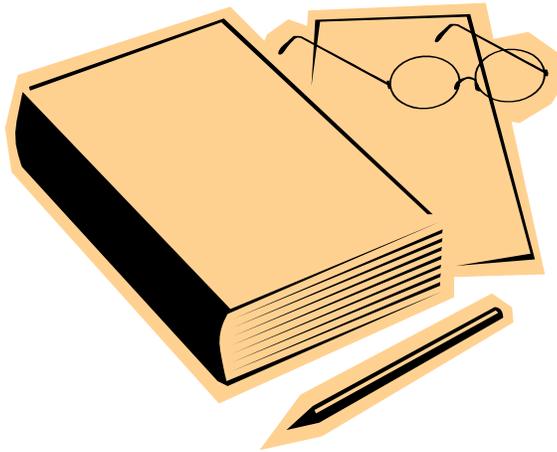




CURRICULUM APPROVAL GUIDE

2006-2007



CURRICULUM APPROVAL GUIDE
OFFICE OF ACADEMIC AFFAIRS

(Revisions made 9/06)

TABLE OF CONTENTS

	Page
Chapter 1: Purpose of Curriculum Manual	4
Chapter 2: Graduation Requirements and Policies.....	5
a. Graduation Requirements	5
b. Undergraduate Transfer Credit	5
c. University System of Maryland Policy on Alternative Means of Earning Academic Degree Credit (III-8.01)	7
d. University System of Maryland Policy on Standard Credit Requirements for Baccalaureate Degree Programs (III-8.02)	7
Chapter 3: University Curriculum Committee	8
a. Membership	8
b. Position Statement	8
i. Review of New Courses and Course Changes.....	9
ii. Review of New Programs and Changes in Programs	9
iii. Issues Not of Direct Concern to the UCC.....	9
iv. Proposals Affecting More than One Department.....	10
a) Cross-Discipline Curriculum Changes	10
b) Interdisciplinary Program Proposals.....	10
c. Meeting Dates	11
d. Q & A.....	12
Chapter 4: Curriculum Approval Process	16
a. Department role	16
b. School Curriculum Role	16

c.	UCC Role.....	16
d.	Teacher Education Council Role	17
e.	Reference Documents	18
Chapter 5:	General Education	19
a.	General Education Program.....	19
b.	Student Learning Goals.....	20
c.	Criteria for General Education Credit Bearing Courses	23
Chapter 6:	Writing Across the Curriculum	25
Chapter 7:	Major and Minor Approvals.....	26
a.	Guidelines	26
b.	New Majors.....	27
i.	Letter of Notification	27
ii.	Local Approval	27
iii.	Program Proposal State Approval.....	27
iv.	New Program/Major	30
c.	Major Changes	32
d.	Minors	34
i.	New Minor Proposal	34
ii.	Minor Changes.....	36
iii.	Minor Coordinators.....	38
Chapter 8:	Courses	40
a.	Introducing New Courses	40
	New Courses	41

b.	Course Changes	45
	Course Change Request	46
c.	Credit Hours	50
Chapter 9:	Special Courses	51
a.	Study Abroad Courses Procedures.....	51
b.	Release Forms	58
c.	On-line Learning Policy.....	66
d.	On-line Hybrid Course Procedures	69
Chapter 10:	Appendices	70

Chapter 1: PURPOSE OF CURRICULUM MANUAL

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

Chapter 2: GRADUATION REQUIREMENTS AND POLICIES

A. GRADUATION REQUIREMENTS

To be eligible to graduate, students must meet the following requirements:

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 are exempt).
3. Complete at least 30 credit hours at the University by direct classroom instruction and/or laboratory experience and not through credit by examination.
4. Complete at least 30 credit hours at the 300/400 level with grades of C or better. Transfer students must complete at least 15 hours of their 30 upper-level credits at Salisbury University (note: other than field-based courses in the Department of Education, courses taken on a PS/F basis do not satisfy this requirement).
5. Satisfy the General Education requirements.
6. Satisfy the requirements in at least one major program of study including the major's required grade point average.
7. Earn grades of C or better in English 101 and English 102.
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.

B. UNDERGRADUATE TRANSFER CREDIT

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

General Transfer Policies

1. Transferred coursework is not included within the Salisbury University current or semester or cumulative GPA calculations. Likewise, Salisbury University coursework repeated at another institution will not impact the current or semester or cumulative GPA calculations. However, coursework grades from other institutions may be used along with coursework completed at Salisbury University when determining eligibility for participation in major and minor programs and other study options.
2. Students must complete 30 of the last 37 hours of coursework at Salisbury University. However, students in approved cooperative programs or study abroad options may request to have additional coursework included in their final 37 hours.

3. Coursework completed at other institutions is evaluated for transfer by the Admissions Office. A maximum of 90 credit hours from two- and four-year institutions, and 64 credit hours from two-year institutions, may be applied to the 120 credit hour minimum required for graduation. For articulated programs between SU and a two-year institution, SU will accept up to 70 hours from that two-year institution. Those 70 hours must be explicitly listed in the articulation agreement. Substitutions are not allowed without an amendment to the articulation agreement. Transferred coursework may be used to satisfy General Education requirements at Salisbury University and, when approved, coursework requirements for major and minor programs and other study options.
4. Official transcripts of all coursework completed at other institutions must be received by the Admissions Office by the close of the student's first semester (fall or spring) at Salisbury University. The University reserves the right to refuse the transfer of coursework where official transcripts are not received in a timely manner.
5. Questions related to the evaluation of transferred coursework should be directed to the Admissions Office. Appeals should be directed to the Academic Affairs Office within one academic year of the student's first attendance. Evaluations which are more than one year old are not subject to appeal.

Taking Courses at Another Institution

Currently admitted, degree-seeking students at Salisbury University may transfer coursework 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 Association of Schools and Colleges) based upon the following policy:

1. Coursework must be pre-approved by the Registrar's Office. Coursework applicable to the student's major or minor must also be approved by the department chair for that major or minor. Request to Study at Another Institution forms are available from the Registrar's Office and online.
2. Coursework must be completed with grades of A, B, C or PS (where courses are graded on a pass/fail basis only).
3. Official transcripts of the coursework completed must be received from the other institution by the close of the student's next semester (fall or spring) at Salisbury University.
4. Students must complete 30 of the last 37 hours of coursework at Salisbury University. Exceptions to this policy must be pre-approved by the Academic Affairs Office.

Coursework completed by students enrolled in the Inter-Institutional Registration Program of the University System of Maryland will be treated as credit earned at Salisbury University. Coursework will be applied toward graduation requirements, and grades included within the GPA calculations at the University.

C. UNIVERSITY SYSTEM OF MARYLAND POLICY ON ALTERNATIVE MEANS OF EARNING ACADEMIC DEGREE CREDIT (BOR III- 8.01)

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

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

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

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

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

D. UNIVERSITY SYSTEM OF MARYLAND POLICY ON 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 to 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)

Chapter 3: UNIVERSITY CURRICULUM COMMITTEE

A. MEMBERSHIP*

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

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

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

***Note: The above membership was taken from the Faculty Senate By-laws.**

B. POSITION STATEMENT (Approved: Autumn 2000)

The purpose of this position statement is to assist and guide faculty who are submitting 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 curricular proposals have received approval from the department(s), the chair(s), the school committee(s), the Dean(s) and the Teacher Education Council (when appropriate), they are reviewed by UCC. Departments are expected to regulate proposal content; therefore UCC accepts departmental priorities and standards in proposals once they have passed school committee review.

The UCC reviews undergraduate curriculum proposals of two broad types:

1. New Courses and Course Change proposals
2. New Programs, Majors or Minors or Changes in Programs, Majors or Minors.

Existing Travel or off-site courses *being reviewed for bids only* should be forwarded to the International Programs Committee; all other reasons to review such courses should fall into one of the above two categories.

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

UCC Review of New Courses and Course Changes

The UCC is attentive to the following points when reviewing new courses and course changes:

- fulfillment of departmental mission
- fulfillment of general education objectives (if appropriate)
- fulfillment of WAC (writing across the curriculum) mandate
- academic integrity of the proposal including:
 - a. course objectives
 - b. amount and level of work required given the proposed numbering scheme
 - c. clarity of student responsibilities (i.e. grading procedures and scale)
 - d. frequency and regularity of course offering given departmental objectives

UCC Review of New Programs and Changes in Programs

The UCC is attentive to the following points when reviewing new programs, majors and minors, or changes in existing programs, majors, or minors:

- fulfillment of the University's mission
- fit with the University's existing curriculum
- academic integrity of the proposal including:
 - a. balance of core and electives
 - b. sequencing requirements
 - c. coordination of program, major or minor requirements with University requirements including issues involving prerequisites

Issues Not of Direct Concern to the UCC

Several issues addressed in curricular proposal forms that are specifically not of direct concern to the UCC include:

- Budgeting issues are the responsibility of the departments and Deans and occasionally the Provost. It is the UCC's position that if Deans and departments have signed off on the proposals, then the appropriate parties have addressed budgetary issues.
- Course descriptions are considered the purview of administrators in charge of the catalog and the originating faculty member/department
- The UCC verifies that course titles match course descriptions but the wording and particulars of course descriptions are left up to the aforementioned parties and may be worked out before a proposal starts its trek or after it has been approved (or any time along the way)
- Catalog information that has solely to do with the catalog and does not jeopardize or call into question the academic integrity of the proposal is also considered to be under the authority of administrators dealing with the catalog and should be worked out with the originating faculty member/department
- The UCC will verify information that impinges upon academic integrity, relationship to mission and other curricular issues, in collaboration with the originating faculty member/department
- Library resources should be addressed with the Department's library liaison prior to placement on the UCC's agenda. The UCC's primary concern here is that the library has been contacted and is aware of the proposal. An updated list of the Blackwell Library's departmental liaisons is available from the Library Dean.

Mandates From Outside the University

If curricular proposals are intended to comply with mandates from accrediting organizations or other standards from outside the University, the relevant documentation of mandates or standards must be included in the proposal.

Proposals Affecting More than One Department

Cross-Discipline Curriculum Changes

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

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

Interdisciplinary Program Proposals

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

C. MEETING DATES

The following is a list of meeting dates for both the university and school curriculum committees for the **2006/2007 academic year. The University Curriculum Committee meetings are scheduled in the President's Conference Room from 3:30-5:00 unless otherwise specified.** The schedule is developed to front-load the school meetings at the beginning of the fall semester and back-load the university meetings at the end of the semester since curriculum proposals flow from the school committees to the university committee. All deadlines must be strictly followed to allow time for publication of agendas, distribution of curriculum materials and timely publication of curriculum changes.

School Curriculum Committee	University Curriculum Committee
	September 7
Sept 14	September 21
Sept 28	October 5
Oct 12	October 19
Oct 26	November 2
Nov 09	November 16
Nov 30	December 7
	January 18
Feb 1	February 8
Feb 15	February 22
Mar 1	March 8
Mar 15	March 22
Apr 5	April 12
Apr 19	April 26
May 3	May 10

D. QUESTIONS AND ANSWERS

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT THE CURRICULUM COMMITTEE BUT DID NOT WANT TO ASK

1. **How can I get one of those manuals to which the SCC and the UCC are always making reference?**
Each member of each SCC and the UCC has a copy. Copies are also provided to each chair so there should be a sufficient quantity available on campus. There are some extra copies available in the Academic Affairs Office.
2. **Where can I get the forms that I need to complete?**
Forms are available from each department secretary, departmental O:\ drive, and from the Provost's Office. Print the form on the appropriate colored paper as indicated at the bottom of each form. Use the most current form available, not necessarily the one that you might have on file. Check the lower left hand corner of a form for the publication date and check with your SCC chair to determine if it is the most current form. School and University committees may not accept outdated forms.
3. **When and how will I receive feedback about my course request? How can I find out where my proposal is in the approval process?**
Depending on how your particular department deals with proposals, your chair should provide you with initial feedback about the proposal. As it moves on to the school curriculum committee (SCC), the SCC chair will be in a position to keep you informed of the proposal's progress through both the School and the University Curriculum Committees.
4. **When and how do I receive final approval for my proposal?**
There are steps involved in the approval process. All proposals need to include the signatures of the chair, the dean and the SCC chair before the proposal is brought to the UCC. The **K-16 Teacher Education Council** (K-16 TEC) must approve all proposals that affect any of the education programs before they are submitted to the UCC. After the review and approval by the UCC, the UCC chair signs the proposal, sends it to the Provost's Office, who forwards it to the Registrar's Office where it will be entered into the SIS (Student Information System) system for the next academic year. If a proposal is on the graduate level, it must also be discussed and acted upon by the Graduate Council. (see General Procedure's section of the manual) Copies of approved proposals will be on file in the respective Deans' Offices.
5. **When will my course/proposal be discussed at the UCC?**
It will be discussed after the SCC of your school and any other schools, which might be involved, have given their approval to the course. The UCC chair must make copies and distribute your proposal to UCC members allowing enough time for them to examine the proposal before their next scheduled meeting. The particular date of discussion at UCC can be obtained from either the chair of your SCC or the UCC agenda on the Web. It will be put on the UCC agenda as soon as possible after it has been submitted.
6. **Why does it take so long to have a course approved?**
Most delays are usually the result of inadequate documentation. When presenting a proposal, providing the appropriate information in a clear, concise and complete form will help each

committee in its deliberations and speed the approval process. Delays are also caused by the volume of proposals at any given time within a committee.

7. **Can I attend a SCC or UCC meeting, particularly when my proposal is being discussed?**
Both meetings are generally open to all faculties although each committee retains the right to hold closed meetings regarding sensitive issues. You may be asked to attend a particular meeting to clarify or expand upon the material included with your proposal. In most cases, the respective chair will provide you in advance with a list of issues to be discussed. If you do attend a meeting in order to answer the committee's questions, please bring all the necessary information and materials.
8. **When the UCC approves my course, when can it be taught?**
When the UCC, and the Graduate Council when applicable, approve a new or existing course, it may be offered in the next regular academic semester or any time thereafter.
9. **My course always had general education credit or courses similar to the one I am proposing already have general education credit. Why must I (re)submit documentation concerning general education when I am requesting a change?**
Defining what is a general education course has always been a difficult task. In 1988, the UCC submitted a set of criteria to the Forum for these types of courses and the criteria were approved. Because these courses ultimately affect everyone, it should be more than just an academic exercise to review the criteria and to justify them with something other than mere "tradition." The SCC and UCC seek a rationale regarding why this particular course should bear general education credit based on the criteria agreed upon at Salisbury University.
10. **How detailed must I be about staffing implications, cycling of courses, and library resources?**
These issues are very important ones and must be addressed. The level of detail may depend on whether you are submitting a change to a course where the above resources are already available and adequate versus requesting the addition of a new course to the curriculum. Staffing does not just mean "do you have someone to teach the course;" obviously you do or no one would submit the course. Additional considerations would include all faculties with the necessary expertise to cover single or multiple sections of the course and the impact on individual faculty load. The cycling of a course is also very important. It is difficult to justify continually adding courses to the curriculum and never dropping any. How a new course will fit in with the current offerings, not just philosophically but in the element of time and availability for students who want to complete a program in four years is critical. Given budgetary difficulties, additional library resources might be difficult to obtain so it is necessary to address how library needs for a particular course will be met.
11. **Must I submit a syllabus with every course change?**
No. Again it depends on the type of change that you are requesting (see #15). A syllabus should be attached if the changes are significant. A syllabus can provide pertinent information to help the committee with its deliberations.
12. **How detailed must I be in my syllabus? What is the role of academic freedom?**
The Faculty Handbook lists elements that are considered critical for a syllabus. These include: information regarding the purpose and/or objectives of the course; prerequisites; whether or not a course satisfies General Education; texts and materials; nature of topics to be discussed and when; types of exercises and activities; how the student's final grade will be determined; faculty office hours; and a Writing Across the Curriculum statement. It is also helpful to

include a statement regarding academic dishonesty, inclement weather and religious holidays. The SCC and UCC look for the above in each syllabus. They often act as a student advocate in

order to determine that faculty expectations are clearly outlined for the student. The committees usually view the syllabus as a contract with the student that may be changed via mutual discussion during the semester. The committees believe that the above information should be included in a syllabus but it does not believe that they should dictate the specifics. For example, you may wish to determine final grades with points or percentages; that is up to you but you must include how the final grade will be determined.

13. **What is a crosslisted course?**

Occasionally, it is beneficial to students to have a course crosslisted under two different departments. A crosslisted course will have different departmental listings, but the same number and course description.

14. **What is a WAC philosophy statement? I already listed my writing assignments on the syllabus and I give essay exams. Isn't that enough?**

No. The fact that a syllabus may list essay exams or activities that require writing, does not satisfy the WAC requirement. There should be a statement in the syllabus, which speaks to the rationale of the requirement and how it will be implemented. (see page 23)

15. **What is meant by description "style" and why does someone always change the description that I submitted?**

"Style" refers to a common voice throughout the catalog. To that end, the catalog editor reviews each proposal. This ensures that there will be consistency throughout, from prefatory pages to individual course descriptions. Although the catalog editor edits each proposal, there are often technical nuances, which need to be added or edited during committee discussions. (see Appendix A for examples)

16. **What is a substantial change to a course? How do I decide if it is a change or if it is really a NEW course?**

There are several elements that should be considered in making this decision. If students were to repeat the "revised" course, and would have essentially the same experience, the change is probably cosmetic. For example, a number change from 204 to 242 may just be due to a renumbering within a department and the change involved would be minimal. If the number was changed from 204 to 404 that would be a substantial change as the 400 level would indicate a higher level of preparedness and production on the part of the student and might add prerequisites that were not necessary for a 200 level course. This might indicate that the proposed changes lend themselves to a totally different course. When you start checking multiple spaces on the "Request to Change a Course" form, this is a good indication that you might be dealing with a totally new course.

17. **How do I get a course number for a new course or a number change? If our department is completely revising its numbering system, how am I sure that the number is available to use?**

You should go to the Registrar's Office where lists are kept regarding what numbers are available for use.

18. **What is the difference between S/U and S/F?**

S/U means "satisfactory/unsatisfactory"; the GPA is not affected as these grades are used for internal credit only. S/F means "satisfactory/failure"; these grades are also used for internal credit only but the GPA is affected by the F grade.

19. **My course is a prerequisite to courses in other departments. Am I supposed to look through the catalog to find wherever my course is listed if I decide to change its number?**
Yes. You are responsible to include all pages in the **catalog**, which will be affected by the change that you are requesting.
20. **When should "Consent of the instructor" be used as a prerequisite?**
"Consent of the instructor" should be used as a prerequisite when individuals claim experiential, rather than academic, preparation for a particular course. It should 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.
21. **If I have questions, who am I supposed to contact?**
You should first contact the chair of your school curriculum committee. That individual should know where your proposal is as well as be able to offer you suggestions and guidance in completing the necessary paperwork.

Chapter 4: CURRICULUM APPROVAL PROCESS

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

A. Department Role

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

B. School Curriculum Committee Role

- * The SCC chair receives and reviews proposals and returns incomplete or incorrect proposals to the originating chairs. The SCC chair duplicates and circulates copies of complete proposals to the SCC members. The chair is also responsible for communicating upward and/or downward any pertinent information to the appropriate people.
- * The SCC chair prepares the agenda and makes it available to members of the school curriculum committee and the chairs of departments whose proposals are being considered.
- * The SCC meets approximately one week later to review proposals and any comments generated from other faculty who have shown an interest in the proposal.
- * If a proposal is rejected, the SCC chair sends it back to the originating department.
- * If the SCC approves a proposal, the SCC chair signs it, retains a copy of the proposal and forwards the original to the dean for signature and recommendation. The SCC chair notifies the chair of originating department that the proposal has been sent forward, and keeps the originating department and the school committee informed regarding UCC progress in the review process.
- * The Dean reviews the proposal from an administrative perspective to include the financial and human resource impact of the proposal. If the dean approves the proposal it is sent to either the K-16 TEC or the UCC for further review. If the dean rejects the proposal the dean notifies the SCC and department chair.

C. University Curriculum Committee Role

- * Proposals approved by the SCC are forwarded to the Provost's Office for duplicating and circulation to the UCC members. Incomplete or incorrect proposals are returned to the department chair.

- * The UCC chair prepares the agenda and makes it available to the members of the UCC and the SCC chairs. An e-mail copy is sent to the Senate Webmaster. The UCC chair is also responsible for communicating upward and/or downward any pertinent information to the appropriate people.
- * The UCC meets, as soon as practical, after the members have received copies of the proposals included in the published agenda.
- * The chair or a representative of the respective SCC should be present when proposals from that school are discussed. Individual faculty members may also be asked to attend to explain and clarify certain points. Additional editorial changes on the original proposal may be made at this time.
- * Should the UCC return a proposal because it is incomplete, the SCC chair coordinates with the originating department and the SCC committee to complete the proposal and can re-submit it to the UCC
- * The UCC chair sends a rejected proposal back to the originating school committee and notifies the chair of the originating department that the proposal has been rejected, including the rationale for the rejection. The SCC chair coordinates with the originating department and with the SCC to determine if the decision will be appealed to the provost.
- * If the UCC approves a proposal, the UCC chair signs the original form and submits it to the Provost's Office. Curriculum changes approved by the provost are forwarded to the Registrar's Office and the catalog editor for inclusion in the next edition of the *University Catalog*. All changes to curriculum requirements become effective **fall term** of the following academic year. An approved copy of the curriculum shall be listed in the minutes and on the Web, and the school's UCC representative will send a hard copy of the approved curriculum to the dean of his/her school.

D. Teacher Education Council Role

The K-16 Teacher Education Council (TEC) sets policy and approves proposals related to curriculum, program admission, and student retention for all teacher education and school personnel programs. All curriculum additions and changes, which affect students in the teacher education program, must be approved by the K-16 TEC prior to review by the UCC.

E. Reference Documents

The following documents should be useful as 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

Home Page: <http://www.usmd.edu/>

New Program Proposals: http://www.usmd.edu/usm/academicaffairs/academic_programs/NewPrograms.html

Salisbury University Faculty Handbook: <http://www.salisbury.edu/provost/handbook/>

Salisbury University Undergraduate and Graduate Catalog: www.salisbury.edu/academic/catalog

Chapter 5: GENERAL EDUCATION

A. GENERAL EDUCATION PROGRAM

Purpose

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

Program Principles

The General Education Program:

seeks to advance the university's mission.

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

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

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

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

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

B. STUDENT LEARNING GOALS

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

1. Learning Principles The general education program is designed to foster the personal, intellectual and social development of the Salisbury University student and is based on the following set of principles.

The liberally educated person:

- **communicates effectively in diverse situations,**
- **uses multiple strategies, resources, and technologies for inquiry and problem solving,**
- **demonstrates qualities related to personal, social and professional integrity,**
- **integrates knowledge from the humanities, social sciences and natural sciences to broaden perspectives,**
- **reasons quantitatively and qualitatively,**
- **demonstrates global awareness in order to function responsibly in an interdependent world.**

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

2. *Student Learning Goals*

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

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

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

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

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

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

C. CRITERIA FOR GENERAL EDUCATION CREDIT BEARING COURSES AT SALISBURY UNIVERSITY

Structure of the General Education Program:

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

Group I

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

Group II

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

Group III

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

Group IV

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

Characteristics of General Education Courses:

- General Education courses are foundation courses. Most often, general education courses are designed to be taken in the freshman and sophomore years to provide a foundation for further work and lifelong learning. Upper-level courses may also provide such foundations if they connect to the general education goals and help students achieve general education outcomes.
- General Education courses provide students with a breadth of knowledge by doing the following:
 - a. offering either a broad survey view or focus on microcosms that promote students' understanding of larger wholes.
 - b. having no or minimum prerequisites.
 - c. not presupposing students' command of highly technical/specialized language.
 - d. not being 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 one or more of the following outcomes:
 - a. abilities to integrate and synthesize ideas.
 - b. abilities to make informed and responsible judgments.
 - c. abilities to communicate.
 - d. abilities to think analytically.
 - e. abilities to inquire critically.
 - f. abilities to function as responsible citizens.

- Courses in the fine and performing arts may be approved for general education credit when their emphasis is on the experience of performance itself. The greatest part of such courses is given over to the actual practice of the creative or performing art. In these courses, students achieve the following outcomes:
 - a. increased competence in expression over the course of a semester through assignments that become more demanding as the semester proceeds, rather than being repetitious.
 - b. knowledge and understanding of aesthetic approaches to performance beyond mere skill development.
 - c. knowledge about context, history, and/or methodology, as appropriate.
 - d. opportunities to reflect on and develop a conceptual framework for understanding what they are performing, rather than displaying rote skills.

Chapter 6: WRITING ACROSS THE CURRICULUM

Rationales

Writing Across the Curriculum affirms the philosophy that in order to maintain and improve students' ability to write, they must have 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 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.

Example of a WAC statement from:

1) the Nursing Department

WRITING ACROSS THE CURRICULUM:

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:

1. Correct spelling, punctuation, and grammar are expected for all written assignments.
2. 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.
3. Papers that are submitted in an unacceptable form must be rewritten before being graded.
4. 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.

2) the Psychology Department

WRITING ACROSS THE CURRICULUM:

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.

Chapter 7: MAJORS (PLANS) AND MINORS APPROVALS

A. GUIDELINES

Because the curriculum is constantly evolving, majors and minors will change their configurations and new proposals will come forward to better meet the needs of the students. The following questions should be asked when reviewing new or revised minors and programs. If the information provided in the supporting documentation is insufficient, the appropriate faculty member(s) will be asked to attend a committee meeting to present and/or discuss the pertinent information.

1. Does the proposal contain the appropriate signatures for approval?
2. What is the rationale for the change or creation of the program/minor? Are the proposed changes consistent with the rationale?
3. Is there any apparent need or interest by students and/or faculty? How has this need been determined?
4. What will be the effect on other schools, departments or programs?
5. Are state and university guidelines for new programs or minors met? (Assistance with program proposal design is available in the Provost's Office.)
6. Does the proposal address staffing, library and equipment implications? Are resources adequate and used in the most efficient manner?
7. Does the proposal have academic integrity? Do the courses indeed support the goal of the program or minor?
8. If there is a new program/minor, has a checklist been submitted? If there is a change to the program/minor, does the submitted copy of the new checklist have changes highlighted?
9. If the proposal is interdisciplinary in nature, where will it be housed administratively? Who will be responsible for coordinating the program? Have all schools and departments concerned been involved in and signed off on the proposal?
10. Has catalog copy, as it should appear in the next catalog, been submitted with proposal? Has it been reviewed by the Catalog Editor for style?
11. Are there prerequisites for any of the courses? How does this affect the total number of hours required?

B. NEW MAJORS

Relationship of Salisbury University's Curriculum Development Process to University System of Maryland Program Approval Process

New academic program proposals must secure approval from the appropriate School Curriculum Committee(s), SU University Curriculum Committee, USM, and MHEC. The following general sequence of procedures is appropriate for any new program that does not require additional state funds. For new program proposals that will require additional financial support from the state, faculty must consult with the dean and the provost for appropriate submission guidelines.

STEP 1: Letter of Notification – The Letter of Notification is prepared prior to the preparation of the Academic Program Proposal. The purpose is to let other USM institutions know of our intent to present a new program proposal in the near future and an opportunity for them to respond internally (within the USM) if there are any objections to the creation of the new program. See appendix C.

1. Program designers discuss and outline the new academic major with the department chair.
2. The “Notification of New Program Under Development” form and the Internal Approval Sheet (see Appendix C) are completed and forwarded from the department, to the dean and then to the provost for review and approval.
3. The approved document is forwarded to the University System of Maryland (USM) from the SU office of Academic Affairs.
4. The USM distributes the letter to all USM schools and sends a copy to MHEC. The USM schools have 30 days to notify USM if there are any concerns over the development of the new program.
5. The chair, dean, and provost will address any concerns expressed by a USM school.

STEP 2: Program Proposal Local Approval - New academic programs must be approved through the campus curriculum approval process prior to submitting the program to MHEC and USM.

1. New academic program proposals must be approved at the SCC, UCC and provost levels before it is submitted to USM AND MHEC.
2. Local approval begins with the Chair and the School Curriculum Committee (see New Program/Major Form on page 27).
3. Following SCC approval, the proposal is forwarded to the Dean for approval.
4. Any curriculum involving education certification must then be forwarded to the K-16 Teacher Education Council (TEC).
5. Following SCC and K-16 TEC (when appropriate) approvals, the proposal is forwarded to the UCC for review and recommendation.
6. The UCC recommends the program to the Provost who finalizes the approval process.

STEP 3: Program Proposal State Approval - This is the final step of the new program approval process. (See Appendix D.)

1. The program designers develop a new program proposal using the document approved by MHEC and found in Appendix D. Technical assistance from the Academic Affairs Office is recommended at this stage.
2. Program designers gain approval for the program and its component courses from the chair, the dean, and the provost through the curriculum approval process.
3. The Program Proposal is forwarded to the USM and MHEC at least 30 days after the Letter of Notification has been forwarded and no longer than 1 year.

4. The Maryland Institutions have 30 days to file concerns with MHEC, and the Board of Regents (BOR) must act upon the proposal within 60 days. The Chancellor of the University
5. System of Maryland notifies the President of the University when the program has been approved.

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 that SB 684 according to the Maryland Higher Education Commission (MHEC). Final decisions concerning harmful duplication, consistency with the statewide plan, and equal educational opportunity are the purview of the MHEC.

SB 682 defined the Regents' responsibility to:

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

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

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

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

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

New Program Approval Process

Institution Program Notification: When the provost of a USM institution learns of the intent of a unit to develop a new academic program, he or she should forward a very brief summary of the program to the Vice Chancellor for Academic Affairs. The vice chancellor will share the program summary with AAAC at the next scheduled meeting. A Notification Form is available in this guide (see Appendix C).

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

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

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

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

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

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

INCLUDE APPROPRIATE ATTACHMENTS:

1. Rationale for the new plan/major
 2. Analysis of: library resources; staffing implications; additional costs associated with this new plan/major
 3. Related course changes/course proposals (if applicable)
 4. Checklist
 5. Catalog copy
 6. Departmental Response(s) (if applicable)
 7. Proposal submitted to MHEC (copy)

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

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

Catalog Editor

C. MAJOR CHANGES**SALISBURY UNIVERSITY
CHANGE OF MAJOR FORM**

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

Title of Plan/major _____

First offering of the revised Plan/major: _____ / _____ (Semester/Year)

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

Sections of the current catalog affected by the change of the major:

Page(s): _____ Sections: _____

Copy of the revised catalog pages is attached to this form: Yes

Attach a copy of the requirements for the change of major exactly as they should appear in the catalog. Xerox current catalog copy and make revisions in **blue (not red)** or submit entire revised catalog pages in electronic and hard copy with changes highlighted and crossed out.

Proposed changes:

Required credits from: _____ to: _____

Change of course requirements:

Drop the following courses from the major	Add the following courses to the major

Attach responses to the questions found in Chapter 6: Majors and Minors Approvals of the *Curriculum Approval Guide*, which are appropriate for the proposed revisions.

INCLUDE APPROPRIATE ATTACHMENTS:

1. Rationale for the change in revised major
 2. Analysis of: library resources; staffing implications; additional costs associated with this revised major
 3. Related course changes/proposals, if applicable
 4. Revised checklist
 5. Catalog copy

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

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Catalog Editor

D. MINORS**SALISBURY UNIVERSITY
NEW MINOR PROPOSAL**

Requesting Department (choose one) **Other:** _____ Date approved by UCC _____

Title of proposed minor _____

Total number of credits required _____

First offering (Semester/Year): _____ / _____

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

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

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

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

Name of minor coordinator: _____

Attach responses to the questions found in Chapter 6: Majors and Minors Approvals of the *Curriculum Approval Guide*, which are appropriate for the proposed revisions.

INCLUDE APPROPRIATE ATTACHMENTS:	
<input type="checkbox"/>	1. Rationale for the new minor
<input type="checkbox"/>	2. Analysis of: <input type="checkbox"/> library resources; <input type="checkbox"/> staffing implications; <input type="checkbox"/> additional costs associated with this new minor
<input type="checkbox"/>	3. Related course changes/proposals, if applicable
<input type="checkbox"/>	4. New checklist
<input type="checkbox"/>	5. Catalog copy

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

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Catalog Editor

**SALISBURY UNIVERSITY
CHANGE OF MINOR FORM**

Current title of minor _____ Date approved by UCC _____

Department(s) coordinating the minor (choose one) _____

Title of minor from _____ to _____

First offering of the revised minor (Semester/Year): _____ / _____

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

Sections of the current catalog affected by the change of the minor:

Page(s): _____ Sections: _____

Copy of the revised catalog pages is attached to this form: Yes

Attach a copy of the requirements for the change of minor exactly as they should appear in the catalog. Xerox current catalog copy and make revisions in **blue (not red)** or submit entire revised catalog pages in electronic and hard copy with changes highlighted and crossed out.

Name of minor coordinator: _____

Proposed changes:

Required credits from _____ to _____

Change of course requirements:

Drop the following courses	Add the following courses

Attach responses to the questions found in Chapter 6: Majors and Minors Approvals of the *Curriculum Approval Guide*, which are appropriate for the proposed revisions.

INCLUDE APPROPRIATE ATTACHMENTS:	
<input type="checkbox"/>	1. Rationale for the change in revised minor
<input type="checkbox"/>	2. Analysis of: <input type="checkbox"/> library resources; <input type="checkbox"/> staffing implications; <input type="checkbox"/> additional costs associated with the revised minor
<input type="checkbox"/>	3. Related course changes/course proposals (if applicable)
<input type="checkbox"/>	4. Revised Checklist
<input type="checkbox"/>	5. Catalog copy

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

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

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MINOR COORDINATORS

MINOR	COORDINATOR	ROOM #	PHONE #
Accounting	Jamie Holmes-Kruger	HH005C	543-6097
American Studies	Don Whaley	HH373	543-6264
Anthropology	Elizabeth Ragan	HH380	548-4502
Art	Paul Flexner	FH223	677-5389
Athletic Coaching	Thomas Stitche	MC221	543-6349
Biology	Mark Holland	HS230B	548-5590
Business Administration	Jamie Holmes-Kruger	HH005C	543-6097
Business & Professional Writing	Thomas Moriarty	HH387	677-5438
Chemistry	John Tyvoll	HS301C	543-6483
Clinical BioChemistry	Johanna Laird	DH312B	543-6364
Clinical MicroBiology	Johanna Laird	DH312B	543-6364
Communication Arts	Jody Morrison	FH221	543-6382
Comparative Literature	Gerry St. Martin	AR103	543-6254
Computer Science	Sophie Wang	HS122	677-5380
Conflict Analysis & Dispute Resolution	Rachel Goldberg	FHP12	543-6435
Creative Arts	Patricia Dean	CH149	548-5756
Dance	Victoria Hutchinson	MC164	543-6353
Earth Science	Brent Skeeter	HS157B	543-6458
Economics	Jamie Holmes-Kruger	HH005C	543-6097
English	Connie Richards	HH339	546-3694
English Speaker of Other Languages	Joaquin Vila	HH348	546-6214
Environmental Issues	Joan Maloof	HS242	548-3304
Environmental/Land Use Planning	Brent Skeeter	HS157B	543-6458
Ethnic & Intercultural Studies	Tim Dunn	FH270	543-6432
Exercise Science	Susan Muller	MC221	548-5555
Finance	Jamie Holmes-Kruger	HH005C	543-6097
French	Gerry St. Martin	HH342	543-6254
Gender Studies	Judith Pike	HH379	543-6440
Geographic Information Science	Brent Skeeter	HS157B	543-6458
German	Gerry St. Martin	HH342	543-6254
Gerontology	Charles Cipolla	FH262	543-6431
Health	Michelle D'Abundo	MC220	677-5337
Hematology	Johanna Laird	DH312B	543-6364
History	Richard Bowler	HH390	546-6003

MINOR	COORDINATOR	ROOM #	PHONE #
Information Systems	Jamie Holmes-Kruger	HH005C	543-6097
Interdisciplinary Science	Marylane McGlinchey	HS202	548-7711
International Studies	Greg Cashman	FH258	543-6247
Marketing Management	Jamie Holmes-Kruger	HH005C	543-6097
Mathematics	Kathleen Shannon	HS132A	543-6476
Music	Derek Bowden	FH100	548-5587
Philosophy	Jerry Miller	PL102	677-5073
Physics	Gail Welsh	HS301A	548-5392
Political Science	Michael O'Loughlin	FH254	548-2149
Psychology	Natalie Hopson	AW302	548-5558
Religious Studies	Jerry Miller	PL102	677-5073
Social Studies	Joel Jenne	CH163	543-6282
Sociology	Allan Pappas	FH268	543-6438
Spanish	Gerry St. Martin	HH342	543-6254
Statistics	Barbara Wainwright	HS118	543-6477
Theater	Paul Pfeiffer	FH204	543-6235
Transfusion Services	Johanna Laird	DH312B	543-6364

Chapter 8: COURSES

A. REQUEST TO INTRODUCE A NEW COURSE

When a new major, minor or program is introduced, it is often necessary to create new courses. Faculty may also generate new courses based on personal expertise or students' needs. The **Request to Introduce a New Course** form is the one to be used when requesting the addition of a course to the curriculum. The initiating faculty as well as members of the SCC and UCC need to examine in detail the implications of new courses for the allocation of resources, both human and material.

**SALISBURY UNIVERSITY
NEW COURSE PROPOSAL**

Requesting Department (choose one) _____

New Course Prefix/number _____ Date approved by UCC _____

New Course Title: _____

Number of credits: _____ Maximum repeatable credits _____

Description:	
Prerequisites:	Corequisites:
Hours per week:	

General Education: Yes No **Group(s):** IA IB IIA IIB IIIA IIIB IIIC IV

On-line courses

Study Abroad Course(s)

Activity Code(s) (Appendix A):

Grading: Regular S/U P/F

IP/Graded: Yes No

Graduate Credit: Yes No

If yes, list equivalent graduate course number: _____

Course will first be offered in (Semester/Year): _____

List the section(s) of the current catalog affected by the introduction of this course. **Attach xeroxed copies of the affected pages of the catalog and mark the revisions in blue ink (not red).**

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

(Please print form on blue paper.)

INCLUDE APPROPRIATE ATTACHMENTS:

1. Rationale for the new course
 2. Analysis of: library resources; staffing implications; additional costs associated with this new course
 3. Related course changes/course proposals (if applicable)
 4. Course syllabus
 5. Graduate Swing Courses (if applicable)
 6. Revised checklist
 7. Revised catalog copy (Xerox existing catalog copy and revise in blue ink)

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

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

Catalog Editor

New Course Proposal (Directions)

The **New Course Proposal** form is used to propose a new course to the university curriculum.

Requesting Department	List the department offering the new course.
Course Prefix/Number	The proposed course prefix and number must be one that has not been in use for at least 7 years. Verify proposed number with the Registrar's Office. Ex. ENGL 101
Course Title	Appropriate to course content; eliminate sexist language and jargon.
Date Approve UCC	Date of final approval by UCC.
Number of Credits	Verify credit formula (1 hour lecture=1 hour credit; 2 hours lab=1 hour credit).
Maximum Repeatable Credits	If it is a repeatable course, indicate how many total credits are available for this course.
Description	Write a brief description of the course that reflects the content and course objectives. The description should not include sexist language and jargon.
Prerequisites	List prefix and number for all prerequisite courses. 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.
Corequisites	List prefix and number for the corequisite course. Complete corequisite courses simultaneously with course enrollment.
Hours per week	Number of contact hours per week when faculty meet with students in a particular activity.
General Education	Initiating faculty submits justification for appropriate general education category based on general education criteria (see section V. General Education).
On-line Course	Explain the level of on-line involvement in this course.
Study Abroad	List Study Abroad course(s) and follow approval procedures in Chapter 9.
Requirements	List all majors, concentrations, tracks and minors that will use this course as a prerequisite and/or requirement. Determine how often the course will be offered in order to meet student demand, how this course will affect staffing, and how overall resources will be affected. Include cycle of courses and new and old checklists.
Activity Code	Select an activity code from the list in Appendix A. One or two codes may be applicable depending on the type of course.
Grading	Regular = A,B,C,D,F; P/F =college credit earned, GPA affected by F; S/U =internal credit only, GPA not affected; S/F =internal credit only, GPA affected by F; IP = course extended into subsequent term.
IP/Graded	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.
Graduate Credit	Mark yes if requesting graduate credit for a 400 level course. List equivalent graduate course number.
First Offered	Compare time frame listed here with committee's work schedule to see if they are compatible; decide if all new courses submitted need to be prioritized based on the information given.

Attachments Required directions:

Section/Page Affected	Xerox and mark all pages in the catalog affected by the addition of the new course including: <u>major</u> requirements, information in <u>other departments</u> that use this course as a prerequisite or a requirement, <u>minors</u> (interdisciplinary and others), <u>tracks</u> , and <u>concentrations</u> . A new course will automatically be listed in the course section of the catalog and therefore need not be listed on this form. Include copies of corrected curriculum guide as well.
Departmental Statement	Examine how addition of course relates to the departmental mission.
Analysis of Resources	<u>Library</u> : determine if current library resources are adequate, if additional ones will be required and if these are budgetary support; <u>Staffing implications</u> : determine where this course fits in the cycle of department offerings, overall effect on availability of staff to teach the course, and how it will affect student enrollment in the course and the effect on department resources; <u>Additional Costs</u> : determine additional costs of materials, equipment and fees.
Week-by-Week Syllabus	<u>Probable text(s) and materials</u> : list of books, manuals, materials, equipment which is required and/or optional; <u>Week by week topics</u> : listed by weeks or by class meetings during the week; <u>Exercises and Activities</u> : list of exercises, activities and/or assignments; determine how these exercises and activities explore and explain the topics indicated; determine if there are out of class or other special requirements; <u>Evaluation of student work</u> : determine if students can readily discern how their final grade will be determined; syllabus should indicate tests, quizzes, and when assignments/projects/papers are due; it should also indicate the attendance policy and how that influences the final grade; <u>Writing Across the Curriculum (WAC)</u> : determine if a statement is included in the syllabus and what opportunities are given to students to practice and improve their writing skills (see section VI. Writing Across the Curriculum); <u>Additional information</u> : The <i>Faculty Handbook</i> also lists the following as necessary parts of a syllabus: information about the purpose of the course; prerequisites; whether or not the course satisfies a general education requirement and if so, which one; faculty office hours. It is also helpful to include a statement regarding academic dishonesty, inclement weather and religious holidays.
Graduate Swing Courses	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.
Recommendations and Signatures	Initiating faculty's signature should be full-time faculty; comments and recommendations should be carefully considered; an "approved" statement should include discussion of evidence that the entire department has participated in the comments/recommendations and how the proposed course will affect the department/school; request should be considered even if the comments/recommendations are negative; forms submitted without signatures will be returned.

B. CHANGES IN EXISTING COURSES

Faculty, departments and schools continually evaluate Salisbury University's curriculum in order to update content of courses or to modify them to better meet students' needs. Thus course revision is an on-going process at the University. When courses are changed, their revised versions become effective the fall term of the next academic year and are included in the next published catalog and *Registration Bulletin*. The **Course Change Request** form is used to propose changes in existing courses to the school curriculum committees and to the University Curriculum Committee. The following section addresses items on the **Course Change Request** form.

**SALISBURY UNIVERSITY
COURSE CHANGE REQUEST**

NOTE: Major changes in a course should be considered as a new course. Approved course change requests will become effective the following fall term.

Requesting Department (choose one) _____

Course Prefix/ number _____ Date approved by UCC _____

Course Title _____

(check all that applies)

Request to change:	EXISTING:	PROPOSED:
<input type="checkbox"/> Drop		
<input type="checkbox"/> Course Prefix/number		
<input type="checkbox"/> Course Title		
<input type="checkbox"/> Credit (maximum and minimum)		
<input type="checkbox"/> Grading <input type="checkbox"/> Regular <input type="checkbox"/> S/U <input type="checkbox"/> P/F		<input type="checkbox"/> Grading <input type="checkbox"/> Regular <input type="checkbox"/> S/U <input type="checkbox"/> P/F
<input type="checkbox"/> IP/Graded <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> IP/Graded <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Activity Code (For more info see Appendix A)		<input type="checkbox"/> Activity Code (For more info see Appendix A)
<input type="checkbox"/> Gen Ed <input type="checkbox"/> yes <input type="checkbox"/> no Select Group: <input type="checkbox"/> IA <input type="checkbox"/> IB <input type="checkbox"/> IIA <input type="checkbox"/> IIB <input type="checkbox"/> IIIA <input type="checkbox"/> IIIB <input type="checkbox"/> IIIC <input type="checkbox"/> IV		<input type="checkbox"/> Gen Ed <input type="checkbox"/> yes <input type="checkbox"/> no Select Group: <input type="checkbox"/> IA <input type="checkbox"/> IB <input type="checkbox"/> IIA <input type="checkbox"/> IIB <input type="checkbox"/> II A <input type="checkbox"/> IIIB <input type="checkbox"/> IIIC <input type="checkbox"/> IV
<input type="checkbox"/> Prerequisites		
<input type="checkbox"/> Corequisites		
<input type="checkbox"/> Crosslisted <input type="checkbox"/> On-line courses:		<input type="checkbox"/> On-line courses:
<input type="checkbox"/> Description		
EXISTING:		PROPOSED:

Graduate Credit: Yes No

If yes, list equivalent graduate course number: _____

Requirements: (name of all majors, concentrations, tracks or minors for which this course is required or is an option) List all sections and pages of the current catalog that will be affected by the proposed changes:

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

INCLUDE APPROPRIATE ATTACHMENTS: (check those included; mark those not applicable N/A)

- 1. Rationale for the course revision
- 2. Analysis of: library resources; staffing implications; additional costs associated with the revised course
- 3. Course syllabus (required for changes in grading, credit, upper level, gen ed designation)
- 4. Revised checklist
- 5. Revised catalog copy (Xerox existing catalog copy and revise in blue ink)
- 6. List other majors affected by these changes. Include copies of email approvals from department chair(s) of affected department(s).

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

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

Catalog Editor

Course Change Request (Directions)

The Course Change Request form is used to propose changes in existing courses. If major changes in courses are being proposed, consideration should be given to creating a new course (New Course Request form) and dropping the existing course.

Requesting Department	List the department offering the course.
Course prefix and number	The proposed course prefix and number must be one that has not been in use for at least 7 years. Verify proposed number with the Registrar's Office. ex. ENGL 101
Date approve UCC	Date of final approval by UCC.
Course Title	Current course title.
Request to Change	Check only the boxes for which a change is requested.
Drop	Check drop box only (existing and new boxes not applicable here).
Course prefix and number	Note if this course number has been used within the last 7 years.
Course Title	Appropriate to content of course; no sexist language or jargon.
Credit	1 hour lecture=1 credit hour; 2 hours lab=1 hour credit. List maximum and minimum credits for courses that can be taken more than once.
Grading	Regular =A,B,C,D,F; P/F =college credit earned, GPA affected by F; S/U =internal credit only, IP = course extended into subsequent term.
IP/Graded	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.
General Education	If changing to or from general education status, mark the appropriate yes/no box and check the appropriate general education box in which the course will fulfill gen ed requirements.
Prerequisites/Corequisites	Change of pre-requisites or co-requisites for the course. Determine if number, level and content of prerequisite course(s) are appropriate.
Cross-listed	A cross-listed course is one course that is offered with different prefixes but carries the same title, description, credits and course number (when possible).
On-line Course	Explain the level of on-line involvement in this course.
Old Catalog Description	Include existing course description.
New Catalog Description	Submit new course description that reflects content and objectives of the course.
Requirements	List all majors, minors and concentrations or tracks that will be affected by this course change request. Include pages that need to be updated in the current catalog as a result of this course change.
Section/Page Affected	List <u>all</u> sections and pages of the <u>current</u> catalog that will need to be revised as a result of this change. Include any changes that must occur in the catalog and in other departments, which might use this course. For course changes that affect change of requirements in any major, minor, track or concentration, attach a copy of the pages from the current catalog with all the changes written on the copy in blue ink and a copy of the revised checklist(s).

Attachments Required directions:

Rationale for course revision	Examine the rationale for the proposed course changes.
Analysis of Resources	Discuss the following topics as they relate to the proposed course changes. <u>Library</u> : determine if current library resources are adequate, if additional ones will be required and if there is budgetary support; <u>Staffing implications</u> : determine where this course fits in the cycle of department offerings, overall effect on availability of staff to teach the course, and how it will affect student enrollment in the course and the effect on department resources; <u>Additional Costs</u> : determine additional costs of materials, equipment and fees.
Week-by-week Syllabus	<u>List</u> of books, manuals, materials, equipment which are required or optional; <u>Topics</u> covered by weeks or by class meetings during the week; list of exercises, activities and assignments in or out of class; determine how activities explore and explain the topics indicated; <u>Evaluation</u> : determine if students can readily discern how their final grade will be determined; indicate tests, quizzes, and when assignments are due; include attendance policy and how it affects the final grade; <u>WAC</u> : include statement in syllabus of the opportunities given to students to practice and improve their writing skills (see section VI. Writing Across the Curriculum).
General Education	Documentation needed only if course is requesting gen ed credit; see section V. General Education for criteria that must be addressed.
Recommendations and Signatures	Something other than <input type="checkbox"/> approved <input type="checkbox"/> should be provided (i.e. how will changes affect department, is there evidence that the entire depart has participated); requests should be considered even if the comments/recommendations are negative; forms submitted without signatures will be returned.

C. CREDIT HOURS

1. An institution shall award one semester hour of credit for:
 - a. A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days and holidays;
 - b. A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days and holidays;
 - c. A minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships and cooperative education placements, when supervision is ensured and learning is documented; or
 - d. Instruction delivered by instructional television (ITV) or other electronic media based on the equivalent outcomes in student learning in §C(1)(a) of this regulation, and may include a combination of telelessons, classroom instruction, student consultation with instructors, and readings when supervision is ensured and learning is documented.
2. One quarter hour of credit is awarded for instruction equivalent to 2/3 of the contact hours required for one semester hour of credit.

Chapter 9: SPECIAL COURSES

A. STUDY ABROAD COURSE PROCEDURES

One of the most memorable educational experiences a student can have is studying abroad. The University Curriculum Committee actively encourages individual faculty members and departments to develop courses in which students will be immersed in a culture other than their own and provide them opportunities to broaden and deepen their intellectual experiences while they are here at Salisbury University.

The following pages provide information to faculty who wish to plan study abroad programs with credit bearing courses and to SCC and UCC members who will discuss the proposals.

Guidelines for Study Abroad Courses

The primary purpose of travel courses is to integrate direct encounter with another culture into the undergraduate educational experience. By preparing students for their visit, by providing them daily guidance during their visit, and by fostering reflection on the trip after it is completed, such courses make it possible for students to deepen their appreciation of another culture in a way that is not possible through classroom instruction alone.

In view of this purpose, the University Curriculum Committee requires that all courses to be offered for 3 hours of credit include the following:

- X A minimum of 15 hours of pre-trip classroom experience. This experience should be structured in such a way as to give the student ample time to read about and reflect on the culture to be visited.
- X At least 50 hours of field activities directly related to the educational purpose of the trip. These hours are to be spread over a minimum of 10 days.
- X An opportunity for the students to reflect on and examine their experiences after their return through both oral discussion and a final paper/project.

While the committee does not exclude the possibility of allowing exceptions to these requirements, it will do so only if there are compelling pedagogical reasons for doing so. If faculty members wish to offer a travel course for other than 3 hours credit, they should discuss in their course proposal (see below) the preparatory work and/or field experiences, which, in their judgment, make such, credit appropriate.

Procedures for Study Abroad Course Approval

- I. Letter of Intent** Submit letter of intent to your Chair, Dean and the Director of International Education. See Appendix E.
- II. Curriculum**
- A. New Course/
Change Proposal
1. Complete □Study Abroad New/Change Course Proposal form (See Appendix F-must be printed on salmon colored paper.).
 2. Follow guidelines for new/change course proposals as stated in the *Curriculum Approval Guide*. Any **substantive** changes in the goals and objectives of an existing travel/study course must be approved or reviewed by the SCC, IPC and UCC.
 3. New/change course proposals should be submitted simultaneously with travel logistics (See next page).
 4. Follow deadlines listed on Study Abroad Course Checklist” (See Appendix J).
 5. Additional requirements:
 - a. Proposal should state how goals and objectives relate to travel portion of course;
 - b. Syllabus should include evidence of pre-trip and post-trip activities;
 - i. 3-15 hours pre-trip classroom experience.
 - ii. 25-50 hours of field activities directly related to the educational purpose of the trip.
 - iii. 3-15 hours post-trip experience for students to reflect on and examine their experiences after their return through oral discussion and/or a final project.
N.B. Two hours of field activities are equivalent to one classroom contact hour. Total program hours should equal credit value of class.
 - c. Syllabus should include readings to be assigned, requirements for satisfactory completion of course objectives, schedule of pre-trip meetings, tentative schedule, topics to be addressed, description of scheduled activities, evaluation procedures and description of reflection activities.
 - d. The faculty member should provide, in addition to the appropriate curriculum approval form, a description of the site itself (classroom facilities, clerical support etc.) (See Appendix G)
 - e. If course is intended to be offered on a consistent basis, a specific course title and number or section should be assigned.
 - f. Submit a description of your qualifications for offering the course.
- B. Existing Course
Proposal
1. Existing Course is defined as a course previously approved by the UCC and SCC as a travel/study course.
 2. The following courses are currently approved: *ACCT 435; ART 399; BIOL 399; BUAD 386, and 686; ENGL399; HIST 399; GEOG 399; MDFL 399; and POSC 390.*
 3. **No proposal is required for previously approved courses; go to travel logistics section.**
- III. Travel Logistics**
- A. Tentative Itinerary
1. Provide site description (classroom facilities, student support, etc.).
 2. Provide a description of type of accommodation(s) and meal plans and transportation arrangements.
 3. Provide tentative day-by-day itinerary with a description of scheduled activities including travel.

B. Travel Arrangements

1. Trip organizer to arrange meeting with DIE and Travel Coordinator in Financial Services;
2. Trip, cancellation and medical insurance must be made available to participants to be purchased at their own expense;
3. Provide description of travel arrangements (proof of bids requested from 3 certified and bonded travel agents or bid from travel agency with previously approved service record);
4. Provide justification of selected bid.

IV. Financial

A. Budget

1. Trip organizer is required to submit a budget (see worksheet in Appendix I) and logistics description to the DIE and Office of Financial Services a minimum of 4-6 months prior to the departure date.
2. Trip organizer is required to keep a record of all program financial transactions. The IPC is responsible for maintaining all records associated with any travel/study course. Copies of the following documents should be filed with the IPC a minimum of two weeks prior to travel departure:
 - a. Participant list (faculty/staff/student/community) with social security numbers;
 - b. Passport copies;
 - c. International Student Identity Card (ISIC) copies (card available from office of International Student Services);
3. Liability Waiver/Medical Emergency forms (see Page 57 for form);
4. Medical insurance verification copies: insurance must cover repatriation in the amount of \$7500 and emergency medical evacuation in the amount of \$25,000; if not covered, supplemental insurance is required (see #3 this section);
5. Name of departmental contact person (non-participant);
6. Student Release Form: Disciplinary Records (See page 63 for sample);
7. Crisis Management Plan (See Appendix H for sample);
8. Overseas contact information.

B. Income

1. Program monies and tuition monies are to be handled separately.
2. Participants are billed for tuition by Office of Financial Services and pay tuition money directly to the Cashier's Office.
3. Program monies are paid to the trip organizer and all income is deposited to the International Travel Account. Deposit slips are available from Financial Services. Checks made payable to Salisbury University and social security number on check.
4. Monies may only be collected after course approval by Provost.
5. All Non Sufficient Funds (NSF) checks are charged a \$25 fee by Financial Services to be paid by the student (this statement must appear in all promotional materials).
6. Exchange rate fluctuations are the responsibility of the student and must be accounted for in publications with the following statement: "The cost of this program has been calculated as carefully as possible. Should inflation rise or exchange rates fluctuate beyond the anticipated margin, actual costs to the student may vary."
7. Any remaining program monies, once all invoices have been paid and reimbursements distributed, in the amount of \$25 or more per participant will be returned to the participant by Financial Services. If the residual amounts to less than \$25 per participant, then the monies will revert to the Office of International Education.
8. Any income shortages will be the responsibility of the program participants. Participants must be notified in writing by the program leader if any additional monies need to be collected.

- C. Expenses
1. A list of vendors, their addresses, phone, fax and Federal Identification Numbers (FEIN) if applicable are to be submitted to Financial Services with budget. Check with the Procurement Office for previously used vendors.
 2. An original invoice is required to process a check for payment and should be submitted to Financial Services as early in advance as possible.

Rules and Regulations

- a. Study abroad courses approved by the University Curriculum Committee may be offered a subsequent semester with only school committee approvals each time it is offered. However, any change in the goals, objectives, methodology, or structure of the course requires a resubmission of the course for approval by the University Curriculum Committee
- b. A new course proposal should be routed through the Department and appropriate Dean to the School Curriculum Committee, which will review it and forward it, with its recommendation for approval or disapproval, to the University Curriculum Committee.
- c. Study abroad courses may be used to satisfy General Education requirements if they meet the General Education criteria.
- d. All persons participating in a study abroad course must take the course for credit.
- e. Students may apply no more than 6 semester hours of credit in study abroad courses toward the completion of the requirement that states that they must take 30 hours of 300-400 level courses.
- f. A faculty member may advertise the course(s) as soon as the chair has approved it. When advertising earlier than the above deadline is warranted, the faculty member may seek the chair's early assent to begin the process. In no case may monies be collected until after the approval of the UCC, the dean and the provost. Please note also that tuition may not be billed by the faculty member. While tuition may be included in the advertised total cost of the off-site course, the Office of Financial Services must bill it separately.
- g. Before your departure, file with the chair of your department and the Director of International Education the following information:
 1. a list of those traveling for the off-site course(s);
 2. immunization records when appropriate;
 3. empl Ids and a copy of passport photo page;
 4. names and phone numbers of those to be notified in case of an emergency.
- h. Have student fill out medical emergency form authorizing emergency medical treatment and a disclaimer form releasing the University from liability for the travel portion of the trip. Retain both forms in your possession during the trip.

- i. You are permitted, and in fact encouraged, to work your way through the course proposal and travel arrangement procedures concurrently.
- j. Before departure, the faculty member must place on file with the School Curriculum Committee and Director of International Education a list of those going on the trip. In addition, every student must fill out a medical emergency form granting the faculty member permission to authorize medical treatment in emergency situations. When possible, payment for the travel portion is to be made directly to the travel agency. When necessary, an account will be set up through the Vice President of Administration and Finance so that travel funds can be collected by Salisbury University.

Deadlines

The letter of intent deadline is applicable each time the study abroad course is offered.

The process for approving a study abroad program applies only for the first time the program is offered unless significant changes are made to the credit bearing course(s).

	Courses to be offered Summer Semester 2007
Letter of intent due to Chair, Dean, School Curriculum Committee and the Registrar	September 14, 2006
Course proposal due to International Program Committee	September 30, 2006
Course Proposal due to School Curriculum Committee	October 14, 2006
Course Proposal from School Curriculum Committee due to University Curriculum Committee	October 28, 2006
Approval by University Curriculum Committee due	November 14, 2006

NOTE: If any of the above dates fall on a weekend, the proposal will be due on Monday.

Travel Proposal

For the TRAVEL portion of the proposal, the faculty member should adhere to the following **Travel Arrangement** procedures set forth for study abroad courses:

1. Prepare a **travel proposal**, which includes:
 - a. description of desired travel arrangements;
 - b. day-by-day itinerary;
 - c. description of desired type of accommodations and meal plans;
 - d. description of financial arrangements regarding faculty travel expenses;
2. Solicit bids from a minimum of three travel agencies.
3. A description of travel arrangements, which includes letters soliciting bids from three travel agencies. It is the responsibility of the faculty member to choose that bid which, in her/his judgment, best enables the objectives of the course to be achieved. The faculty member is expected to file a brief but complete report of the results of this process with the School Curriculum Committee. This report should include
 - a) a brief description of the received bids and the reasons for electing among them;
 - b) an explanation of the number of students required for the trip to be financially feasible;
 - c) an explanation of the remuneration to be received by the faculty member;
 - d) a brief statement from the travel agency selected confirming the financial arrangements.
4. Select the travel agency whose proposal best matches the objective of the off-site course in a financially responsible manner.
5. All travel packages must offer students an opportunity to take out travel insurance, health and trip cancellation insurance.

Guidelines for Curriculum Committee Review

Dealing with appropriate matters relating to travel courses is another responsibility of the School Curriculum Committee. The following are questions that should be asked when reviewing a proposal. If the information provided in the supporting documentation is insufficient, ask the appropriate faculty member(s) to come to a committee meeting to present and/or discuss the pertinent information.

1. Have the deadlines established by the University Curriculum Committee been met?
2. Does the proposal meet the criteria outlined in the Guidelines and Checklist for Travel Courses?
3. Does the travel course have as its primary purpose to expose students directly to another culture? (Culture involving travel in general such as scuba diving in the Caribbean, or courses offered at sites other than Salisbury such as other communities on the Eastern Shore do not come within the purview of this committee.)
4. Does the proposal meet any additional criteria that the School Committee may have established?
5. Are there any potential overlaps in content of different travel courses offered within the school (to be resolved by the School Curriculum Committee) or with courses offered in other schools (to be resolved by the University Curriculum Committee)? Should students be permitted to take both courses for credit in such overlap situations?

Additional Information:

1. Depending on the size of the school and the School Curriculum Committee, it may be advisable to create an ad-hoc travel subcommittee which would deal with these course proposals and which would make recommendations to the School Curriculum Committee.
2. The School Curriculum Committee should recommend to the University Curriculum Committee those changes in the Guidelines and Checklist, which it deems necessary or salutary.
3. Faculty may hold student interest meetings and advertise the trip after a letter of intent has been filed. No money is to be collected until after the final approval by the University Curriculum Committee.

In case of an Emergency, Contact:

Name _____ Relationship: _____

Address: _____

Street City State Zip Code

Telephone Number: Home _____ Work _____

Medical Information:

- A. Do you have any known reactions to:
 MEDICATIONS Yes ___ No ___ INSECT BITES Yes ___ No ___
 FOOD Yes ___ No ___ PLANTS Yes ___ No ___
 If yes to any of the above, please list:

- B. Mental and/or physical health conditions of which the director(s) should be aware:
Conditions: _____ Reactions: _____

- C. Specific medications I will be taking during the program are:
Medication: _____ Purpose: _____

- D. I certify that I will be **traveling with the medications in their original containers.**
Initial _____

NOTE: The University recommends that you have your physician give you copies of all of your prescriptions. If you wear glasses or contact lenses, you should consider bringing an extra pair.

- E. If I become ill or injured, I will inform the director(s) immediately.

- F. Listed below are the vaccinations and/or preventative medications required for this program. It recommended that you consult the State Department and Centers for Disease Control and/or your personal physician for their suggestions on any necessary vaccinations and/or preventative medications for the area of the world in which you will be traveling.

Medication(s)/Vaccination(s) Required:

(Proof of receipt of the above is required and must be shown to program leader)

AGREEMENT AND REPRESENTATION OF AGE

I hereby acknowledge that I have read, understand and will comply with the items as outlined in the SU Medical Release, Rules of Conduct, Waiver, Release and Indemnification Agreement.

Name (please print) _____

Signature: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____
(required if participant is under 18 year of age)

IMPORTANT: This release must be notarized (many out-of-state and international hospitals require this).

Notary Name or Stamp

Notary Signature

Date

Seal

RULES OF CONDUCT

I understand that as a participant in this international program, I am subject to the laws of the country where I am staying. I also understand that it is my responsibility to be informed about the laws of that country and to conduct myself in a manner that complies with those laws. The Salisbury representative shall not, under any circumstances, be responsible for any illegal activities that I may engage in.

Although the atmosphere of the University program is to be rather informal, it will be conducted in an academic manner; thus, I understand that attendance at all scheduled activities is required. It is expected that I will be punctual at all scheduled activities. Additionally, I understand that all facilities reserved for the group are to be used solely by the members of the group.

We will be living and conducting our activities as a group. Group activity requires a certain amount of give and take on the part of all participants. It is necessary for each of us to be tolerant of individual differences and at the same time consider how our actions and attitudes affect others. If any problems arise, I understand that group members should discuss them, directly and privately with the director(s). The director(s) reserves the right to decline to accept or retain me in the program at any time should my actions or general behavior impede the operation of the program or the rights or welfare of any person. Similarly, if my conduct violates any policy or procedure of the University, I understand that I may be required to leave the program at the sole discretion of the University's representative(s) and agent(s), and may be referred to the appropriate University officials for further disciplinary or other action. In such an event, no refund will be made for any unused portion of the program and I will be required to personally pay for my return expenses.

SAFETY

I understand that, although the University has made every reasonable effort to assure my safety while participating in the program, there are unavoidable risks in travel overseas, and I hereby release and promise to hold harmless the State of Maryland, the University, or the employees or agents either, for any damages or injury (including death) caused by, or deriving from, or associated with my participation in the program, except for such damages or injury as may be caused by the gross negligence or willful misconduct of the employees or agents of the University. I have had an opportunity to learn about the inherent risks associated with travel to, from, and in a foreign country, and knowingly and voluntarily assume those risks.

If during my free time I wish to go somewhere alone, I will inform the director(s), know exactly where I am going and when I am planning to return. I know that I am advised not to go out alone, and that I am solely responsible for my independent activities and travel.

CHANGES TO PROGRAM

I understand that although the University will attempt to maintain the program as described in its publications and brochures, it reserves the right to make changes to the program, including the itinerary, travel arrangements or accommodations, at any time and for any reason, with or without notice, and that neither the State of Maryland, nor the University, nor the employees and agents of either, shall be responsible or liable for any loss whatsoever to participants by reason of any such cancellation or change. The University is not responsible for penalties assessed by air carriers that may result due to operational and/or itinerary changes, regardless of whether the participant or the University makes the flight arrangements. The participant will pay any additional expense resulting from the above. The University reserves the right to substitute hotels or accommodations or housing of a similar category at any time.

DELAYS AND UNFORSEEN EVENTS IN PROGRAM

I understand and acknowledge that the State of Maryland, the University, or the employees or agents of either, assume no responsibility or liability, in whole or in part, for any delays, delayed or changed departure or arrival times, fare changes, dishonors of hotel, airline or vehicle rental reservations, missed carrier connections, sickness, disease, injuries (including death), losses, damages, weather, strikes, acts of God, circumstances beyond the control of the University, war, quarantine, civil unrest, public health risks, criminal activity, terrorism, damage to property, inconveniences, failure or negligence of any nature caused in connection with any accommodations, meals, transportation, or other service or for any substitution of hotels or of common carrier beyond the University's control, with or without notice, or for any additional expenses occasioned by any of the foregoing. If due to weather, flight schedules or other uncontrollable factors I am required to spend additional nights, the University will not be responsible for hotel, transfers, meal costs, or other expenses. Baggage and personal property are transported at my risk entirely. The individual shall pay any additional expenses incurred by the events listed above.

CANCELLATION OF PROGRAM

The right is reserved by the University, in its sole discretion, to cancel the program or any aspect thereof prior to departure; and, in the University's sole discretion, to cancel the program or any aspect thereof before or after departure, requiring that all participants return to the United States, if the University determines or believes that any person is or will be in danger if the program or any aspect thereof it is continued.

WITHDRAWAL FROM PROGRAM

I further understand that I am solely responsible for any and all costs arising out of my voluntary or involuntary withdrawal from the program prior to its completion, including withdrawal caused by illness or disciplinary action by Salisbury University or its representative(s). In the event that Salisbury University has committed expenses on my behalf prior to the start of the program, I understand that these funds may not be refundable.

LIABILITY

I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby release and forever discharge the University, the University System of Maryland, the State of Maryland and its employees, agents, officers, trustees and representatives (in their official and individual capacities) from any and all liability whatsoever for any and all damages, loses or injuries (including death) I sustain to my person or property or both, including but not limited to any claims, demands, actions, causes of action, judgments, damages, expenses and costs, including attorney's fees, which arise out of, result from, occur during or are connected in any manner with my participation in this program and/or any travel incident thereto.

INDEMNIFICATION

I agree to indemnify and hold harmless Salisbury University and its representative(s) and agent(s), from any and all claims and causes of action for damage to or loss of property, personal illness or injury, or death arising out of travel or activity conducted by or under the control of Salisbury University with regard to the aforesaid program. I agree that, should there be any dispute concerning my participation in the program that would require the adjudication of a court of law, such adjudication will occur in the court of, and be determined by the laws of, the State of Maryland; and that if any portion hereof is held invalid, the balance hereof shall, notwithstanding, continue in full legal force and effect.

ADDITIONAL SPECIAL CONDITIONS:

SALISBURY UNIVERSITY
Travel Study Liability Release

I, the undersigned, herein referred to as releasor, being of lawful age, in consideration of being permitted to participate in _____ do for myself, my heirs, administrators and assigns hereby release and forever discharge Salisbury University and

_____ from any claim, demand, action or right of action of whatever kind or nature, arising from or by reason of any bodily injury of personal injuries known or unknown, or property damage, resulting from any accident which may occur as a result of my participation in _____ or any activities in connection with _____ whether by negligence or not.

I further acknowledge that I understand the inherent risk involved with _____ in which I am about to engage and have read and understand all event-related promotional material and pre-event information. I represent that I am physically and psychologically fit for this experience.

This release contains the entire agreement between the parties.

Releasor further states that he/she has carefully read the foregoing release and knows the contents thereof and signs this release as his/her own free act.

Releasor's Signature

Date

**International Programs
Study Abroad
Student Release Form**

The collection, retention, and dissemination of student records and information about students are subject to federal regulation under the Family Education Rights and Privacy Act of 1974. It is therefore necessary for SU International Programs to obtain a student's permission to release information pertinent to a study abroad program.

In conducting study abroad programs, Salisbury University makes every effort to protect the welfare and safety of the participants. For this reason, your agreement is needed for the following:

I hereby grant permission for the SU Office of the Vice President of Student Affairs to release disciplinary records to the Director of International Education and the respective trip leader(s), who will view this material as part of my study abroad application process. I understand that based on the content of these files, I may be denied admission to the study abroad program.

Name: _____
(please print)

Signature: _____

Soc. Sec. #: _____

Program: _____

Trip Leader: _____

Trip Dates: _____

C. ON-LINE LEARNING POLICY – Working Document

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

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

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

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

University

- SU will be responsible for the administration and reliable delivery of online courses and the provision of technical, academic, clerical, and instructional design support services to faculty and students as appropriate.

- SU will train faculty, staff, and students in the use of information technology and online learning media as appropriate. The supported technology is WebCT, a course management system (CMS) that is accessible by a computer with an Internet connection.
- SU will ensure that student services (e.g., bookstore, IT, library, registrar, financial services) and instructional materials essential to online learning must be made available and accessible to all students.

Department

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

Faculty

- Faculty must demonstrate the pedagogical, instructional and technological expertise for teaching online courses. They are expected to take advantage of relevant faculty development programs as offered or supported by SU.
- When calculating faculty teaching loads, online courses will be treated in the same way as traditional courses.
- Faculty who develop and/or teach online courses will receive recognition equitable to traditional courses in evaluation towards tenure and promotion.
- Faculty who teach online courses are responsible for informing students in the syllabus about participation requirements, technical skill prerequisites, and, as necessary, required hardware, software, and supplementary materials for course participation.
- Faculty who teach online courses will foster the faculty-to-student relationship that is an inherent part of online pedagogy. This can be done through electronic mail, discussion, conferencing and other means.

Student

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

Policies [add hyperlinks to appropriate policies in Catalogue, Faculty Handbook, Curriculum Guide]

- Academic policies (e.g., absences, academic integrity, grading) are applied in the same way regardless of whether courses are taught traditionally (face-to-face) or online.
- The schedule of classes will indicate which sections of courses will be delivered online and identify by category (online or hybrid).
- Credit hours for online courses that have a traditional equivalent will be the same.
- Intellectual property policies are applied the same regardless of whether courses are taught traditionally or online. Given the nature of online learning, the creator(s) of online course materials and SU may find it desirable to enter into written agreements to protect the interests of all parties involved.

RESOURCES

Allen, I. E., & Seaman, J. (2004). What is Online Learning? In Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004 [On-line], 4. Available: http://www.sloan-c.org/resources/entering_mainstream.pdf.

Holland, J. (2000). The University of Wisconsin-Stout Asynchronous Learning Network Case Study Options: Using Technology to Remove Learning Barriers [43 paragraphs]. Journal of Asynchronous Learning Networks [On-line serial], paragraphs 14-16. Available: http://www.aln.org/publications/jaln/v4n2/v4n2_holland.asp.

Octillo Retreat 2002: Building a Vision. (2002). Café Discussions: A Schema for Hybrid Courses: Summary [On-line]. Available: <http://www.mcli.dist.maricopa.edu/ocotillo/retreat02/cafe.php?id=8>.

Sener, J. (2004). Online Class Size [10 paragraphs]. SLS Online Learning Blog [On-line], paragraph 4. Available: <http://senerlearning.com/weblogs/archives/000006.html>.

University of North Carolina – Greensboro (2000). UNCG Distance Education Policy [On-line]. Available: <http://www.uncg.edu/tlc/DEPolicy.html>.

Developed and revised by the AH-OLC April 12, 2005

Reviewed and discussed by the UCC with suggestions incorporated April 14, 2005

Reviewed and discussed by the LTC with no changes April 19, 2005

Reviewed and discussed by the Faculty Senate with outside recommendations April 26, 2005

D. ON-LINE/HYBRID COURSE PROCEDURES

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

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

Guidelines for Online/Hybrid Courses

New Online/Hybrid courses

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

Conversion of existing courses to Online/Hybrid sections

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

Approved by Faculty Senate – February 14, 2006

Chapter 10: APPENDICES**APPENDIX A****ACTIVITY CODES**

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

APPENDIX B**COURSE DESCRIPTION**

The catalog editor reviews course description with an eye toward creating a single style and voice throughout the catalog. 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. Faculties are then free to place any value they believe appropriate in the syllabus and to evaluate accordingly. 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:

1. Description presented in phrase form
2. Primary topics identified
3. Support activities described
4. Prerequisites stated
5. Contact hours enumerated
6. 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.

APPENDIX C

**UNIVERSITY SYSTEM OF MARYLAND
NOTIFICATION OF NEW PROGRAM UNDER DEVELOPMENT**

DATE: _____

INSTITUTION:

NAME/DEGREE OF NEW PROGRAM UNDER DEVELOPMENT:

DEPARTMENT WHICH WILL ASSUME RESPONSIBILITY:

ANTICIPATED DATE OF PROGRAM PROPOSAL SUBMISSION:

BRIEF SUMMARY OF NEW PROGRAM:

Appendix D (next page)
Forward Notification Form to:
Vice Chancellor for Academic Affairs, University System of Maryland
new prog approval guide

**Letter of Notification of New Program Under Development
Internal Approval Sheet**

Name of New Program _____

Originator of New Program _____

Originator's Signature _____
Date

Chair's Signature _____
Date

Graduate Program Director _____
(as appropriate) Date

Dean's Signature _____
Date

Provost's Signature _____
Date

Sent to USM/MHEC _____
Date

Comments:

cc: Chair, University Curriculum Committee

APPENDIX D

The most current USM Program Proposal Submission form can be found on the web at:
http://www.usmd.edu/usm/academicaffairs/academic_programs/approval.html

PROPOSAL FOR

A NEW PROGRAM SUBMITTED BY A UNIVERSITY SYSTEM OF MARYLAND
INSTITUTION IN ACCORD WITH SECTION 11-206.1 OF
THE ANNOTATED CODE OF MARYLAND

Institution Submitting Proposal

Title of Program; Proposed HEGIS and CIP Codes

Department In Which Program
Will Be Located

Department Contact

Degree Award

Proposed Initiation Date

Signature of President or Designee

Date

Date Received by Commission

**Proposal for New Program
Internal Approval Sheet**

Name of New Program _____

Originator of New Program _____

Originator's Signature _____
Date

Graduate Program Director _____
(as appropriate) Date

Chair's Signature _____
Date

Dean's Signature _____
Date

Provost's Signature _____
Date

Sent to USM/MHEC _____
Date

Comments:

Please provide the following information in a maximum of five total pages (excluding the Finance Data required in Section C.)

A. Mission

Describe how the program relates to the institution's approved mission.

B. Characteristics of the Proposed Program

1. State the educational objectives of the proposed program.
2. Provide a brief narrative that addresses the adequacy of curriculum design and related learning outcomes. The narrative should (1) summarize factors that were considered in developing the proposed curriculum (such as recommendations of advisory and other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.) and (2) include an overview of the following program characteristics:
 - the general requirements of the degree;
 - the total number of credits and their distribution;
 - a list of courses by title and level;
 - a description of thesis and/or non-thesis options for graduate programs;
 - and student learning outcomes and means of assessing them; and
 - any additional information that is relevant to understanding the goals of the program.
3. Provide a brief narrative that addresses the demonstrable quality of program faculty, including a summary of terminal degrees and other professional credentials as well as other information that is deemed appropriate.
4. Describe the student audience to be served by the program; include enrollment estimates.
5. Describe the manner in which this program will enhance students' technology fluency.
6. Assure that library resources are adequate by including the following statement: The president assures that institutional library resources meet new program needs.
7. Assure that facilities are adequate by including the following statement: The president assures that institutional facilities meet new program needs.

C. Finance

In accordance with Section 11 206.1 programs developed under this provision can be implemented within existing resources of the campus. In submitting this program proposal the institution's president certifies that no new general funds will be required for implementation of the program.

Briefly describe the source(s) of funding that will support the proposed program. Identify the costs and revenue sources including a narrative rationale for each resource requirement; complete **Table 1: Resources** [HTML format](#) or [WORD format](#) and **Table 2: Expenditures** [HTML format](#) or [WORD format](#)

FINANCE DATA

Finance data for the first five years of program implementation should be entered in [Table 1: Resources](#) and [Table 2: Expenditures](#). Figures should be presented for five years and then totaled by category for each year. As an attachment, a narrative explanation should accompany each table. Below is the format for both tables as well as directions for entering the data and writing the accompanying narrative.

[Table 1: Resources](#)

1. Reallocated Funds

Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

Narrative: Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

2. Tuition and Revenue

Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

Narrative: Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

3. Grants and Contracts

Data: Enter the amount of grants, contracts or other external funding which will become available each of the five years as a direct result of this program.

Narrative: Provide detailed information and the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

Conditional approval may be granted to a proposal, which is dependent on grant funds, which have not been officially awarded at the time of proposal submission, but in which substantial evidence has been provided to indicate favorable review and an impending grant award is imminent.

Under these conditions, program approval may be granted for a twelve-month period. During this period, the program may not be implemented. Full program approval is granted only after funding documentation is accepted. Under extraordinary circumstances, a one-time extension to conditional approval may be granted to an institution that provides compelling information to warrant an extension.

4. Other Sources

Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

5. Total Year

Data: Total the financial resources that will be available for each year of program implementation. include cumulative as well as one-time resources.

Narrative: Additional explanation or comments as needed.

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds ¹					
2. Tuition/Fee Revenue ² (c+g below)					
a. #F.T Students					
b. Annual Tuition/Fee Rate					
c. Annual Full Time Revenue (a x b)					
d. # Part Time Students					
e. Credit Hour Rate					
f. Annual Credit Hours					
g. Total Part Time Revenue (d x e x f)					
3. Grants, Contracts, & Other External Sources ³					
4. Other Sources					
TOTAL (Add 1 – 4)					

¹ Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote—origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution’s strategic plan.

² This figure should be a realistic percentage of tuition and fees, which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

³ Whenever external funds are included among the resources, the following information must be provided in a footnote--source of the funding and alternative methods of funding the program after the cessation of external funding.

Table 2: Expenditures**Faculty (# FTE, Salary, and Benefits)**

Enter (1) the cumulative number of new full-time equivalent faculty needed to implement the program each year, (2) the related salary expenditures, and (3) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1. and the same information for both members should be reported in Year 2 and each successive year.)

Administrative Staff (# FTE, Salary, and Benefits)

Enter (1) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (2) the related salary expenditures, and (3) the related fringe benefit expenditures.

Support Staff (# FTE, Salary, and Benefits)

Enter (1) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (2) the related salary expenditures, and (3) the related fringe benefits expenditures.

Equipment

Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.

Library

Enter the anticipated expenditures for library materials directly attributable to the new program each year.

New and/or Renovated Space

Enter anticipated expenditures for any, special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or how facilities will be necessary.

1. Other Expenses

Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals etc.

2. Total Year

Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
2. Total Administrative Staff Expenses (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Total Support Staff Expenses (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (Add 1 – 7)					

APPENDIX E

Salisbury University
LETTER OF INTENT
For Abroad Study Course

MEMORANDUM

Date _____

TO: (Dept. Chair)
(Dean)
(Director of International Education)

FR: (Initiating Faculty)

SUBJECT: Course with Overseas Travel Component (Term and Year to be Offered)

I, _____ request permission to offer
(faculty name)

_____, which includes an international travel component
(Course title and number)

during the _____ term of _____ to _____.
(Term) (Year) (location)

Anticipated Course Organizational Structure

Credit Hours: _____

Pre-trip classroom contact hours (3-15 hours required)
Field Activities (N.B. 2 field activities hours are equal to one
classroom hour)
Trip classroom contact hours
Post-trip contact hours (3-15 hours required)
Total classroom equivalent contact hours

Initiating Faculty Qualifications:

Pertinent descriptive information:

cc:

APPENDIX F

Salisbury University
STUDY ABROAD: NEW/CHANGE COURSE PROPOSAL FORM
(CIRCLE ALL THAT APPLY)

Requesting Department _____ Course Prefix/Number _____

Course Title _____ Date Approved by UCC _____

Sixteen Character Title _____ (include blanks and punctuation)

Number of credits: _____ Maximum repeatable credits: _____

General Education: Yes No Group(s): IA IB IIA IIB IIIA IIIB IIIC IV

Pre-trip hours _____ Field Activity Hours _____ Classroom Hours _____ Post-trip Hours _____

Activity Code(s) (Appendix A): _____ Course will first be offered in: _____ Year _____ Semester

Requirements: Name of majors, concentrations, tracks or minors for which this course is required or an option.

Note: To indicate the type of course above, place one asterisk (*) if the course is required or two asterisks () if it is an option.**

Sections of the current catalog affected by the introduction of this course:

Major(s): _____ Page(s) _____

Concentration(s)/Track(s): _____ Page(s) _____

Minor(s): _____ Page(s) _____

Course Description: _____

Prerequisites: _____

ATTACHMENTS REQUIRED:	
<input type="checkbox"/> 1.	Letter of intent
<input type="checkbox"/> 2.	A syllabus: <input type="checkbox"/> Goals & Objectives; <input type="checkbox"/> Pre-trip Activities; <input type="checkbox"/> Post-trip Activities; <input type="checkbox"/> Evaluation of student work
<input type="checkbox"/> 3.	Tentative Day-by-day itinerary and description of scheduled activities
<input type="checkbox"/> 4.	Description of faculty qualifications
<input type="checkbox"/> 5.	Travel agent bid(s) and selection justification
<input type="checkbox"/> 6.	Copy of proposed trip budget (Budget Worksheet Appendix I)

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

APPENDIX G
OFF-SITE RESIDENTIAL COURSES
COVER SHEET

Department _____ Course number

Course title

Credit hours

Year _____ Semester

First time offering _____

Repeat offering

Description of course(s) - including pertinent information about the site itself (classroom accommodations, clerical support etc., about any other faculty from the site who will be involved in the course(s), about any particular advantages and lagniappes this SITE provides the students and about your own knowledge of and experience with the site)

In general, semester long off-site courses should NOT be courses which any student may need to complete either major requirements or minor requirements.

Departments offering semester long off-site courses have the responsibility to assure that any students who need this course to complete major or minor requirements are not disenfranchised.

APPENDIX H

Crisis Management

I. Crisis Management Plan-In Country

Following is an adaptation of the Peace Corps and US Embassy standards for crisis management for Americans overseas. These guidelines are supported by NAFSA (The Association for International Educators). In addition, these guidelines establish only minimum criteria and all programs should be reviewed for individual country considerations. All program coordinators are reminded to stay current and alert regarding to the safety precautions necessary for their particular program location. This information should be included in all published orientation materials and be given to students at least 2-4 weeks PRIOR to program departure.

Stage I

Standfast-impending emergency, remain at site

1. If the participant is in imminent danger, then it is recommended that the person not leave his or her current location. Only when the participant feels personally assured of safety should he or she then proceed to Stage II.

Stage II

Consolidation-go to prearranged assembly point, prepare for withdrawal

Stage III

Evacuation-leave as a group for safe haven

It is absolutely essential to be clear about:

- How students will be notified of what stage is in effect and when it changes (specific languages that can be transmitted over public airwaves that alerts the students without creating further panic)
- What they must do (or not do) at each stage
- What to bring, what to leave behind
- What to say to local nationals, friends, colleagues
- Main office procedures for notifying students' families
- How to prepare (stock supplies, pack evacuation bag, etc.)
- Instructions on how to move from one site to another
- Alternatives/contingencies if plan fails (communications, travel, safe havens)

APPENDIX I

STUDY ABROAD BUDGET WORKSHEET-PRICES PER PERSON*(write N/A if item is not applicable)*

Course # _____ Course Title _____
 Approximate # of Participants _____
 _____ students
 _____ faculty/staff
 _____ community
 _____ TOTAL

COST ESTIMATE PER STUDENT/COMMUNITY PARTICIPANT

I. Travel
 Destination \$ _____ (Round trip \$ _____ air fare/
 \$ _____ train/
 \$ _____ bus)
 In-country \$ _____ (Ground transport to: site visits, classroom
 facilities, cultural excursions)
 Total Travel \$ _____

II. Accommodations and Meals
 Accommodations \$ _____ (Hotels, homestays \$ _____ x # of days
 _____) Occupancy rate:
 Breakfasts \$ _____ (\$ _____ x # of days _____)
 # _____ people/room
 Lunches \$ _____ (\$ _____ x # of days _____)
 Dinners \$ _____ (\$ _____ x # of days _____)
 Total Accommodations and Meals \$ _____

III. Admissions/Fees \$ _____ (Museum entrance fees, monuments,
 exchange fees etc.)

IV. Consultant Fee \$ _____ (Honorariums, personal services
 contracts, etc.)

V. Trip Leader Expenses/Remuneration \$ _____ (Accommodations, meals,
 additional expenses, stipend)

VII. Miscellaneous \$ _____ (Marketing, mailing costs,
 etc.)

TOTAL COST PER STUDENT \$ _____

90

15. Dinners \$ _____

Total Accommodations and Meals \$ _____

III. Admissions/Fees \$ _____ (Museum entrance fees, monuments, etc.)

IV. Miscellaneous \$ _____ (Currency exchange fees, taxis, etc.)

TOTAL COST PER PERSON (Faculty/Staff) \$ _____

(Exchange rate as of date of this document: US \$1.00 = _____ (foreign currency))

INCOME AND EXPENSE STATEMENT

Income:		Student Payment(s)
		\$ _____
	Department/School Contribution	\$ _____
	Other _____	\$ _____
	(Explain)	
	Free Trip(s)	\$ _____

TOTAL INCOME \$ _____

Expenses:	Travel (Agent, company, etc.)	\$ _____	(Provide vendor name, address, phone, fax and FEIN)
	Accommodations (Hotel, home stays, etc)	\$ _____	
	Meals: Breakfasts	\$ _____	(Monies provided directly to students require student signature and social security number as receipt)
	Lunches	\$ _____	
	Dinners	\$ _____	
	Entrance Fees	\$ _____	
	Consultant Fee	\$ _____	
	Trip Leader Expenses/Remuneration	\$ _____	
	Miscellaneous	\$ _____	
	Other _____	\$ _____	
	(Please describe)		

TOTAL EXPENSES \$ _____
(NET DIFFERENCE) \$ _____

Trip Leader _____

Extension _____

(Attach logistics description to this worksheet and submit to Financial Services four-six months prior to departure.)

APPENDIX J

Study Abroad Course Checklist

SCC=School Curriculum Committee, IPC=International Programs Committee,
UCC=University Curriculum Committee

(refer to detailed instruction, which follow)

		<u>Deadlines:</u>	<u>Winter</u>	<u>Summer</u>
I.	Letter of Intent		February 2	September 15
II.	Curriculum			
	A. New Courses/Course Changes			
	<input type="checkbox"/> Travel Course Request*			
	<input type="checkbox"/> Course/Change Proposal to IPC	February 16	October 1	
	<input type="checkbox"/> Course/Change Proposal* to SCC	March 1	October 15	
	<input type="checkbox"/> Course/Change Proposal to UCC	March 15	October 29	
	<input type="checkbox"/> Approval by UCC	April 5	November 15	
	B. Existing Courses Letters of Intent			
	<input type="checkbox"/> Travel Course Request*(submit logistics only)	February 2	September 15	
	<input type="checkbox"/> Approval by IPC	March 1	October 15	
	<input type="checkbox"/> Approved by UCC	April 5	November 15	
III.	Logistics*		4-6 months prior to departure	
	<input type="checkbox"/> Consult with both SSU Travel Coordinator and Procurement Officer			
	<input type="checkbox"/> Tentative Daily Itinerary		Deadlines same as for course proposals and changes.	
	<input type="checkbox"/> Travel Arrangements		Logistics submitted simultaneously with curriculum.	
	<input type="checkbox"/> Room and Board Arrangements			
	<input type="checkbox"/> Budget Worksheet			
IV.	Financial		4-6 months prior to departure	
	<input type="checkbox"/> Budget submitted to Financial Services			
	<input type="checkbox"/> Tuition monies may NOT be billed by trip organizer			
	<input type="checkbox"/> Income deposited to International Travel Fund			
	<input type="checkbox"/> Expense requests paid by Travel Coordinator of Financial Services			
V.	Documentation-Copies to IPC		Two weeks prior to departure	
	<input type="checkbox"/> Participant List with Social Security Numbers			
	<input type="checkbox"/> Passport Copies			
	<input type="checkbox"/> Liability Waiver/Medical Emergency form			
	<input type="checkbox"/> Medical Insurance verification			
	<input type="checkbox"/> Departmental contact (non-participant)			
	<input type="checkbox"/> Student Release Form: Disciplinary Records			
	<i>N.B. It may be advisable to have all official documentation notarized</i>			
	• submitted simultaneously			

APPENDIX K

SU On-line/Hybrid Course Checklist

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

Course Information:

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

Comments:

Instructor Information:

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

Comments:

Course Requirements:

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

Comments:

Student/Instructor Expectations:

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

Comments:

Policies:

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

Comments:

Course Structure:

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

Comments:

Communication:

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

Comments:

Support Services:

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

Comments:

Signatures:

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

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