

**PROPOSAL FOR COMPREHENSIVE CURRICULUM REFORM
IN SALISBURY UNIVERSITY'S
FULTON SCHOOL OF LIBERAL ARTS**

March 7, 2007

The Basic Proposal

The Fulton School of Liberal Arts proposes that Fulton become *a 4-credit course* school in order to provide *all* Salisbury University students taking Fulton courses with an *enhanced, deeper, more focused, more engaged, and more rigorous learning experience* than we are able to offer them now in the more traditional 3-credit model and with our faculty teaching four such courses a semester. We also believe that adoption of the 4-credit model and the changes in both student and faculty focus would *invigorate the liberal arts* at SU and *revolutionize* how both students *and* faculty work—and work together—in the Fulton School setting.

The proposed Curriculum Reform consists of two basic changes:

1. Adding enhancements to our current 3-credit courses that meet COMAR regulations for 4-credit courses;
2. Adjusting the Fulton School portion of General Education (currently Groups I and II) to accommodate 4-credit courses within our school and to reduce the credits required in these categories from 30 to 26-28.

This proposal has evolved over the past year and is the result of extensive discussions both within and outside of the Fulton School, including:

- a Fulton Select Committee on Comprehensive Curriculum Reform that met over summer 2006 and presented a written plan to the Fulton School in August 2006.
- a Fulton School vote (100 for; 25 against) to adopt curriculum reform.
- a Fulton School Special Operations Committee (with representation from the Provost's Office) to address procedural issues and to prepare the path for curriculum reform
- a series of fall 2006/spring 2007 meetings with our colleagues in other schools to assess the impact of this change on their programs and students, and a concerted attempt to work together to resolve any difficulties posed by Fulton curriculum change.

Since fall semester 2006 the Fulton Special Operations Committee has also been guided by and working with the University Curriculum Committee in an attempt to establish a process, in the absence of written rules, for the large-scale curricular changes we seek.

At the heart of the Fulton School Curriculum Reform is a truly enhanced, more rigorous and distinctive learning/teaching experience for both students and faculty involved in Fulton Gen Ed courses, minors, and majors at Salisbury University.

Changes for Students: The 4-credit course model would both allow and oblige students to concentrate and engage more deeply in each individual course, and in many cases not just execute significantly more work in each course, but do significantly more independent or otherwise out-of-class work, particularly the kind focused on higher level critical thinking (analysis, synthesis, evaluation), and advanced reading and writing exercises, the very areas in which the School of Liberal Arts should be strongest, but the same very areas in which Salisbury University students need the most improvement.

Changes for Faculty: The 4-credit course model would require a redistribution of faculty energy that would reconfigure, but not reduce, faculty teaching load and expectations. In fact, the teaching expectations would increase per course in light of the additional hour of credit. Revising courses would oblige faculty to rethink how they teach existing courses and to employ content and methodologies pertinent to specific learning styles and outcomes necessary to 21st century students. Teaching these 4-credit courses with their additional assignments would require faculty to interact more with students on a one-to-one basis and to mentor individual students, especially through the enhancement-related assignments and in keeping with SU's focus on student-centeredness.

The Reform to 4-credit Enhanced Courses

The 4-credit course curricula: The Fulton Curriculum Reform calls for virtually all Fulton courses to be offered as 4-credit courses. Current 3-credit courses would be *enhanced* and converted to 4-credit courses by implementing one or more COMAR-compliant enhancement options approved by the UCC on January 18, 2007:

1. Increased course content and/or collateral readings
 2. Undergraduate Research and Information Literacy
 3. Technology
 4. Higher Level Critical Thinking Exercises (analysis, synthesis and evaluation)
 5. Service Learning/Civic Engagement
 6. International Education/Cultural Enrichment
 7. Additional hour(s) in class, lab or studio
- (See Fulton Course Enhancement Menu in Appendix A for full enhancement descriptions.)

Any enhancements other than these in Fulton School courses would require specific approval through the formal curriculum review process.

Existing COMAR regulations, of course, apply to our proposed enhancements, as noted in 13B.02.02.16.C (.16 Graduation Requirements, C. Credit Hours). These are the same COMAR regulations that govern all current SU courses, from standard seat-time courses,

to courses with labs, to independent studies, internships, undergraduate research courses and online instruction. In particular, COMAR regulations state:

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** [emphasis ours] 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** [emphasis ours] a combination of telelessons, classroom instruction, student consultation with instructors, and readings, when supervision is ensured and learning is documented (*Consolidated USMH and UM Policies and Procedures Manual*).

Faculty may elect to enhance each course in one way or in a combination of these ways. In either case, courses must meet the COMAR-specified relevant time requirement for one-credit. Faculty selecting enhancements that fall under .16.C.1.c. or .16.C.1.d. must specify how they are supervising the instruction (supervision may take the form of direct contact, directed readings, conferencing, electronic communications, etc.) and how they are documenting the time students spend on these assignments.

The following chart indicates each proposed enhancement, its COMAR regulation and the additional course requirements *beyond* that of the current 3-credit course requirements. These relevant additional course requirements must be identified in Fulton syllabi in order for enhanced 4-credit courses to be COMAR compliant.

Enhancement	COMAR Regulation	Requirements
Increased course content and/or collateral readings	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Undergraduate Research and Information Literacy	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
Technology	(.16.C.1.d.)	Supervised instruction and documented learning through appropriate technology mediums.
Higher Level Critical Thinking Exercises	(.16.C.1.c. and/or d.)	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate

(analysis, synthesis and evaluation)		technology mediums.
Service Learning/Civic Engagement	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
International Education/Cultural Enrichment	(.16.C.1.c.)	Additional 45 hours per semester of supervised, documented learning.
Additional hour(s) in class	(.16.C.1.a.)	Additional 15 hours per semester of supervised, documented learning.
Additional hour(s) in lab or studio	(.16.C.1.b.)	Additional 30 hours per semester of supervised, documented learning.

Adjustment to General Education: The 4-credit course model requires an adjustment to Groups I and II of the current General Education model. (See Appendix B for the full model.) General Education Groups I and II would be reorganized into Groups I, II, and III and would require *seven courses* overall, rather than the current ten, and 26-28 credits instead of 30. Group III has been added only in order to express the Gen Ed requirements in the simplest and clearest way possible. The addition of Group III has required that the final two groups of General Education requirements be renumbered (to Groups IV and V), but the requirements in these Groups have been unaltered.

The proposed changes to the current General Education Groups I and II are only those necessary to permit the adoption of 4-credit, enhanced courses in the Fulton School. It is *not our intention to change Gen Ed, either in its philosophy or its distribution.*

The proposed changes are in accordance with and guided by SU's General Education Student Learning Principles and Goals. Fulton course enhancements would focus on the skills, knowledge, and dispositions SU has identified as General Education Student Learning Goals—including, and in particular, critical thinking, command of language, social responsibility, and intellectual curiosity. We believe that the enhanced courses made possible through this adjustment to General Education requirements will *better* serve and promote University principles and goals than do the current General Education requirements.

Reform and the Approval Process

Members of the Fulton committee have met and communicated regularly with the UCC since November 2006 concerning how and when to proceed toward both approval and target dates for implementation. The following, in consultation with UCC, was decided:

- That four 4-credit-course-based reform “starter” programs would present themselves to UCC for approval in February/March for a Fall 2007 launch. (These programs are Art, Philosophy, Political Science, and Spanish.)
- That given the extreme amount of paperwork to revise all Fulton School courses, a steam-lined curriculum approval process, suggested and approved by the

University Curriculum Committee, would be in effect for this approval process. In March 2007, the Fulton School also agreed to provide sample enhanced course syllabi (or addenda to current syllabi) as part of this proposal to the UCC, as well as to provide enhanced course syllabi for all Fall 2007 courses offered by the four “starter” programs, in time for the FCC and UCC to review them before the end of the current semester (with specific due-dates to be decided by the FCC and UCC).

- That Fulton would propose its Gen Ed adjustments to UCC for consideration/approval in February/March for a Fall 2008 launch.

The above scenario, assuming both the “starters” and Gen Ed are approved, would allow the four Fulton starters to begin in Fall 2007, give the University a year to prepare on several fronts (catalog, PeopleSoft, etc.) for the new Gen Ed requirements, and pave the way for the remainder of the Fulton departments, programs and courses to go through the approval process in 2007-2008, in order to be ready for implementation in Fall 2008.

Fulton Curriculum Reform as an Evolving Process

While the Fulton curriculum reform began as a product of the Fulton School itself, virtually every aspect and detail of the reform—from the size of majors and minors to both the overall model and the minutiae of the proposed General Education adjustments—has been developed, even *forged*, via research, consultation and ongoing conversations with our colleagues across campus. Dean O’Rourke presented the other SU deans with a copy of the Fulton Select Committee’s August report in late August. Fulton representatives met with UCC in November 2006 and were advised by the UCC to arrange meetings with our colleagues in other schools to present our proposal and to solicit responses and concerns to be addressed. We have followed this recommendation, and have met with the following groups between December and February:

- the full Seidel School
- the Education Department
- the K-12/SCED Committee in Seidel
- the ELED Committee
- the Social Work Department
- the Health, Physical Education and Human Performance Department
- the Perdue School department chairs
- the Henson School curriculum reform group
- the Nursing department chair
- the Henson School department chairs (twice)

Through these meetings, we have given our colleagues the opportunity to raise concerns—as they have—so that Fulton plans could be adjusted—as they have—to ensure that the proposed changes have minimal to no adverse impact (mostly regarding additional overall credits) on non-Fulton programs.

In fact, the Gen Ed adjustments proposed here are a direct and very deliberate product of the aforementioned meetings and concerns expressed therein. We have heard our colleagues, in other words, and have responded, specifically, with this particular model, and we have shared it with them in recent weeks. We appreciate their insight and suggestions that brought us to this model. This said, we expect and welcome further ongoing discussion with our colleagues across campus concerning other details and special accommodations, as warranted and necessary, with respect to other areas of our reform. In other words, even if the overall reform is approved by virtue of the approval of the proposed Gen Ed adjustments, we expect and intend to work with our colleagues to make the reform work for all students in all programs; we, again, expect and welcome that.

Addressing Some General Concerns

We understand that colleagues, especially those who have not been directly involved in the collaborative process that has resulted in this proposal, may have particular concerns about the implications of Fulton curriculum reform. To respond to three frequently expressed concerns:

- Will 4-credit Fulton courses increase the number of General Education credits?

No. The proposed General Education model differs from earlier versions in that it actually *reduces* the credit total in the reorganized Groups I, II, and III to 26-28 credits (depending on how students choose to fulfill sub-groups IIIB and IIIC). This is a major concession on Fulton's part and takes the previous potential "burden" of the Fulton reform (the extra two Gen Ed credits) off of non-Fulton schools and programs and places it squarely on and in Fulton, as we sacrifice credits and "turf" within Gen Ed in favor of the reform. Why are we willing to do this? Because we feel that this reform and its benefit to all SU students taking Fulton courses, minors and majors are more important than Fulton credits and "turf"—thus we willingly give away both in the proposed model in order to make the Gen Ed adjustments therein work campus-wide.

- Will 4-credit Fulton courses and reconfigured Fulton faculty teaching loads mean that Fulton will receive additional faculty that might otherwise have gone to the three other schools?

Working closely with the Office of University Assessment and Reporting last summer, we originally estimated that the proposed Fulton reform, and in particular its resulting 3/3 teaching load for full-time faculty, might require 7-12 FTE faculty (that is, a mix of full-time and adjunct faculty) across the School, most of them phased in during the second or third year of a three-year period. This figure was based on expanding General Education Groups I and II from 30 to 32 credits; however, the current General Education model we are proposing actually reduces these credits to 26-28. This reduction in overall Fulton credits, even with reconfigured teaching loads for full-time Fulton faculty, will also significantly reduce and perhaps eliminate the need for reform-related staffing increases. We anticipate that any additional staff will most likely not hold tenure-track lines.

- Are 4-credit English composition, arts/humanities and social sciences courses in compliance with COMAR?

Yes, the proposed adjustments are in compliance with COMAR. Enhanced Fulton courses will meet the COMAR-specified relevant time requirement for one credit.

Implementation and Assessment

Communicating the Reform to Fulton Majors and Minors and Transition Issues

Pending approval of the proposed Fulton curriculum reform and the proposed General Education model, all Fulton School departments will notify their majors and minors in writing regarding the impending change. Additionally, Fulton faculty advisors will address these changes with advisees during program planning. Notices will be posted on departmental websites and on major checklists. In short, we will make every effort to notify our students of the curricular changes and work to make the adjustment seamless for them.

ENGL 102 and some sections of HIST 101 and HIST 102 would continue to be offered as 3-credit courses for students in transition from the old to the new curriculum, and would carry General Education credit.

Students who have initiated majors or minors in one of the four starter programs of Art, Philosophy, Political Science or Spanish under previous catalogs would be advised and aided by chairs and advisors in the programs in question so they could make a smooth transition from the old version of the program to the new. The other Fulton programs would provide the same help with transition to their majors and minors as soon as they come on line in fall 2008. (For more on students in transition, see Appendix D.)

Communicating the Reform to Students in Fulton School Courses

All Fulton School course syllabi will contain a universal statement regarding Fulton enhanced courses. This statement, to be carefully prepared and approved by Fulton School chairs, shall reflect the nature of enhanced courses, the workload and assessment of the enhancements.

Transfer Issues

Throughout our reform process of meeting with departments across campus, legitimate concerns were raised about effects on transfer students. Our re-revised general education model addresses many of those concerns. Our proposed general education model lists Fulton general education categories I, II, III in terms of total courses, instead of in terms of courses *and* necessary credits per category, as was earlier proposed. We believe that this change makes Fulton curriculum reform more transfer student friendly and will allow for transfer students to fulfill category requirements without converting one-to-one

credits. Student will obviously still have to satisfy general education category requirements as well as obtain the minimum 120 credits for degree conferral.

The appropriate principle to guide transfer policies is that students should not be unfairly disadvantaged by or discouraged from entering SU's enhanced curriculum in the midst of their studies. As such, Fulton met with SU transfer specialist, Assistant Director of Admissions, Melissa Ashcraft, early on within our review of curriculum reform. Since our meeting, Melissa has been in contact with other four-credit institutions, such as St. Mary's College of Maryland, in order to gain insight as to how those institutions transfer three-credit courses into a four-credit system. Our departments will work with Melissa on her review of transfer equivalencies to ensure that transfer students are given fair consideration for course transferability. We want to continue to be certain that transfer students are given appropriate credit for the courses they have completed and work to provide these students with a smooth transition into SU's curriculum. If our curriculum proposal is approved, we recognize that there will need to be several follow-up meetings with Melissa and Admissions, Registrars and others regarding articulation agreements, People Soft impacts, ARTSYS updates and more. Additionally, upon approval, we will notify advising coordinators from feeder community colleges of curriculum changes to ensure potential future SU students are notified and advised accordingly. (For more on transfer issues, see Appendix D.)

Accountability and Assessments

All Fulton School departments have agreed to include at least one question regarding course enhancements on their student evaluation forms, making the enhancement part of the annual review process. Additionally, the Fulton Dean and department chairs will require faculty to indicate how they have enhanced their courses in their annual self-evaluations, and how well they have enhanced their courses will form part of the criteria on which their teaching is evaluated for the year in question. Beyond this, though, the Dean will assign oversight of this matter either to each department chair and/or to a department sub-committee that will establish further ways in which faculty both demonstrate how they are enhancing their courses, as existing 3-credit courses gradually continue to "roll out" as enhanced 4-credit courses in the coming few years, and share ideas and success stories with one another in the process. If the Fulton Dean and Chairs judge it to be necessary, a School-wide oversight committee will also be established.

In addition to assessing the enhancements of individual courses, Fulton is committed to assessing the *outcomes* of this curriculum change on each program as a whole. All departments will revisit their current program assessment plans and make appropriate adjustments, perhaps first by establishing how much better majors in the programs perform when measured against current outcome expectations (that is, for example, by determining how many more, and a higher percentage of, our majors reach the levels of expectations in our current plans), and then resetting expectations, and perhaps even establishing new ones, as we see the knowledge, expression, and abilities of our majors evolve with via their experience with our enhanced programs.

The bottom line is that Fulton seeks to provide students with an enhanced learning experience, and enhanced learning, period, through our revised courses and programs, and we are committed to delivering this experience, to assuring that it is, indeed, being delivered by our faculty, and, ultimately, that it is, most importantly, producing enhanced results in our students.

Conclusion

While this Fulton School initiative has involved significant time and energy, we have willingly devoted ourselves to it with an eye towards providing Salisbury University students with a better education than we are currently giving them. We appreciate Dean O'Rourke's leadership and belief that we can both embrace tradition and improve upon age-old traditions, including how we teach 21st century students at this university. While some may doubt that real transformation will take place, we do not. We desire it and stand ready to do the difficult work necessary to produce an academic environment befitting Salisbury University—or what it could become.

APPENDIX A:

FULTON SCHOOL CURRICULUM REFORM Course Enhancement Menu

The proposed Fulton School Curriculum Reform seeks to increase nearly all of the Fulton School courses from three credits to four. The intent of the four-credit courses is to increase our academic standards and adjust them upward by adding *one or more* of the following enhancements to the current three-credit courses. The following current enhancement menu specifies seven types of course enhancements, scaled back from the ten types of enhancements specified in the earlier version of the enhancement menu. This revision has resulted from extensive discussions of the menu both within and beyond the Fulton School.

One-credit Course Enhancements:

1. **Increased course content and/or collateral readings** (*e.g.*, more primary, secondary and/or supplemental readings).
2. **Undergraduate Research and Information Literacy** (*e.g.*, assignments that fulfill department programmatic approaches to undergraduate research and information literacy, systematically building students' research and writing skills throughout their majors).
3. **Technology** (*e.g.*, instructor-developed content, commercially developed course packs, digital audio (podcasting), video demonstrations, chat rooms, course blogs, individual WebCT tutoring, teleconferences with students at other campuses or international groups, field research, student-authored independent research).
4. **Higher Level Critical Thinking Exercises** (*e.g.*, assignments that specifically develop analysis, synthesis and evaluation, as opposed to lower-level critical thinking exercises that target knowledge, comprehension and application).
5. **Service Learning/Civic Engagement** (*e.g.*, assignments which place students in leadership positions to conceive of and implement programs that they know will benefit others; assignments which will involve students in developing good civic dispositions, as suggested in the 2006 *Middle States Report*).
6. **International Education/Cultural Enrichment** (*e.g.*, spring break study/experience abroad, museum visits, cultural experiences within our geographical area).
7. **Additional hour(s) in class, lab or studio.**

APPENDIX B:

General Education Model for Fulton Curriculum Reform

Group I—English Composition and Literature (2 courses)

Complete the following two courses:

- A. ENGL 1014 credits
- B. One literature course (in either English or Modern Languages).....4 credits

Group II- History (2 courses)

Complete two History courses:

- A. HIST 101, 102, or 1034 credits
- B. HIST 101, 102, 103, OR a History course above 1034 credits

Group III- Humanities and Social Sciences (3 courses)

Complete one course from each of the following three groups. The three courses must come from three different departments:

- A. Select **one** course from Art, Communication/Theatre Arts, Dance, Modern Languages, Music, or Philosophy.....4 credits
- B. Select **one** course from Anthropology, Economics, Human Geography (NOT Physical Geography), Political Science, Psychology, Sociology/Conflict Analysis and Dispute Resolution3-4 credits
- C. Select **one** course from either group A or group B 3-4 credits

Group IV-Natural Science, Math, and Computer Science (4 courses)

- A. Select **two** courses with laboratories from at least two of the following four areas: Biology, Chemistry, Geology-Physical Geography, Physics.
- B. Select **one** course (need not include a lab) from Group IV A or Computer Science or Mathematics: Biology, Chemistry, Environmental Health Science, Geology-Physical Geography, Physics, Computer Science, or Mathematics.
- C. Select **one** math course.

Group V-Health Fitness (1 course)

Complete PHEC 106 Personalized Health/Fitness3 credits

APPENDIX C:

Proposed Changes to the SU Catalog

Place on Catalog page 83, between “School Information” and “Departments”

The School’s New “Enhanced” Curriculum

Fall 2007 opens a new era in the curriculum of the Fulton School of Liberal Arts, as the School begins to move from a 3-credit course model to a 4-credit course model. The purpose of this change is to provide students with an *enhanced*, more rigorous, more focused and deeper learning experience in Fulton courses, including General Education, majors and minors. Accomplishing this requires redesigning the curricula of all Fulton programs. It also requires converting most of the School's existing 3-credit courses into 4-credit courses via the incorporation of one or more "enhancements" that will both raise the credit value and the performance expectations associated with the courses in question. Enhancements in one or more of the following areas will be either added to or woven into existing 3-credit courses that become 4-credit courses in Fulton's new curriculum:

Increased course content and/or collateral readings

Undergraduate Research and Information Literacy

Technology

Higher-level Critical Thinking Exercises

Service Learning/Civic Engagement

International Education/Cultural Enrichment

Additional hour(s) in class, lab or studio

(A more detailed menu of potential course enhancements can be found on page....)

Fulton courses that feature these enhancements are identified in this catalog by the inclusion of the phrase "Three hours per week with enhancement" in their description.

The new Fulton curriculum begins in Fall 2007 in four programs—Art, Philosophy, Political Science and Spanish—and will be proposed in all other Fulton programs in Fall 2007 for implementation in Fall 2008. Beginning in 2007-2008 students who have initiated majors or minors in Art, Philosophy, Political Science or Spanish under previous catalogs will be advised and aided by chairs and advisors in the programs in question so they may make a smooth transition from the old version of the program to the new version. The other Fulton programs will provide the same help with transition to their majors and minors as soon as they come on line in Fall 2008.

APPENDIX D:

Fulton Curriculum Reform Students in Transition

Beginning in 2007-2008, students who have initiated majors or minors in Art, Philosophy, Political Science or Spanish (referred to below as the Starter Programs) under previous catalogs will be advised and aided by chairs and advisors in the programs in question so they may make a smooth transition from the old version of the program to the new version. Students who have initiated these majors or minors at community colleges or other institutions with 3-credit-course curricula before transferring to Salisbury University will receive similar advice and aid. **The principle to guide these transition processes is that students should not be unfairly disadvantaged by or discouraged from entering SU's enhanced curriculum in the midst of their studies.** Chairs will need to work with students on a case-by-case basis, and perhaps issue waivers in particular situations, to ensure that students are not disadvantaged by the curriculum change. Some general considerations and guidelines follow:

1. SU students in transition: For the first 3-4 years after the Starter Programs begin the 4-credit course curriculum in fall 2007, there will be a number of SU students in transition from the 3-credit to the 4-credit course curriculum. Students who began their studies at SU before fall 2007 will be able to choose between the current catalog and the new catalog.

Using the Old Catalog: The current curriculum specifies requirements in terms of *both credits and courses*. (For example, in the case of Philosophy, 33 credits and 11 courses are currently required for the major.) Students in transition who choose to use the current (old) catalog will be expected to meet its credit and its course requirements. Because only 4-credit courses will be available in the Starter Programs as of fall 2007, meeting this course requirement may mean that students must take more than this credit requirement. (For instance, a Philosophy major who has taken five Philosophy courses prior to fall 2007 would be required to take six more Philosophy courses to complete the major, for a total of 39 credit hours.)

Using the New Catalog: The new curriculum specifies requirements in terms of *courses*. (For example, in the case of Philosophy, 10 courses are required for the major.) Students in transition who choose to use the new catalog will be expected to meet its course requirements. In this case, taking the required number of courses may result in fewer total credit hours in the major than would be the case for students who took all 4-credit courses in the major. (For instance, a Philosophy major who has taken five Philosophy courses prior to fall 2007 would be required to take five more Philosophy courses to complete the major, for a total of 35 credit hours.)

2. Transfer Students: A permanent feature of this curriculum change will be the transfer students entering SU from institutions with 3-credit course curricula. These students may choose to use the catalog in effect during the semester they were

matriculated at a Maryland community college, or they may choose to use the new SU catalog.

Using the Old Catalog: The current curriculum specifies requirements in terms of *both credits and courses*. (For example, in the case of Philosophy, 33 credits and 11 courses are currently required for the major.) Transfer students who choose to use the current (old) catalog will be expected to meet its credit and its course requirements. Because only 4-credit courses will be available in the Starter Programs as of fall 2007, meeting this course requirement may mean that students must take more than this credit requirement. (For instance, a Philosophy major who transfers in two Philosophy courses would be required to take eight more Philosophy courses to complete the major, for a total of 38 credit hours.)

Using the New Catalog: The new curriculum specifies requirements in terms of *courses*. (For example, in the case of Philosophy, 10 courses are required for the major.) Transfer students who choose to use the new catalog will be expected to meet its course requirements. In this case, taking the required number of courses may result in fewer total credit hours in the major than would be the case for students who took all 4-credit courses in the major. (For instance, a Philosophy major who has transferred in two Philosophy courses would be required to take eight more Philosophy courses to complete the major, for a total of 38 credit hours.)