes (SLOs) for the program and how are they aligned with the curriculum? In which courses student learning will be assessed for this program? Have you mapped your program SLOs to the Gen Ed SLOs? How will students demonstrate that they have achieved the programs SLOs? Describe plans for systematic assessment of learning in this academic program. Which faculty will see assessment results and is there a process for disseminating assessment results to all program faculty? How do you plan to use assessment results?		x		
<b>Letter of Intent – Contact Office of Academic Affairs for Information</b>	University System of Maryland (USM) requirement for new majors/programs and stand-alone certificates. Word document, limited to two pages. Discuss: need for program, students and constituencies to be served, brief summary of program.		x		

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## Other Curriculog Proposals

Other Proposal Templates are available in Curriculog for the following:

**Expedited Review for Additional Shell Course Syllabi** is used for approval of a specific offering of a special topics shell course that has already been approved for General Education.

**Drop Course Proposal** removes a course from the catalog. Include a rationale for dropping the course. A critical piece of this proposal is to identify all impacted programs (Curriculog will do this in the Impact Report) and include email approvals from them.

**Suspend Major or Minor Proposal (Undergraduate) or Suspend Program Proposal (Graduate)** requires a rationale and teach-out plan for students currently enrolled in the program.

**Change to Accelerated Program Proposal** requires the same elements as a change of major. If the accelerated program requires changes to the undergraduate or graduate programs' curriculum which exceed 33%, the overall program will require external approval.

**New Accelerated Master's Program** will use the existing undergraduate major imported into Curriculog as the starting point and add the graduate program requirements. If the accelerated program requires changes to the undergraduate or graduate programs' curriculum which exceed 33%, the overall program will require external approval. Required elements of the Curriculog proposal are similar to those for the Change of Major or New Major.

**New or Change of Prefix Proposal** requires a rationale for the request.

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## For Committees and Departments

### General Information

Curriculum approval timelines and workflow are available on the [Undergraduate Curriculum Committee \(UCC\) webpage](#).

### Best Practices for Documenting Activity in Curriculog

Curriculog now serves as our curriculum management system; as such the following best practices are suggested for recording curriculum changes and associated committee work.

- Faculty may track the progress of their proposals by using the My Proposals tab. To track the progress of a proposal initiated by someone else, use the Watch List. To view a proposal that has been completed, select the Complete checkbox under All Proposals in the Advanced Filter.
- Committee Chairs should use the Agenda function to include proposals on each meeting's agenda. Using the agenda function will allow the committee to keep a record of the agenda and minutes for future reference. After proposal discussion and decision and prior to approval of any proposals attached to an agenda, make any changes, such as removing proposals that you want to include on a later agenda. Once any proposal attached to an

agenda is marked as “approved” you will be unable to edit the agenda. Proposals can be added/removed if the agenda is unpublished, and then you can (re)publish it once you make changes. After the meeting, notes may be added to the agenda as a record for future reference.

- At each stage of the process, if there are concerns or missing information, the committee chair or decision-making-individual is encouraged to email originators and department chairs to seek clarification or request additional information. Detailed requests will solicit the best responses with the least frustration.
- Responses that provide information needed by committees or individuals later in the approval process should be added to the proposal in Comments or Files.
- For committee decisions, the committee chair is tasked with approving proposals on behalf of the committee. Other committee members should have an opportunity during the committee meeting to share thoughts and vote on the proposal. Individual committee member votes do not need to be recorded in Curriculog.
- Information supporting the committee’s or individual's decision can be included as a File or Comment.

Curriculum proposals often go through a series of revisions as they move through the approval process; it is expected that committee chairs communicate directly (via email) with originators and department/program chairs/directors with specifics regarding missing information, clarifications, adjustments necessary to move proposals forward.

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## Roles and Responsibilities in the Curriculum Process

### Departments/Programs and Department Chairs/Program Directors

#### Checklist of Curriculum Review Responsibilities

- Curriculum proposal completed correctly with all components included.
- Proposal supports department/program mission.
- Proposal is supported within existing budget or additional funding is stated and clearly explained.
- Rationale for change is stated, the proposed changes are consistent with the rationale, and the need for the change has been explained.
- Staffing implications can be met.
- Frequency of course offering supports the program.
- Reasonable balance of core and elective requirements.
- Reasonable requirement sequence does not prolong student’s time to degree.
- Library resources will be addressed with department library liaison.
- Evidence of academic integrity is provided with a [syllabus](#) including all required information
- Amount and level of work required is appropriately represented by the course number.

### *Department/Program Process*

- Each department/program should have established procedures for dealing with curriculum matters.
- Generally, a faculty member should begin by discussing a proposal with the department chair/program director and/or the department/program curriculum committee. Based on that discussion, the faculty member should complete the appropriate proposal through Curriculog.
- When applicable, proposals are routed to a department/program curriculum committee before going to the department chair or program director for approval.

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## School/College Curriculum Committees

### Checklist of Curriculum Review Responsibilities

- Curriculum proposal completed correctly with all components included.
- Rationale for change is stated, the proposed changes are consistent with the rationale, and the need for the change has been explained.
- Proposals that impact other departments include approvals (emails) from all departments affected by the proposal.
- Fits with the university existing curriculum with no overlap or duplication.
- Meets the university requirement for total credit minimum (18 credits for minors) and maximum (120 credits for majors).
- Reasonable balance of core and elective requirements.
- Reasonable requirement sequence does not prolong student's time to degree.
- Frequency of course offering supports the program.
- Library resources will be addressed with department library liaison.
- Evidence of academic integrity is provided with a [syllabus](#) including all required information
- Amount and level of work required is appropriately represented by the course number.

### *College/School Curriculum Committee (C/SCC) Process*

- 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.

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## Dean

### Checklist of Curriculum Review Responsibilities

- Proposal supports department mission.
- Proposal is supported within existing budget or additional funding is stated and clearly explained.
- State and university guidelines for new programs or minors are met.
- Staffing implications can be met.

### *Dean Process*

- 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, they approve it in Curriculog and it moves forward to either SCED/P12, TEC, General Education reviewers/GEOC, or the UCC, or GCC for further review.
- If the dean does not support the proposal they should discuss their concerns with the originator, department, and C/SCC to see if they can be resolved without needing to reject the proposal in Curriculog and send back to the originator.

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## Undergraduate Curriculum Committee

### Checklist of Curriculum Review Responsibilities

- Rationale for change is stated, the proposed changes are consistent with the rationale, and the need for the change has been explained.
- Effect on other college/schools, departments or programs are examined.
- Proposals that impact other departments include approvals (emails) from all departments affected by the proposal.
- Fits with the university existing curriculum with no overlap or duplication.
- Does not have a negative impact on other majors, minors, or programs.
- Meets the university requirement for total credit minimum (18 credits for minors) and maximums (120 credits for majors).
- Reasonable balance of core and elective requirements.
- Reasonable requirement sequence does not prolong student's time to degree.
- State and university guidelines for new programs or minors are met.
- Frequency of course offering supports the program.
- Evidence of academic integrity is provided with a [syllabus](#) including all required information.
- Amount and level of work required is appropriately represented by the course number.

*Undergraduate Curriculum Committee (UCC) Process (as defined in Section 2 of the Faculty Senate Bylaws found on the Faculty Senate web page:*

<https://www.salisbury.edu/administration/campus-governance/faculty-senate/>)

- Once tasked with a proposal in Curriculog, the UCC chair prepares the agenda for the next meeting. The UCC chair is also responsible for communicating upward and/or downward any pertinent information to the appropriate people.
- The UCC 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 can be obtained from reviewing the agenda located in Curriculog. It will be put on the UCC agenda as soon as possible after it has been submitted. Most delays are usually the result of inadequate documentation. Providing the appropriate information in a clear, concise and complete 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 may request additional information from the originator.
- If a proposal is not supported by the UCC, they should discuss their concerns with the originator, department, and C/SCC to see if they can be resolved without needing to reject the proposal and send it back to the originator.
- When the UCC supports a proposal, the UCC chair approves, and it moves on to the Provost's Office (or on to the appropriate General Education reviewers/GEOC if it is seeking general education designation).

### 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 is seeking general education designation, the proposal will be forwarded to the appropriate general education subcommittee and ultimately to the General Education Oversight Committee (GEOC) for approval), and 2) new programs, majors or minors or changes in programs, majors or minors.

**(revised 3/17/2024)**

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 and other information are available on the [UCC web page](#).

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## General Education Review (GEOC)

### Checklist of Curriculum Review Responsibilities

- Meets alignment with applicable specific General Education category requirements (as delineated in the GEOC Standing Rules found on the GEOC webpage: <https://www.salisbury.edu/administration/academic-affairs/general-edu-oversight-committee/>).
- Coordinate with all academic units to ensure appropriate distribution and offerings of General Education courses.

*GEOC and Gen Ed reviewers Process (as defined in Section 16 of the Faculty Senate Bylaws found on the Faculty Senate web page: <https://www.salisbury.edu/administration/campus-governance/faculty-senate/>)*

- The GEOC and Gen Ed reviewers may request additional information from the originator.
- If a proposal is not supported by GEOC, they should discuss their concerns with the originator and department to see if they can be resolved without needing to reject the proposal and send it back to the originator.

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## Graduate Curriculum Committee

### Checklist of Curriculum Review Responsibilities

- Rationale for change is stated, the proposed changes are consistent with the rationale, and the need for the change has been explained.
- Effect on other college/schools, departments or programs are examined.
- Fits with the university existing curriculum with no overlap or duplication.

- Does not have a negative impact on other majors, minors, or programs.
- Meets the university requirement for total credit minimum (18 credits for minors) and maximums (120 credits for majors).
- Reasonable balance of core and elective requirements.
- Reasonable requirement sequence does not prolong student's time to degree.
- State and university guidelines for new programs or minors are met.
- Frequency of course offering supports the program.
- Evidence of academic integrity is provided with a [syllabus](#) including all required information
- Amount and level of work required is appropriately represented by the course number.

*Graduate Curriculum Committee (GCC)/Graduate Council (GC) Process (purpose and membership found at the GCC web site: <https://www.salisbury.edu/administration/academic-affairs/graduate-studies-and-research/graduate-studies/graduate-curriculum-committee.aspx>)*

- Once tasked with a proposal in Curriculog, the GCC chair prepares the agenda for the next meeting. The GCC chair is also responsible for communicating upward and/or downward any pertinent information to the appropriate people.
- The 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 GCC can be obtained from reviewing the agenda located in Curriculog. It will be put on the 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 GCC may request additional information from the originator.
- If a proposal is not supported by the GCC, it is rejected and sent back to the originator.
- If the GCC supports a proposal, the GCC Chair approves, and it moves on to GC and ultimately to the Graduate Dean and Provost.

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## Secondary P-12 Committee and Teacher Education Council

### Checklist of Curriculum Review Responsibilities

- Verify that new and revised teacher education programs meet academic content standards for CAEP accreditation.

- ❑ Review new or revised teacher education major programs to determine matriculation impact for teacher candidates and transfer students.
- ❑ Verify that teacher education program changes have been reviewed by appropriate teacher education representatives.

#### *Secondary P-12 Committee Process*

- 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.
- 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.

#### *Teacher Education Council Process ([link to constitution and bylaws available on the Professional Education Unit website](#))*

- The Teacher Education Council (TEC) reviews new and revised teacher education programs to verify that they meet academic content standards for [AAQEP 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.

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## Faculty Senate

### *Role of the Faculty Senate*

Faculty Senate (FS) has the right to review all decisions made by the UCC/GCC.

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## Provost's Office

### Checklist of Curriculum Review Responsibilities

- Proposal is supported within existing budget or additional funding is stated and clearly explained.
- State and university guidelines for new programs or minors are met.
- Staffing implications can be met.

### *Provost Office Process*

- 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.

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## Supporting Information and Links

### General Education

Information about General Education may be found at

<https://www.salisbury.edu/administration/academic-affairs/general-education.aspx>

Information about the General Education Oversight Committee may be found at

<https://www.salisbury.edu/administration/academic-affairs/general-edu-oversight-committee/>

[\(return to course proposal information\)](#)

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### 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:



#### ON CAMPUS (FACE-TO-FACE)

- In-Person Synchronous Instruction
- Set Time (Eastern Time)
- Face-to-Face (F2F)
- GullNet Section Numbers 001-410

■ *Students and instructors meet on campus on set days and times. Instruction may be streamed live for those unable to attend in person.*



#### HYBRID (ON CAMPUS/REMOTE OR ONLINE)

- In-Person Synchronous Instruction and Virtual Instruction (Either Synchronous or Asynchronous)
- Alternate Between Face to Face (F2F) and Virtual
- GullNet Section Numbers 601-699

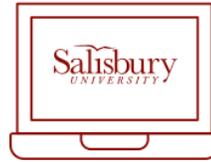
■ *Students and instructors meet on set days and times (Eastern Time) while the other portion of the course is offered virtually. The latter may be remote, online or on campus via video conferencing.*



#### REMOTE

- Virtual Synchronous Instruction
- Set Time (Eastern Time)
- Any Location
- Students Are Not Required to Come to Campus
- GullNet Section Numbers 750-799 with date/times listed and classroom listed as "Remote"

■ *Students and instructors meet in different locations via video conferencing software on set days and times.*



#### ONLINE

- Virtual Asynchronous Instruction
- No Set Time
- Any Location
- Students Are Not Required to Come to Campus
- GullNet Section Numbers 701-749 with no days/times listed and classroom listed as "Online"

■ *Students complete their coursework online anytime, but assignments have specific deadlines. Small groups may meet with instructor by appointment online.*

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.

[\(return to course proposal information\)](#)

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## Course and Curriculum Policies and References

### Writing Across the Curriculum

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

Examples of WAC statements are listed below.

#### English Department

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

#### Nursing Department

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

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

#### Psychology Department

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

[\(return to syllabus information\)](#)

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## 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/](http://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/](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/>

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## University System of Maryland Review and Approval of New Academic Programs

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/](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](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](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](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)**

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## Other Links

- [Digital Fluency](#)
- [Online Learning](#)
- [Quality Matters](#)
- [International Education Programs](#)
- [Degree Requirements and Policies](#)
- [University System of Maryland Policies](#)
- [COMAR Policies](#)
  - Undergraduate Transfer Credit ([COMAR 13B.06.02.10](#))
  - Graduation Requirements ([COMAR 13B.02.02.16](#))
    - Standard credit requirements for baccalaureate degree programs (Section B)
    - One Semester Hour of Credit (section D)
    - Alternative means of earning academic degree credit (sections G and H)

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## Structure and Policies for College/School Curriculum Committees

## *College of Health and Human Services Curriculum Committee*

### Structure of the Committee

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

NUMBER (9 total)	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

Current members may be found under Curriculum on <https://www.salisbury.edu/academic-offices/health-and-human-services/committees.aspx>

### 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.

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## *Perdue School of Business Curriculum Committee*

### Structure of the Committee

NUMBER (9 total)	STATUS	REPRESENTING
1	voting	Dept. of Accounting and Legal Studies
1	voting	Dept. of Information and Decision Science
1	voting	Dept. of Management
1	voting	Dept. of 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 UCC
1	non-voting/ ex. officio	Dean

1 non-voting/ ex. officio Rep. from Registrar's Office

Current members and additional information may be found at <https://www.salisbury.edu/academic-offices/business/committees.aspx>

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.

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*Seidel School of Education*

Structure of the Committee

NUMBER (7 total)	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

Current Chair may be found at <https://www.salisbury.edu/academic-offices/education/committees.aspx>.

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.

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### *Fulton School of Liberal Arts Curriculum Committee*

Structure of the Committee, committee membership, and information may be found at <https://www.salisbury.edu/academic-offices/liberal-arts/for-faculty-staff/curriculum-committee.aspx>.

### 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.

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### *Henson School of Science and Technology Curriculum Committee*

Structure of the Committee, committee membership and meeting information may be found at <https://www.salisbury.edu/academic-offices/science-and-technology/about/curriculumim-committee.aspx>.

### 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.

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#### *Honors College Curriculum Committee*

Contact the Clarke Honors College for information.

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#### *Teacher Education Council (TEC) Curriculum Committee*

TEC information, constitution, and bylaws are available at <https://www.salisbury.edu/academic-offices/education/peu.aspx>

#### *SCED/P-12 Committee*

##### Structure of the Committee:

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.

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## Glossary and Further Definitions

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. The recommended word limit is 100. 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
- 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.

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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.

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