

APPENDIX D

THE CURRICULUM PROCESS AT TOWSON UNIVERSITY

I. Overview

Additions or changes to the TU curriculum originate in individual programs, from which they are sent to the Curriculum Committees of their respective Colleges.

New Courses and Changes to Existing Courses

Proposals approved at the college level are forwarded to the appropriate oversight committee(s): the University Curriculum Course Subcommittee; the University Curriculum General Education Subcommittee; the University Honors Board; the Graduate Studies Committee. Following approval of the oversight committee, course proposals are forwarded to the Director of Enrollment Services for inclusion in the Catalog and archiving. The process normally requires three months.

New Programs and Changes to Existing Programs

Approved program proposals move from the college committee to the appropriate oversight committee, to the University Senate, then to the Provost and from there to system and state agencies before returning to the University Senate for final approval and forwarding to the Director of Enrollment Services for catalog inclusion. This process normally requires 4 to 6 months. Approved changes to existing programs move from the College Curriculum Committee to the appropriate oversight committee, and then to the Director of Enrollment Services. This process normally takes three months of the academic year. A flow chart illustrating this process is found in Appendix D.

II. The Curriculum Committees

A. The College Curriculum Committees

Each college curriculum committee is composed of faculty representatives from each department or interdisciplinary program within the college, plus the Dean of the college *ex officio*, and two student representatives. The College Curriculum Committees have the following three major responsibilities:

1. To evaluate for approval proposed courses and programs, both undergraduate and graduate.
2. To evaluate for approval changes to existing courses and programs, both undergraduate and graduate.
3. To forward approved proposals to the appropriate oversight committee for evaluation and approval.

B. The University Curriculum Committee

The University Curriculum Committee consists of faculty representatives appointed by the President in such a way that each college with academic departments is represented, two students, the Provost ex officio, the Dean of the College of Graduate and Extended Education ex officio, the Director of Admissions ex officio, Director of Enrollment Services ex officio, Director of Academic Advising ex officio, and the Dean of the Library and V.P. for Information Technology ex officio. The University Curriculum Committee has the following responsibilities:

1. To evaluate for approval all new undergraduate courses and programs.
2. To evaluate for approval changes to all existing courses and programs.
3. To determine the eligibility of courses for fulfillment of GenEd requirements.
4. To review all submissions for possible overlap within and between programs.
5. To oversee changes in courses required by programs involving more than one college.
6. To establish and to charge sub-committees to carry out delegated functions.
7. To forward documentation of approved materials to Director of Enrollment Services for inclusion in the catalog and archiving.
8. To establish guidelines for defining particular undergraduate degrees (B.A., B.S., etc.).
9. To establish guidelines concerning credits, level, prerequisites, types of courses, and special learning experiences.
10. To develop policies in cooperation with the Academic Standards and Admissions Committees, consistent with state and MHEC regulations concerning transfer of credits from other institutions.
11. To oversee the development and approval of courses and programs for distributed distance education, including web site course and curriculum development.
12. To charge the Director of Enrollment Services to notify programs of all non-used courses.

B.1 The University Curriculum Committee Subcommittees

Course Subcommittee
General Education Subcommittee
Distributed Education Subcommittee

C. The University Honors Board

The University Honors Board consists of faculty members appointed by the President in such a way that each participating college has three members on the Board and in such a way that one-third of the members are teaching or have taught in the Honors College. The Curricular duties of the University Honors Board are the following:

1. To evaluate for approval proposed honors courses.
2. To evaluate for approval changes to existing honors courses.
3. To inform the University Curriculum Subcommittee on Course Approval of such action.
4. To forward approved proposals to the Director of Enrollment Services.

D. The Graduate Studies Committee

The Graduate Studies Committee consists of one appointed faculty member from each college with academic departments, each of whom shall hold an earned doctorate or the rank of professor or associate professor and no two of them can be from the same department, two appointed graduate students, the Dean of the College of Graduate and Extended Education ex officio, two graduate program directors without the right to vote appointed for a two-year term by the Dean of College of Graduate and Extended Education, and the Dean of Library and Associate Vice President for Instructional Technology ex officio.

The curriculum responsibilities of the Graduate Studies Committee are the following:

1. To evaluate for approval all new graduate courses and programs received from the College Curriculum Committees.
2. To evaluate for approval all changes to existing courses and programs received from the College Curriculum Committees.
3. To forward approved new graduate programs to the University Senate.
4. To forward approved new graduate courses and changes to existing graduate courses to the Director of Enrollment Services.

III. Procedures for Curriculum Change

A. Approval of New Courses

To initiate the new course approval process, send 12 copies of the following to the respective College Curriculum Committee:

1. Form A "New Course Approvals," Section VIII, available from department chairs (in paper or electronic version), or on the Curriculum site of the TU home page. Explanations of terms used in Form A, as well as guidelines for course titles, catalog descriptions, GenEd status, credit hours, levels, etc., are included in Section IV.
2. Course Rationale A statement of evidence supporting the program's and University's need for the course and relating the proposed course to the goals of the program.
3. Syllabus A full description of the course, including the following:
 - a. Course objectives;
 - b. Course content, usually in the form of a schedule of topics and assignments that explicate and justify both the catalog title and level (lower-division, upper-division, graduate);
 - c. Statements of requirements (readings, assignments, tests, finals) and procedures by which the final grade is calculated;
 - d. Policies on academic dishonesty, including plagiarism, as it relates to grades;
 - e. Policy on attendance, as it relates to grades;
 - f. A statement of how much and what type of additional work is required of graduate students if the course is offered for graduate as well as undergraduate credit; and
 - g. Bibliography (Required for upper-level and graduate courses);
4. Statement of Course Overlap: Each proposal must include a statement about the possible overlap with other courses within or between programs. If potential overlap exists, a statement describing its extent as well as syllabi for the existing course(s) must be included. If the proposed course overlaps courses in other program(s), evidence of consultation with the other program(s) is needed.

5. Resource Requirements: A statement that existing resources are adequate, or, if not, a statement that the program has the means and agrees to purchase the necessary resources.

B. Approval of Changes in Existing Courses

To initiate changes in existing courses or to delete a course, send 12 copies of the following to the college curriculum committee:

1. Form B "Changes in Existing Courses," Section VIII, available from department chairs (in paper or electronic version), or on the Curriculum site of the TU home page. Explanations of terms used on Form B, as well as guidelines for course titles, catalog descriptions, GenEd status, credit hours, levels, etc., are included in Section IV.
2. Impact Statement: Evidence that chairs of potentially affected programs have received and have had an opportunity to respond regarding the proposed changes

C. Approval of New Programs

1. Letters of Intent (LOI) required previously have been eliminated. Instead, departments are to submit a maximum five-page program proposal to their college dean for review and recommendation to the provost. The program must be a succinct description of the academic program not to exceed five pages, excluding required financial information and appendices.
 - a. Mission: Describe how the proposed 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 an overview of the program's characteristics including:
 - (a) list the total number of credits and their particular distribution;
 - (b) list the required courses by title and level;

- (c) provide any additional information relevant to the understanding and goals of the program;
 - (d) indicate whether it is thesis or nonthesis if it is a graduate program.
- (3) Describe the student audience to be served by the program, and include enrollment estimates
- c. Financial Information:

Briefly describe the source(s) of funding that will support the proposed program. Identify the cost and revenue sources, including a narrative rationale for each resource requirement; complete Table 1: Resources, and Table 2: Expenditures (see addendum).

2. After initial approval by the Provost, a program proposal is submitted to the University Curriculum or the Graduate Studies Committee for evaluation and approval.
3. All undergraduate program proposals must include a schedule for assessment and a plan for assessment when presented to the University Curriculum Committee and the University Senate.
4. Upon approval by the University Curriculum Committee or the Graduate Studies Committee, the proposed program is sent to the University Senate for evaluation and approval.
5. Upon approval by the University Senate, the program proposal is forwarded to the Provost for review and approval.
6. With the Provost's final approval, the program proposal is sent to the University System of Maryland Academic Program Review Committee, and then to MHEC. Followed in a timely manner, the approval process may be completed within 90 to 120 days.

D. Approval of Changes in Existing Programs

To initiate changes in existing programs send 12 copies of the proposed changes including justification to the College Curriculum Committee. Submissions must include a

copy of the current catalog description followed by the proposed new catalog description followed by justification for the proposed changes.

New courses or changes in existing courses, which are part of the program changes, are submitted according to the procedures discussed in III A and B, above.

IV. Glossary

The following terms have specific meanings in the curricular context. When proposing new courses or changes to existing courses these terms must be used.

A. Program

As used in the curricular context, a **program** is any course of study: major, minor, concentration, certificate of proficiency, etc.

A related term, **program of study**, is used to describe what each student at Towson University completes towards a degree. A **program of study** includes General University Requirements (for students following a catalog prior to 1996-97) or General Education Requirements (for students following the 1996-97 catalog or later), a major (required courses within a given discipline and specified courses outside the discipline) and electives. The student may also elect to include a concentration if offered within the major department and/or minor outside the major department in a program of study. For example, an accounting major may elect a concentration of finance, but may not elect a concentration outside the major. Every student takes at least (60) credit hours of course work outside the major discipline. A minimum of thirty-two (32) upper division credit hours (300-400 level) are required for graduation.

1. Major: Courses required of a particular discipline that may include courses both within and outside of the discipline. A major consists of a minimum of 30 semester course (credits), and may include both lower (freshmen-sophomore) level courses and upper (junior-senior) level courses. A grade of C (2.00 numerical equivalent) must be earned in all required major courses, and a Cumulative Quality Point average of 2.00 must be earned in the major.
2. Area of Concentration: A sequential arrangement of courses within a program which at the undergraduate level exceeds 24 semester credit hours, at the masters level exceeds 12 semester hours, and exceeds 18 semester hours at the doctorate level.
3. Track: An institutionally approved sequential arrangement of courses within a

program (major) which at the undergraduate level exceeds 24 semester credit hours and at the masters level exceeds 12 semester hours.

4. Area of Focus: An institutionally approved area of study within a Concentration or Track, of at least 12, but no more than 18 credit hours.
5. Interdisciplinary Specialization/Interdisciplinary Minor: An institutionally approved area of study outside a program of study (major), of at least 12 but no more than 24 credit hours.
6. Double Major: A program of study that combines the requirements of two programs (majors), and allows students to complete both programs by taking fewer credits than if each major were completed separately.
7. Joint Major: A program of study that allows students to complete major requirements by taking courses at another participating institution through a standardized registration process, and without paying an additional or differential tuition rate. Upon successful completion of a joint program, a diploma would be issued listing the names of both institutions sponsoring the program, with the student's home school listed first. Some restrictions and additional fees may apply to particular programs. Please check with the program coordinators at your home school for additional information.
8. Dual Degree Program: A program of study which provides students with an educational opportunity to complete two separate programs of study (majors) at two different institutions. Specifically, students would complete a program at one institution, usually in a shortened period of time, and then transfer to a second institution, completing a related or complementary program (e.g., Political Science & Law; Physics, Astronomy, and Geo-Sciences &* Engineering). Upon completion of the second program, degrees would be awarded by both participating institutions in the areas of study successfully completed.
9. Preprofessional Programs: Programs of study designed by institutions to prepare students for specific careers in such areas as: medicine, dentistry, pharmacy, veterinary medicine, engineering, and law, etc. Students should consult the sponsoring departments regarding requirements for specific pre-professional programs of study.

B. Titles for Courses

Faculty proposing courses with the following titles should use these guidelines:

1. Colloquium: Group discussions of reading and study dealing with a broad range of topics within a discipline and/or disciplines under the supervision of a faculty member. Intended for majors and students with sufficient background and knowledge.
2. Directed Readings: Emphasis is on extensive reading, analysis and interpretation rather than on a particular topic and or /topics within a discipline and/or related disciplines. A formal reading list is required. The course may be individually or group oriented. Intended for majors or students with sufficient background and knowledge.
3. Independent Study: Independent reading and research with emphasis on the latter using an approved topic within a discipline and /or related disciplines. Although the student may delineate the topic, the faculty member will determine the depth to be explored and limits of study. Intended for majors and students with sufficient background and knowledge.
4. Internship: Application of theoretical and philosophical tenets of a discipline to a practical job experience related to academic programs. Certain criteria, including prerequisites, minimum cumulative or program average, maximum credits to be earned and/or applied toward the major, and grade type, must be established by the department offering such courses. The student may or may not receive remuneration. Intended for majors and students with sufficient background and knowledge.
5. Laboratory: A class with a unique physical facility for investigating specific problems under the close supervision of a faculty member. All members of the class work on the same types of problems.
6. Lecture/Discussion: A class in which a faculty member may direct a portion of the content by using lectures but imparts a large portion of the content using group discussions, demonstrations, presentations, etc.
7. Lecture/Laboratory: A class in which a portion of the course is taught using the lecture method, but other portions include the use of physical facilities for hands-on application of theory to practice.

8. Research Course: A supervised independent investigation of a particular topic within a discipline and/or related disciplines. Students are expected to have sufficient knowledge of the topic and source materials, to demonstrate critical skills, and to exercise independent judgments in completing the study. Intended for majors and students with sufficient background and knowledge.
9. Seminar: An advanced study of a selected topic within a discipline and/or related disciplines. Intensive study and original research are expected. Regular class meetings are the norm, but that decision is left up to the discretion of a faculty member who provides students with intellectual direction and serves as a synthesizer of ideas. Intended for majors and students with sufficient background and knowledge.
10. Travel Study: The study of language, geography, culture, or some other academic facet of a foreign nation in an off-campus experience. Pre-course preparation session, regarding the requirements and methodologies, and post-trip written and oral evaluations are expected.
11. Workshop: A short intensive hand-on or group participatory class focusing on a topic within a discipline and/or related disciplines. Intended for students who have knowledge of the subject matter to be studied. Students are expected to use critical thinking and problem-solving skills to apply theory to practice.
12. Studio: A class in which students must spend a significant part of the time working independently in applying theory to practice under the direct supervision of a faculty member.
13. Clinical Experience: First Definition -- A placement in a cooperating facility either on campus or off-site in which students refine their learning skills through a combination of theory and practice in a particular field of study. Intended for majors and students with sufficient background and knowledge. Second Definition -- A placement in an on-campus or off-site facility in which students under the direct supervision of a faculty member and/or professional in the field being studied refine their skills through a combination of theory and practice in a particular area of study. Intended for students and majors with sufficient background and knowledge.
14. Thesis: A supervised independent work in which students apply original academic research to support their treatises through classroom knowledge, critical thinking, and sound academic judgment.

15. Field/Laboratory Experience: Initial placement in an on-campus or off-site facility where students observe theory being applied and may participate in a variety of learning activities under the supervision of a faculty member and/or professional in the areas being studied.
16. Student Teaching: A placement in a cooperating school system of students who have obtained the appropriate level of competency in educational theory and concepts. Students are expected to demonstrate the methods and skills appropriate for the desired level of educational experience.
17. Course Research: Research related to a topic from a course successfully completed by a student previously, but who wishes to further investigate the topic under the direct supervision of a faculty member. Intended for majors and students with sufficient background and knowledge.
18. Activity: (also known as a Skills Class): A class providing special emphasis for the acquisition of skills for participation in, and the understanding of, the theory and concepts of a particular physical education activity (course).

V. Specific Policies

A. Course Preparation Specification

The following guidelines should be followed in writing course descriptions:

1. These describe the content and not class activities. If a complete sentence is used, there is a tendency for repetition in such a statement as “is studied”, “is discussed”, “is covered”. Therefore, verbs are to be omitted. Such phrase as “the purpose of this course is to” and “an advanced study of the “ are superfluous.
2. Repetition of the course title is not to be included in the description whenever possible. If “seminar” is part of the course title, the description should not repeat the word “seminar.” Use adjectives sparingly. “A basic introduction to ...” can be stated “an introduction to.....”
3. Course descriptions are to be written in the present tense if the use of a verb is necessary.
4. Class activities and requirements are not to be included in the description.

Statements such "a research paper is required" are inappropriate.

5. The word "prerequisite" precedes the statement of all course admission requirements.
6. Use the word credit instead of semester hours since the *Undergraduate Catalog* states that TU is on the semester system. Explanatory prerequisites such as "senior standing" or "major standing" or "may be taken concurrently with" are acceptable. If approval has been granted, then list "may be repeated more than once." If the course does not carry major credit, the statement is "not for major credit."
7. The official statement concerning permission to take courses is "consent of instructor" "consent of Chairperson" or "consent of coordinator." Terms such as "permission" or "approval" are not to be used. Example: BIOL.251 PLANT MORPHOGENESIS (4) The morphological growth and development of plants in response to natural and artificial stimuli at the cellular, BIOL. 131 and consent of instructor.
8. Any variation from regular grading (A-F) is to be noted; for example, "S/U grading only."

B. Credit Hours

A credit hour is usually defined by some appropriate combination of the following criteria:

1. Time spent in class: usually, credit hours are related to the number of clock hours spent in class situations during the semester.
2. Nature of time spent in class: for example, laboratory, studio, and practice types of activity carry fewer credits in relation to clock hours than do lecture and discussion activities.
3. Time spent outside class: the amount of time the student should spend preparing for the class.
4. Type of material covered: the proportion of "theoretical" to "skill-building" activities, and the relationship of the material of the course to the discipline and the university objectives.

C. Special Topics Courses

The following policies apply to special topic courses:

1. The purpose of a special topics course is to allow a department to grant academic credit for the classroom study of selected important issues in the discipline without establishing a permanent course in the topic.
2. Each time the course is offered, it will be titled "Special Topics in (or another appropriate title) followed by a subtitle identifying the topic to be covered.
3. Special topics courses may not be accepted for General Education Requirements. Any department can set a limit on the number of special topics hours a student can apply toward the major.
4. Departments may establish procedural safeguards and standards for enrollment in special topics courses (e.g., prerequisites, required cumulative average in the discipline, etc.)
5. Responsibility for scrutinizing the professional and academic nature of special topics offerings (that is, particular topics being offered) shall rest with the individual departments. A department wishing to offer the same topic for the third time in four years, must submit the topics to the Curriculum Committee as a new course proposal.

D. Prerequisites

Prerequisites are requirements imposed by academic departments for certain courses within the curriculum. Such requirements may include, but are not limited to, other courses, a specific quality point average, or class standing, (e.g., junior, senior). Prerequisites may also include successful completion of screened requirements, where acceptable, or successful completion of a specific test or examination, either standardized or departmental, where applicable. Prerequisites may also include departmental or instructor permission, in addition to, or in lieu of, specific course, testing, or standing requirements.

E. Repeatable Courses

Normally, students may not receive credit for more than one attempt of a course.

However, certain courses may be taken more than once for credit.

For repeatable courses to be applied toward a degree and included in an on-line degree audio course description must include the following wording “ May be attempted for a maximum of (number) of credits”.

F. Non-Used Courses

The University Curriculum Committee has charged the Director of Enrollment Services to notify chairs of courses within their programs which fall into the following categories:

1. Any course which has not been offered during a three-year period.
2. Any course which was scheduled but not offered due to lack of enrollment during a five-year period.

The Director of Enrollment Services will ask program chairs to submit material to either (a) delete the course from the curriculum or (b) justify retaining the course.

VI. Curricular Standards for General Education Courses at Towson University (Effective with the 1996-97 Undergraduate Catalog)

General Policies for Course Certification

- A. The subcategory requirements in Advanced Composition (ID.), Science, Technology, and Modern Society (II.A.2), and Cultural Plurality and Diversity (II.C.3) are Towson's unique general education requirements which in most cases all transfer students will complete in residence at Towson. The Advanced Composition and Science, Technology, and Modern Society courses will be upper-level offerings. The complexities of the MHEC policy and transfer agreements predicate that almost all other courses certified as general education courses will be designed as lower-level courses. Exceptions will be justified as circumstances warrant, such as advanced placement (e.g., a freshman placed in Span.301) or program accreditation requirements.
- B. Courses certified as general education offerings **must be placed in a single subcategory**. One course, although it may be an advanced writing course focused on the history of music or a course that compares American and European experience, can fill only one requirement and may not be listed in two or more subcategories.
- C. However courses are constructed in order to be certified as meeting general education requirements at TU, they must also conform to the area definitions spelled out in the MHEC policy:
 1. **ARTS AND HUMANITIES**

"The arts examine aesthetics and the development of the aesthetic form. Courses in this area may include, but are not limited to fine, performing and studio art, appreciation of the arts, and history of the arts. All courses, including fine, performing and studio arts, should explore the relationship between theory and practice. The humanities examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include but are not limited to, the language, history, literature, and philosophy of Western and other culture."

2. SOCIAL AND BEHAVIORAL SCIENCES

"The social and behavioral sciences examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. They include, but are not limited to, subjects which focus on history and cultural diversity; on the concepts of groups, work, and political systems; on the applications of qualitative and quantitative data to social issues; and on the interdependence of individuals, society, and the physical environment."

3. MATHEMATICS

"Mathematic courses provide students with numerical, analytical, statistical and problem-solving skills."

4. BIOLOGICAL AND PHYSICAL SCIENCES

"The biological and physical sciences examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application."

5. INTERDISCIPLINARY AND EMERGING ISSUES (OPTIONAL)

"In addition to the five categories listed above, a General Education Program may include either content or courses in a sixth category that addresses emerging issues which many colleges have identified as essential to a full program of general education for their students. Institutions may include courses which provide an interdisciplinary examination of issues across categories, or may include content or courses which address other categories of knowledge, skills and values which lie outside of the five traditional areas listed above."

- D. In general, all courses certified as general education offerings will fall within five areas of study: 1) composition, and the traditional disciplines of 2) mathematics, 3) biological and physical sciences, 4) arts and humanities, and 5) social and behavioral sciences. Therefore, the two allowable non-traditional requirements (defined in 3.e above) at TU will fall within the "Using Information Effectively" category and category II.B.3, "Contemporary Issues".

Interdisciplinary study can be certified under several subcategories, but it will be limited to study among the disciplines represented in the five MHEC groupings.

MHEC guidelines specify that "instructional technology," "health/wellness/fitness" and "speech communications" fall within the "Interdisciplinary and Emerging Issues" grouping; therefore, courses certified at TU in these fields must be placed in the category II.B.3 "Contemporary Issues" subcategory.

Group I: Skills for Liberal Learning

MHEC policy stipulates that skills and applications courses must "include theoretical components if they are to be certified as meeting general education requirements." As a general principle, the Committee recommends that courses meant to develop skills also must be tied to exploring specific contents.

1. English 102, Writing for a Liberal Education/English 190, Honors College Writing.

The freshman writing course (ENGL 102 or ENGL 190) will focus on exploring ways of writing and thinking in the branches of knowledge and on developing rhetorical strategies for successful college-level expository writing. Entering students who do not have basic skills in composition needed for college-level writing will be required to gain those skills through course work or other means before being admitted to ENGL 102.

2. Using Information Effectively

Courses in this category provide students with basic skills in gathering and using information effectively. At a minimum each must focus on teaching students 1) how to gather information from print, human, and electronic sources; 2) how to process information; 3) how to critically evaluate it; 4) how to use it effectively in writing and speaking; and 5) how information is gathered, evaluated, and

applied in different branches of knowledge.

The Committee recommends that the course be structured to meet standards set forward in "Information Problem Solving Skills," American Association of School Libraries," 1994. To do so,

- a. The course must be anchored to a specific subject matter or field in which the instructor is expert and the students hold interest;
- b. Different sections of the course should treat different subjects, allowing students planning majors in Science, the Arts, Business, etc., to gain basic research experience related to their major fields of interest. Some sections may be Modeled, for that matter, to demonstrate research strategies for a branch of knowledge, such as "Research Techniques for the Fine Arts;"
- c. The course should explore collaborative ways of learning,
- d. The course should emphasize critical thinking in speaking and writing and explore interdisciplinary connections for the specific subject about which the information is gathered;
- e. The course should explore the ethical dimensions of gathering and applying source materials.

Model syllabi and guidelines for this category are available from the GenEd Subcommittee.

3. Mathematical Sciences

MHEC policy stipulates that courses meeting this requirement must require skills at the level of college algebra or above. To be certified, courses must treat concepts and skills in the mathematical sciences and emphasize both theoretical foundations and problem solving applications. The courses need not require dedicated laboratories with computing resources, but must make such resources available to students and give classroom demonstration in the use of such resources. Assignments will include both hand calculations and use of computer resources.

Approved interpretation of MHEC policy stipulates that "finite mathematics, statistics, discrete mathematics, and mathematical survey courses can make excellent general education courses." Courses under a variety of disciplines fall within this stipulation and may cover such fields as number theory, chance, statistical analysis, patterns and symmetry, computer graphics, geometry as

applicable in a variety of disciplines, simulations, artificial intelligence, and others.

Therefore, in principle, courses offered by departments outside CSM may be certified as meeting the requirement if the courses employ advanced skills in mathematical sciences at the level of college algebra and beyond and include the use of technology in mathematical applications.

4. Advanced, discipline-centered writing

Courses in this category must address 1) the discourse models and practices important to a specific discipline and 2) techniques of formatting, reporting, validation, and documentation required to write with authority and authenticity within the discipline. Detailed guidelines are available from the GenEd Subcommittee.

5. Creativity and Creative Development

Courses approved as meeting this requirement must involve students in a specific creative activity, emphasizing symbolic, affective, and imaginative thinking in the creative activity and understanding the creative process through participating in it. They also must reflect current scholarship in the field, provide reference to theoretical frameworks and methods, and explore the critical standards central to the genre or medium.

Group II Contexts for Liberal Learning

1. The Natural Sciences

- a. Biological and Physical Sciences. The CSM Council has provided the following standards for courses meeting this requirement:

"Courses should have as their primary thrust illustration of the quantitative and predictive nature of the natural sciences, and must use mathematics and computers at the level appropriate. In addition, all courses in this category will include as an integral part treatment of the historical development and the structural nature of the subject(s). Students must take two courses in the Biological and/or Physical Sciences, with at least one course including significant components of both lecture and laboratory. Further, the two courses chosen must

- be from two different scientific disciplines, or
- be two sequenced courses within one discipline."

b. **Science, Technology, and Modern Society**

The CSM Council has provided the following standards for courses meeting this requirement:

"Courses may be either discipline specific or interdisciplinary and will develop one or more issues or topics of current importance to society to place them in broad scientific, technological, and societal contexts. They will help students develop a sense of social responsibility and ethics as they pertain to science, and will emphasize the approach to the problem, not the specific solution. In searching for and proposing possible solutions, students will be engaged in considering, analyzing, and evaluating the advantages and disadvantages of scientific and technological decisions that have been considered by society. These courses may provide a capstone experience within a major.

Courses in the interdisciplinary mode may be team-taught by two or more faculty members coming from different disciplines throughout the university (e.g. Anthropology, Economics, Environmental Planning, Geography, Health Sciences, History, Philosophy, Political Science, Psychology, Sociology, etc.), as well as from CSM. Because the courses would be in specific areas of faculty interest and expertise, the specific subject matter of a specific course might vary from semester to semester."

2. American Experience

a. Arts and Humanities

This subcategory should include courses from all arts and humanities disciplines as they explore American culture and traditions or provide methods for such study. Courses must in an overt way engage students in some critical assessment of how their own experience is affected by American traditions in the arts and humanities or how the methodologies of these branches of knowledge help them better understand American culture.

b. Social and Behavioral Studies

This subcategory should include courses from all the social and behavioral sciences as they explore American culture and traditions or provide methods for such study. Courses must in an overt way engage students in some critical assessment of a) how social and behavioral studies of American experience extend their understanding of themselves and others or b) how the methodologies of the social and behavioral sciences help them better understand American culture, behavior, or social and political institutions.

c. Contemporary Studies

Courses approved for this group might focus on a specific issue (POSC: The Conservative Agenda), a more generic issue (PHIL: Post-Modern Thought), or a clustering of issues (COSC: Information Resource Management). The specific standard is that the courses should employ some disciplinary, cross-disciplinary, or interdisciplinary ways of knowing to engage students in critical analysis of significant issues in contemporary American experience. In addition, the courses should give overt attention to how the knowledge or methodology they advance aids students in understanding the dynamics of American society.

3. Western Heritage

a. Arts and Humanities

This subcategory includes courses from all disciplines in the arts and humanities which explore the Western Heritage or provide methods for studying its cultures and traditions. Courses approved for this category may be comparative (European/American, European/Non-Western) or of an exclusive Western focus (Women in Western Societies, Renaissance Art). The courses must in some overt way engage students in understanding how their contemporary experience is marked, positively or negatively, by the Western Heritage.

Any course that introduces a student to a Western language (other than English) would automatically qualify as meeting this requirement.

b. Social and Behavioral Studies

This subcategory includes courses from all the social and behavioral sciences as they explore the Western Heritage or provide methods for studying its cultures and traditions. Courses may compare Western and Non-Western traditions and institutions, or they may focus exclusively on Western experience. Courses must in an overt way engage students in some critical assessment of how social and behavioral studies of the Western Heritage and of the methodologies of these branches of knowledge help them better understand Western culture, behavior, or social and political institutions.

c. Plurality and Diversity

Courses approved for this subcategory must explore race, class, gender, religious or ethnic traditions, or a minority issue. Interdisciplinary or cross-disciplinary studies are encouraged. Courses which specifically focus on contemporary or historical issues in America must include significant exploration of how Western prejudices, system, or traditions contribute to those issues. All courses in the group should engage students in some critical assessment of problems and potential in human diversity and a pluralistic society.

Any courses that advance a student's understanding of a Western

language or culture should qualify meeting this requirement.

4. Global Connections

a. Non-Western Cultures, Languages, and Traditions

Any course in a non-Western language would automatically qualify as meeting this requirement. Other courses must specifically or comparatively (among non-Western civilizations or between non-Western/Western civilizations) focus on content which helps students understand there are multiple modes of human expression and experience.

VII. Flow Charts

- A. Course Approval Process
- B. New Program Approval Process
- C. Program Change Approval Process

VIII. Forms

- A. Form A: New Course Approval
- B. Form B: Changes in Existing Courses
- C. Gen Ed Course Certification Form
- D. Program Approval Form/Cover Sheet

IX. Addendum - Finance Data for New Programs

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, 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 Fee 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 on 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 a 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 2: Expenditures

1. Faculty (# FTE, Salary, and Benefits): Enter (a) 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.)
2. Administrative Staff (#FTE, Salary, and Benefits): Enter 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.
3. Support Staff (# FTE, Salary, and Benefits): Enter the cumulative number of new full-time equivalent staff needed to implement the program each year, (2) the related salary expenditures, and (3) the related fringe benefits expenditures.
4. Equipment: Enter the anticipated expenditures for library materials directly attributable to the new program each year.
5. Library: Enter the anticipated expenditures for library materials directly attributable to the new program each year.
6. New and/or Renovated Space: Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required to the new program. As a footnote to the table or in attached narrative, indicated whether the renovation of existing facilities will be sufficient or new facilities will be necessary.
7. 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.
8. Total Year: Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

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

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b&c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
2. Admin. Staff (b&c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (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)					

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