INTRODUCTION

Being a Program Director (PD) is a tough job. You have many responsibilities and lots of balls to keep in the air. This handbook contains some information that might be useful.

CAS does have job descriptions for the position and PDs should receive a memo each year from their chair with that document.*

As a PD you are not working alone. A significant portion of the job is getting participation from other faculty so all the PD work outlined herein won't be falling solely on your shoulders. You should not, for instance, have to author curriculum all on your own, or do all the work for assessment. All your program faculty are expected to participate so make sure that happens.

Depending on your division, it might be good to rotate Program Directors every few years. Whether you do this or not, it's a helpful idea to keep a clear and organized record of your activities for yourself and so you can pass them along to the next PD.

As a PD you're responsible for the curriculum in your program, keeping it current and of consistent quality. You may be talking with your program faculty and others in the university about things you wish to do in your program or how you can work with other programs or units. Especially as you approach the time of actually getting those new projects started, it's a good idea to keep your chair and other relevant people in the loop.

Keep a paper trail of any official, or even unofficial, actions you take. You may need those emails between (for example) you and a student who later files a complaint, or someone in another office who gave you a specific piece of information. Also remember that your ubalt email is the property of the University of Baltimore and can be searched or even subpoenaed if necessary.

Several of the sample forms in this handbook are intended to be used as Word documents or fillable PDFs and they are not in those configurations in the appendix. If you need to use any of the forms you should retrieve them from the pages where they can be downloaded.

CAS has several Academic Program Coordinators (APC), better known as advisors. Advisors work with all undergraduate and many graduate students on items such as scheduling, problems in and impacting the classroom, and long term course selection. The PD's responsibilities with individual students lean more toward higher level advising on things such as mentoring about internships, careers, graduate work, and such.

We hope that this handbook is relatively complete. If you need info about something that's not in the handbook, please let the dean know and we'll get it added.

* In Appendix
  - Undergraduate and Graduate Program Director appointment memos

ADJUNCTS

CAS information for (and about) adjuncts is found here:
http://www.ubalt.edu/cas/faculty/faculty-matters/cas-faculty-guidebook.cfm
Read this info and send your adjuncts a link to this page.

General UB information for adjuncts is found here:
http://www.ubalt.edu/about-ub/offices-and-services/provost/faculty-affairs/adjuncts.cfm

General UB Policies regarding adjuncts are found here:
http://www.ubalt.edu/policies/
Subsection 2: Affiliate, Non-Tenure-Track and Adjunct Faculty

When you hire an adjunct Human Resources will follow these steps:
http://www.ubalt.edu/about-ub/offices-and-services/human-resources/hiring_guide/hiring-checklist.cfm#adj

The official CAS procedure (YGCAS Adjunct Faculty Hiring & Evaluation Process* found on the CAS adjunct page, above) contains important information about the hiring and evaluation process. Broadly, to hire an adjunct you should identify an appropriate individual, interview that person and discuss the needs of course. The decision to hire is made by PD in consultation with the chair. Their pay schedule is different from regular faculty and contract time windows are important. All adjuncts should be evaluated (including class observation) in their initial semester and thereafter on a regular schedule.

Make sure that all adjuncts you hire understand and conform with our syllabus policy and requirements and work with them on any assessment matters that will involve their classes.

Adjunct II

The University System of Maryland and UB have a designation called Adjunct II. Such a person should have "a consistent record of high-quality instruction," according to USM documentation. The Program Director is responsible for nominating an adjunct to receive Adjunct II status. The requirements for Adjunct II status state the person must

- be currently teaching in the department,
- have taught a minimum of 30 credits at the University within the past 5 academic years (excluding summer and winter terms), and
- have received a series of high-level performance evaluations.

Adjunct II faculty should be given priority consideration for teaching assignments and scheduling where possible. Those with Adjunct II status receive a higher rate of pay than those with Adjunct I status. Consider thoughtfully who you nominate for Adjunct II status, think of it as indicating someone you would like to have as a colleague.

To make the nomination, you should write a memo to the dean (copy your chair) explaining how the person qualifies for Adjunct II status and why you are making the recommendation. Include the adjunct's CV in the request.

Overloads for Adjuncts

The Exception form for Exceeding Overload Limitations is required if regular employee is teaching more than one course or non-UB employee is teaching more than two courses. If this is necessary, you should work with your chair to make sure this is submitted. At present, however, overloads are not being granted.
http://www.ubalt.edu/about-ub/offices-and-services/human-resources/hiring_guide/hiring-checklist.cfm#adj

Sensitive time matters

- You must submit an adjunct nomination form to the Dean's office every time you hire an adjunct. Along with the first time nomination form must go the individual's official transcripts (they can be sent directly to the dean's office) and her CV.
- If the adjunct is a rehire, just the adjunct's name, the course info and "REHIRE" is needed. You needn't complete the full form.
- Contracts will be emailed to adjunct hires as soon as the dean's office receives the nomination form. The dean's office usually asks that they be returned within a week.
- Adjunct names will appear on the schedule as soon as the dean's office receives the nomination form.
- In the event an adjunct who has a signed contract must be removed from teaching a class (for instance, because the course is cancelled or because a full time faculty member needs to teach the class) the adjunct will be paid a cancellation fee (10% of the contract) if the removal is less than 30 days from the start of the semester.

* In Appendix
  - YGCAS Adjunct Faculty Hiring & Evaluation Process
    http://www.ubalt.edu/cas/faculty/faculty-matters/FINAL%20ADJUNCT%20HIRINGEVAL%20POLICY_September%202014.pdf

ARTICULATION AGREEMENTS and other MOUs

Students see this page:
http://www.ubalt.edu/admission/transfer/transferring-credits/articulation-agreements.cfm
Office of Community College Relations
Marcus Wright mwright@ubalt.edu 410-837-5265

MOU stands for Memorandum of Understanding – they are agreements with other institutions about various things. Undergraduate programs may set up articulation agreements with community colleges that ensure smooth transfer of community college credits. Generally if a student has completed an Associate's Degree of some kind (A.A., A.S., A.A.S.) an articulation agreement will lay out how the classes will transfer in (what equivalencies will prevail) and what courses remain to be taken in order for the student to complete the Bachelor's degree in your program at UB.

If you wish to set up an articulation agreement with a community college contact Marcus Wright (mwright@ubalt.edu or 410-837-5265) in the Office of Undergraduate Admission. Let Marcus know the name of the program and the particular community college with which you're interested in establishing an articulation and he will look into setting up the agreement. The Office of Undergraduate Admission and the Registrar Office will figure out the equivalencies. Your input is required for the possibility of any courses that could be transferred in as major requirements or electives.

The Office of Community College Relations will finalize the articulation agreement and create a transfer guide for students to use.

Articulation agreements have several advantages. Research shows that students are more likely to persist if they have an Associate's degree. We see much higher retention when students have already demonstrated their ability to stay in school. Community colleges are less expensive for students than the first two years of UB and scholarships are available for students coming from articulated community colleges. Articulation agreements permit students to know more about how their credits will transfer and not experience any anxiety about what equivalencies will be in place.

Other MOUs
Setting up an MOU for an internship site:
Speak to Magui Cardona
mcardona@ubalt.edu 410-837-6191

Setting up an MOU for an international agreement of any sort:
Speak to Candace Caraco
ccaraco@ubalt.edu 410-837-5243

ASSESSMENT, Part I

http://www.ubalt.edu/institutional_effectiveness/assessment.cfm
A lot of helpful information is on this page, including links to an assessment handbook, helpful hints about various steps in assessment planning (including writing useful SLOs), the AAC&U Value rubrics, and more. Always check here for resources.
A convenient download is the assessment handbook:
http://www.ubalt.edu/institutional_effectiveness/uploads/documents/assessment_handbook/AssessmentHandbook.pdf.

Note: The link to the **program review** template is also on the assessment page.

What is assessment all about?
All program assessment consists of four steps:
1. Setting learning outcomes* for a program
2. Developing and implementing strategies to assess whether the outcomes are being met
3. Reviewing findings
4. Acting on what's been learned to improve outcomes.

A required assessment activity, entering the data into TaskStream, is outlined in the next section.

Program directors usually supervise program assessment, however all program faculty are expected participate. Assessment should always be a collaborative activity. Most programs should have four to six student learning outcomes (SLOs). Faculty should determine where the SLOs will be addressed (taught) in the program courses. Usually SLOs will have some upward redundancy so that they are introduced at one level, practiced at another level, and then mastered at a third (I, P, M in the Taskstream program mapping).

You should assess one or two SLOs every year and you should have a two- or three-year cycle that will get you through all your program SLOs. Some divisions/programs have a division or program wide assessment day at the end of the Spring or Fall semester where they gather and do assessments. At the conclusion of assessment activities, the PD (and others who can help) compose the necessary reports.

Program assessment is not about assessing individual instructors or even individual courses. It should address whether or not the SLOs that have been designed for the program are being met. Of course, you may also address course SLOs separately if you wish.

If your program is new, or if you're revising SLOs, the PD should work with the program faculty to design and implement the entire plan. Make sure you address the following

- Every program needs a mission statement, SLOs, and a curriculum map (showing where each SLO is addressed and the relationships among courses). Make sure all this is entered in the appropriate spots in Taskstream. A worksheet exists for almost every one of these steps, they can be downloaded from the assessment page (link above).

- Make sure when you design your assessment plan that you know which SLO will be addressed in which class.
- Because SLOs will show up in more than one place in the program make sure that your rubric and acceptable and ideal target scores are appropriate for the level of skill.
- Each year you will enter four steps into Taskstream (as outlined above), though not all at once (number 4 may be entered later).
    1. Your plan for the year,
    2. Your findings,
    3. Your action plan, and a
    4. Status report.
-

Below are guidelines and timelines to the actual steps for performing assessment. (**Assessment Part II** addresses Taskstream.)

General Assessment Guidelines

Beginning of the year

Make sure you have identified:

- Which program SLOs you will be assessing,
- What will be acceptable and extraordinary targets (use the rubric assessment from the next point),
    - Targets should be designed in terms of percentages. For instance Acceptable might be that 80% will achieve a 2 or 3 on the measure; Ideal might be 100% will achieve a 4 on the measure
- What artifacts you will be using for the assessment;
    - Be sure faculty who are teaching the course(s) are aware these SLOs will be assessed,
    - Be sure that faulty teaching the course(s) have learning opportunities (assignments, tests etc.) that will address the SLOs,
    - Make sure that the assignments (prompt, instructions for student) will elicit the SLO.
- Check your *assessment plan* to make sure you have appropriate SLOs identified for the next year.

Before assessment day

- Construct the rubric you will use to do the assessment – make sure it actually examines what you are trying to evaluate. Every skill (probably at least three per rubric) should have at least four levels of accomplishment, make the characteristics of each level clear.
- Collect the artifacts – if you have a large class, use at least 51%, as much at 66% will be better if not unmanageable.
- Remove identification from the artifacts.

On assessment day

- It is appropriate to do a little norming of evaluators to be sure that all people are applying the criteria in the same ways. You may use artifacts from other years, but make sure they approximate the artifacts you will currently use. Do at least three.
- It is best practices in assessment that the instructor who assigned and graded any artifact not be one of the assessors. Each artifact should be assessed by eyes that have not seen it before.
- Every artifact should be reviewed by two evaluators.
- Each evaluator will give the artifact a score according to the rubric.
- If an artifact is scored more than one adjacent level apart by the two evaluators, it should be evaluated a third time.

Entering your data (into Taskstream)

- Average the scores for each individual artifact and assign a single score to each artifact.
- Report your assessment:
    - Probably tally the totals of the rubric scores and arrive at a final average.
    - Explain the details of how you did your assessment.
    - Explain what the details mean (eg: have you met or exceeded your target?).
    - Explain what you will do as a result of your assessment.

Figure out what actions you will take as a result of the SLO assessment

Start again

Assessment timeline

From the assessment handbook:
"All academic programs are expected to conduct assessments of at least two program SLOs every academic year. A complete SLO assessment report (including assessment findings and action plans) for data collected regarding those two or more SLOs must be entered into TaskStream and submitted for official review no later than COB of the *third Friday in October of the immediately following academic year*.

A status report describing and discussing progress achieved, problems encountered, and potential effects of each action plan must be entered into TaskStream and submitted for official review no later than COB of the third Friday in February of the immediately following calendar year.

For example:
Findings and action plans for AY 2016-17 assessments must be submitted by October 20, 2017; status reports on those action plans must be submitted by February 16, 2018."

* In Appendix

- How to write Student Learning Outcomes
  https://www.ubalt.edu/cas/faculty/faculty-matters/How%20to%20write%20student%20learning%20outcomes.pdf

ASSESSMENT, Part II: TASKSTREAM

Accessing TaskStream
TaskStream is the software where PDs enter all their assessment information and data. (It's technically called TaskStream TK20 now – after a merger.)

To request access, email Alicia Campbell-Wright (acampbell@ubalt.edu) with your UB NetID (the first part of your login), tell her which program you direct (include any certificates), and ask for TaskStream access.

Access TaskStream through your portal page, the icon shows up in the Tools panel on the right.

Additional faculty members may be given access to TaskStream if you wish. Simply email Alicia Campbell-Wright with their names and NetIDs and tell her whether they should have *View Only* or *View and Edit* access.

Where to find **help in TaskStream**

- Click on the *Help* button (top right, next to the TaskStream logo) for **many** additional guides (including a *getting started* guide).
- Under *Resource Tools* you will find a *Rubric Wizard* and other tools.

TaskStream Tips (italics indicate actual wording in TaskStream)

Remember the timeline: "All academic programs are expected to conduct assessments of at least two program SLOs every academic year. A complete SLO assessment report (including assessment findings and action plans) for data collected regarding those two or more SLOs must be entered into TaskStream and submitted for official review no later than COB of the third Friday in October of the immediately following academic year.

A status report describing and discussing progress achieved, problems encountered, and potential effects of each action plan must be entered into TaskStream and submitted for official review no later than COB of the third Friday in February of the immediately following calendar year.

For example:
Findings and action plans for AY 2016-17 assessments must be submitted by October 20, 2017; status reports on those action plans must be submitted by February 16, 2018."

Get into TaskStream and look around so you can become familiar with the look and feel. You can write your report and copy and paste, or simply compose it there. To enter any data into any of the four sections under an *Assessment Cycle (year)*, click on what you wish to enter. When you arrive at that page, you will need to *Check Out* the report in order to write. This is a green link in the gray menu bar about a quarter down the page. After you've entered the data, you need to *Check In* the report in order to save it. This prevents more than one person from working on a report simultaneously.

Getting to your workspace

- When you first arrive on your TaskStream homepage, to get to your workspace click on *Academic Program Assessment Workspace*.
    - (Do not go to the dropdown menu where it says - *select report* -. Feel free look at these reports later, but this is not where you enter your data.)
- Under the year cycle that you are entering data for, go first into your *Assessment Plan*, remember to "check out" your plan.

In the *Assessment Plan*,
under *Outcomes and Measures*

- Provide at least a description of the nature of any assignment that will be used to provide evidence for SLO assessment. Statements such as "class project," "portfolio," "comprehensive exam," "term paper," etc., are not sufficient for review purposes. If possible, attach the assignment itself.
- Attach all rubrics to be used for SLO assessments, so that a reviewer may advise as to their likely appropriateness before assessments are actually conducted.

In the *Assessment Findings*,
under *Finding per measure*

- Provide the total number of learning artifacts examined for each SLO assessment. It is also a good idea to include how the artifacts were selected.

under *Overall Recommendations*

- Address things to be done to improve assessment results for a given SLO, including changing the nature of an assignment, refining a rubric, etc., as well as more substantive instructional and programmatic changes.

In the *Action Plan*,
under *Actions*

- If overall recommendations have been made on a *Findings* page, then a related *Action Plan* page must be completed.
- Each action plan should provide <u>actual details</u> regarding how those recommendations will be implemented. Include timelines for their implementations, persons responsible for the actions, budget (if any), etc.
- Each action plan should be linked directly to its related findings and recommendations.

In the *Status Report*

- This page should be used only to provide updates on *action plan* progress.

Finishing Up

- You are encouraged to enter partial information for any TaskStream section at your convenience and to save the drafts (checking back in will save your work), but do not submit a section until all required information has been entered. Once you *submit* you will no longer be able to edit.
- When you have completed a your work, click on the ***Academic-Year Assessment Cycle*** header. This will take you to the page where you can click the *submit* button.
- After you have submitted your plan/findings/plan/report it will be reviewed and you will receive feedback. An (automated) email will inform you that you have feedback. The email will contain feedback comments. You may also login to TaskStream to see feedback.
- To see feedback click on *submission and read reviews*. Find this link in the menu across the top of your workspace.

Assessment timeline

From the assessment handbook:
"All academic programs are expected to conduct assessments of at least two program SLOs every academic year. A complete SLO assessment report (including assessment findings and action plans) for data collected regarding those two or more SLOs must be entered into TaskStream and submitted for official review no later than COB of the *third Friday in October of the immediately following academic year*.

A status report describing and discussing progress achieved, problems encountered, and potential effects of each action plan must be entered into TaskStream and submitted for official review no later than COB of the third Friday in February of the immediately following calendar year."

For example:
Findings and action plans for AY 2016-17 assessments must be submitted by October 20, 2017; status reports on those action plans must be submitted by February 16, 2018.

COMPLAINTS

Grades

Students sometimes wish to challenge their course grades. The UB policy on this is found on the policies page, Subsection 8: Grading Challenges and Grievances (UB I-8.1)* http://www.ubalt.edu/policies/

The PD responsibility in this process is minimal. You should first recommend that the student discuss the problem with the faculty member. If that does not resolve the problem, refer the student to the grade grievance procedures either in the policy guide (above) or in the student handbook (they're the same):
http://www.ubalt.edu/campus-life/student-handbook.cfm
under "grading challenges."

Remind the student that she may grieve a grade only under these circumstances:

- The assignment of a grade on some basis other than performance in the course,
- The assignment of a grade in a nonuniform fashion, that is, by applying different standards to this student or by applying the standards in a different way than that in which they were applied to other students in the same course, or
- The assignment of a grade in a way that represents a substantial and unreasonable departure from the instructor's articulated standards.

You might also remind the student that she may not grieve grades of individual assignments. After you've referred the student to the policy, and told the student who the division chair is, your responsibility is discharged. Any written/formal complaints go to the chair.

Plagiarism

If a faculty member suspects a student has violated the academic integrity policy* tell her to contact the Dean of Students in the Office of Community Life for the procedure.

Sexual Misconduct and Nondiscrimination

UB takes Title IX complaints very seriously. You have completed the Title IX training so you should know to take the appropriate action. Information is here:
http://www.ubalt.edu/about-ub/offices-and-services/government-and-public-affairs/titleix.cfm

FERPA

Remember that FERPA regulations require that we keep information about our students confidential.

*In Appendix

- I-8.1 Grading Challenges
- I.2.2 Academic Integrity Policy

CURRICULUM

Procedures and forms for proposing new or revised curriculum are at:
http://www.ubalt.edu/about-ub/offices-and-services/provost/courses-and-program-development/

All the steps and procedures for curriculum submissions are explained in this document:
Course and Program Development – Policy and Procedures PDF*
http://www.ubalt.edu/policies/academic/vii-3.1.pdf

UB policies about curriculum are at:
http://www.ubalt.edu/policies/#academic_affairs
Subsection 3: Course and Program Development,

All major curriculum revisions and new proposals must go through the CAS curriculum committees. For instance, you must submit a form

- If a program is altered more than 30% from its original proposal,
- If SLOs for a course change,
- If course catalog copy is to be substantially altered

Curriculum changes take some time to work all the way through the system. If you wish to have a change take effect in the Fall how long it needs will depend on what it is. Consult the chair of the appropriate curriculum committee or the associate dean to understand the timeline. If the change must be approved outside the university, for instance, it will require a longer window.

Program Directors write curriculum proposals; be sure to complete all parts of the required paperwork clearly and correctly. Work with your program faculty to provide the necessary information. If you need assistance ask your division's member of the curriculum committee, your chair, or the associate dean. Curriculum proposals are submitted to the curriculum committee by the division chair. Within the division, every division handles them differently; follow your divisional procedures.

If you are proposing a course that you intend to serve as general education course, consult the gen ed guidelines:
http://www.ubalt.edu/about-ub/offices-and-services/provost/gen_ed/
If you wish to propose a course to fulfill either gen ed or graduation requirements you will need to complete a form* (download it at the above page) and submit the proposal directly to the Gen Ed Council at the same time it's submitted to the curriculum committee. The approval processes are concurrent.

A document explaining the distinctions between gen ed courses and undergraduate graduation requirements and the specifications for graduation requirements can be downloaded at:
https://www.ubalt.edu/policies/academic/vii-5.8.pdf

Curriculum committee submission deadlines and meeting dates are listed on the CAS Faculty Senate Sakai page. Meetings are open and you may attend the meeting if you think your proposal requires an in-person explanation. Remember, though, that your proposals will be traveling beyond the committee without you. All proposals eventually leave CAS for further examination.*

PDs are constantly reviewing their curriculum through assessment and discussion with program faculty. You should also be monitoring the environment for the needs of employers and graduate programs where your students go next. Make sure your curriculum remains current and meets the needs of your program.

* In Appendix

- Course and Program Development – Policy and Procedures
  https://www.ubalt.edu/policies/academic/vii-3.1.pdf
- GE-GR Certification form
  http://www.ubalt.edu/about-ub/offices-and-services/provost/gen_ed/
- University curriculum process flowchart
  http://www.ubalt.edu/about-ub/offices-and-services/provost/courses-and-program-development/CCProcess_Model_7-10-12.pdf
- Unofficial CAS curriculum process flowchart

IMPORTANT DATES

Generally, course **schedules are due** at the following times:

- Fall schedule is due in January
- Summer schedule is due in February
- Spring schedule is due in September

You will receive notice from the dean's office about specific deadlines each semester. Start thinking about it before it's due.

Assessment

1. Assessment for two SLOs must be entered by COB of the *third Friday in October* of the immediately following academic year.
2. Status report must be entered into TaskStream by COB of the *third Friday in February* of the immediately following calendar year.

Book Order deadlines

According SB183 passed by the 2009 Maryland legislature, students are supposed to be able to see the ISBN number for the required and recommended books for a class by the time they can register for the class. So when registration is open for the next semester, book orders should be in.

Adjunct Nomination Forms

The dean's office determines their deadline for this according to the payroll schedule. They back up the date in order make sure the adjunct will get paid at the first installment. So the date changes every semester. It is recommended that you submit your nomination forms as soon (after schedule submission) as you know who your adjunct will be. This is particularly important as first-time adjunct paperwork has a longer journey. See, also, the Adjunct section for more information about adjunct hiring.

A FEW MISCELLANEOUS ITEMS

Access you'll need to request

- PeopleSoft
- WebNow
- TaskStream
- PowerBI (see below)

Viewing a transcript

1. Login to your Portal
2. Click *Unofficial Transcript* (under *My Self Service* or *Advising Self Service*)
3. Input at least some of the last name (you don't need anything more)
4. Click *search*
   a. You will get the person's personal information, in the center of the page on the left is a small dropdown menu
5. Click *Transcript: View Unofficial*
6. Click the double arrow right next to the menu
   a. Next page: select the type of transcript you wish to see, click *go*
7. Voila
8. If you want to do a new search you will need to click *Return to Search* when you get to the search page

Evaluations

Your chair will probably share with you student evaluations from all the courses offered in your program. Ask your chair about divisional procedures on this.

PowerBI

PowerBI is a relatively new dashboard tool. It is still going through iterations, but it offers good information. To get access, email the Call Center with a request.

You get into *PowerBI* through an icon in the tools panel on the right side of your portal page. It will ask you login again. Microsoft is in the process of altering the subscription model so it might also ask you to upgrade (do it). Click on *Shared with me* and you will be able to see the dashboards being constructed for general UB use.

Org Charts

All organizational charts are maintained by Human Resources. They can all be found here:
http://www.ubalt.edu/about-ub/offices-and-services/human-resources/organization_charts.cfm

Conference Calls

If you want to make a conference call, ask your APS to request the conference call number and, if you need it, arrange that the polycom be set up. The conference call number is always the same:
877-594-8353

13753770# (participants)
20822856# (administrator)

PEOPLE AND OFFICES

General Faculty Links

Faculty Handbook
http://www.ubalt.edu/about-ub/offices-and-services/provost/faculty-affairs/UB_FacultyHandbook.pdf (download)

Provost
http://www.ubalt.edu/about-ub/offices-and-services/provost/
Links to academic information including Gen Ed, internal grant opportunities, all the academic reporting units, policy guides, shared governance.

UB/CAS homepage
http://www.ubalt.edu/cas/

University Faculty Affairs
http://www.ubalt.edu/about-ub/offices-and-services/provost/faculty-affairs/index.cfm
Contains non-Digital Measures annual reporting forms.

CAS Faculty Matters
http://www.ubalt.edu/cas/faculty/faculty-matters/
Information specific to CAS including forms, assessment information, policies and procedures and more

CAS Shared Governance policies and procedures
http://www.ubalt.edu/cas/faculty/faculty-matters/CAS%20Governance%20Document.pdf

Policy guide
http://www.ubalt.edu/policies/

Grant Opportunities
http://www.ubalt.edu/about-ub/offices-and-services/provost/reporting-units/sponsored-research/
Magui Cardona
mcardona@ubalt.edu 410-837-6191

College of Arts and Sciences Student Resources
http://www.ubalt.edu/cas/student-resources/
Where students can get academic advising, help from the learning center, information on honor and academic societies, and more

College of Arts and Sciences Course Descriptions
http://www.ubalt.edu/course-descriptions/index.cfm?content=cas

Academic Catalogs
http://www.ubalt.edu/academics/catalogs.cfm

University Faculty Senate
http://www.ubalt.edu/about-ub/shared-governance/faculty-senate.cfm

UB Police
http://www.ubalt.edu/about-ub/offices-and-services/university-police/
Located on the corner of Charles and Mt. Royal. This is where you will pick up your office key when it is ready.
Business phone 410-837-5529
Emergencies 410-87-4444

Office of Technology Services (OTS call center)
callcenter@ubalt.edu 410-837-6262
http://www.ubalt.edu/about-ub/offices-and-services/technology-services/
For problems with anything digital, including your computer, your access, your phone, classroom technology, et cetera

Sakai support
ubsakaisupport@ubalt.edu 855-501-0856

Center for Excellence in Learning, Teaching, and Technology
CELTT, Natalie Malm, Interim Director
nmalm@ubalt.edu 410-837-5704
http://www.ubalt.edu/about-ub/offices-and-services/provost/reporting-units/celtt/
also: Office of Academic Innovation
http://www.ubalt.edu/about-ub/offices-and-services/provost/reporting-units/academic_innovation/index.cfm

CAS Dean
Chris Spencer
cspencer@ubalt.edu 410-837-6134

Associate Dean, CAS
Deb Kohl
dkohl@ubalt.edu 410-837-4698
Faculty matters and assessment

Assistant Dean for Academic Advising, CAS
Janenne Corcoran
jcorcoran@ubalt.edu 410-837-5366
Student problems your division advisor has exhausted solutions for

Dean of Students
Kathy Anderson
kanderson@ubalt.edu 410-837-5429

Registrar
Mark Jacque
mjacque@ubalt.edu 410-837-6875

Assistant Registrar
Brenda Der
brenda.der@ubalt.edu 410-837-4813

For Students
See the *Resources for Students* (also called a Syllabus Addendum) following the *Syllabi* section of this handbook. Or download from:
http://www.ubalt.edu/about-ub/offices-and-services/provost/faculty-affairs/index.cfm

Applications for commencement are always due sooner than students think. Let them know they should check here for complete information:
http://www.ubalt.edu/campus-life/transitions/commencement/

Center for Educational Access (CEA)
cea@ubalt.edu 410-837-4775
http://www.ubalt.edu/campus-life/center-for-educational-access/
Karyn Schulz, Director vschultz@ubalt.edu
Accessibility and accommodations for students

Achievement and Learning Center (ALC)
alc@ubalt.edu 410-837-5383
http://langsdale.ubalt.edu/achievement-and-learning/faculty-resources.cfm
Resources for you: http://langsdale.ubalt.edu/achievement-and-learning/
John Chapin, Director jchapin@ubalt.edu
Help for students and resources for faculty

Student Handbook
http://www.ubalt.edu/campus-life/student-handbook.cfm

PEOPLESOFT

Getting Access
Login to the Portal, click on *My Resources* at the top of the page (directly under the gray bar). In the left column, under *Technology and Project Forms*, click *SA PeopleSoft Security Access*. This will download a request form*. Complete the form and have your supervisor (your chair or the associate dean) send it to Ron Vickers. It must be sent as downloaded – as an electronic Word document. It should not be printed, it should not be signed, it should not be converted to a PDF.

Completing the Request Form
Under this text:
Supervisor requests:
☐ *New/ Change/ Revoke Campus Solutions PeopleSoft Access*
☐ *New/ Change/ Revoke iStrategy Access*
☐ *New/ Change/ Revoke ImageNow Access*
☐ *New/ Change/ Revoke CRM Access*
Request both <u>Campus Solutions</u> and <u>ImageNow</u>.

Under this text:
Please describe change to user's security. Please state if it should be modeled after an existing user: _____
State that you need the following access:

- UB Program Director
- UB ImageNow Email
- UB9 Community Query Data
- UB9QP Query Runner

ImageNow is the same as WebNow (which has since changed its name to *Perceptive Content*) which Graduate PDs need in order to do admits and Undergrad PDs can use to see transcripts. When you request ImageNow access you will need to provide your program code. Information about program codes is below and a list of them is in the appendix.

If you need to do additional actions in PeopleSoft consult with Ron Vickers about what role will get you the information or action you need.

Using PeopleSoft
In the first column on your portal page, under *Links to PeopleSoft*, click on *Campus Solutions*.

One of the most useful links is *Curriculum Management*. Under this link you can view the following (for all semesters):

- The course catalog
- Instructor information

- Schedule of classes
- Class rosters

Another useful link is *Reporting Tools.* Under this link you can run queries to obtain important information. Click on *Query Viewer*. If you input UB9 in the *begins with* box you'll see a long list of possible queries. Some of them do similar things and it's not always easy to tell which query will serve your needs. It is recommended that you add all your useful queries to your list of queries, which you can then run from the *Query Viewer* page. Julie Simon penned a very useful guide to doing queries and generously shared for this handbook.*

Remember UB's way of numbering semesters:
- Digit One – the century (1 for 21st century, 0 for the 20th century)
- Digits Two and Three – the year (last two digits of the year)
- Digit 4 – the Semester, digits are:
    - 1=Winter Term
    - 2=Spring
    - 3=Summer
    - 4=Fall

So the Fall 2017 semester is 1174.

Note the confusing fields Julie points out, they come up throughout PeopleSoft:
- Institution is **ubalt** (not UB). Case matters sometimes, not all the time.
- Acad Group is **ygcla** (has never been changed to CAS)
- Acad Plan is your **program code**. For example, Digital Communication is DiComm, English is ENGL. (If you click the magnifying glass next to the field, it will take you to a search page if you need to look up your code.)

A list of CAS academic plan program codes* can be queried. You will need your program code when you request PeopleSoft and ImageNow access. If you change the name of your program, your program code remains the same. The query that will return this list, with additional information, is: UB_LIST_OF_ACTIVE_CAS_PLANS

* In Appendix
- OTS Electronic Security Form (access request)
  Through your portal, see above
- Julie Simon Query guide
- Academic program codes (shortened to exclude pre-majors and other non-programs)

PROGRAM REVIEW

Every seven years USM (University System of Maryland) requires that programs undergo official review. General UB information about this is at: https://www.ubalt.edu/about-ub/offices-and-services/provost/prog_reviews/index.cfm Also on this page you can download an Excel sheet that shows the schedule for all upcoming program reviews for the next ten years.

USM information is at:
http://www.usmd.edu/usm/academicaffairs/academic_programs/extrevguide21802.htm

The template for program review can be downloaded at:
http://www.ubalt.edu/institutional_effectiveness/assessment.cfm
under *Academic Program Review**

Program review requires that you assemble a lot of information and compose explanation about how your program works, its assessment, revisions since last review, and much more. Review the Program Review template as you prepare. Some of what you need is already entered into Taskstream. You may request most other data you need from Institutional Research:
http://www.ubalt.edu/institutional_effectiveness/institutional_research/
(The request form is available through:
https://ubalt.teamdynamix.com/TDClient/Requests/ServiceDet?ID=13165)

All program reviews require external reviewers so be thinking about a few people in the same discipline with knowledge of how programs work that you can ask. The University offers a small stipend for this task. After they send in their reviews, you will need to respond and make that a final part of the review.

Work with the associate dean to satisfy the timeline for the program review.

* In Appendix

- Academic Program Review template
  http://www.ubalt.edu/institutional_effectiveness/assessment.cfm

SCHEDULING CLASSES

General Information

http://www.ubalt.edu/cas/faculty/faculty-matters/class-scheduling.cfm
This page contains information about the scheduling process. It also contains the electronic template you must complete when doing scheduling. You will find info about the following at this link:

- Who does scheduling
- The electronic template
- Deadlines
- Hybrid classes
- Standard CAS course notes
- Internships, Practica, Independent studies, et cetera
- Allowable patterns (days) and times (and limitations) for all semesters
- Allowable section numbers
- Wait lists

Generally, schedules are due at the following times:

- Fall schedule is due in January
- Summer schedule is due in February
- Spring schedule is due in September

You will receive notice from the dean's office about specific deadlines each semester.

When entering information into the template (or searching for classes in PeopleSoft) remember UB's four-digit method of numbering semesters:

- Digit One – the century (1 for 21st century, 0 for the 20th century)
- Digits Two and Three – the year (last two digits of the year)
- Digit 4 – the Semester, numbers are:
  - 1=Winter Term
  - 2=Spring
  - 3=Summer
  - 4=Fall

So the Fall 2017 semester is 1174.

Building a Schedule

Your division will have a standard procedure for doing the schedule, but here are a few universals you can think about when setting up your schedule:

- Especially for undergraduate courses, you will probably need to know whether a course was a day/night class last time it was offered. Do you need to alternate day and night offerings?
- How long ago a particular class was offered? Is it time to offer it again?
- Make a determination, based on your program requirements and how many majors you have, how often you will need to offer the required courses. Do you have enough students that you can fill a particular requirement every semester, or should requirements be offered alternating semesters?

- Make a determination, again based on what your program requires and how many majors you have, how often you will need to offer major electives. If your program has a list of electives from which students must select, how will you rotate them?
- If any of your courses have pre-requisites remember that those pre-reqs must be offered frequently enough to allow students to register for other classes.
- Make sure that you have the right balance of required courses and electives.
- If a class has been consistently filling a wait list, do you need to offer more than one section?
- Make sure you are offering classes at times that your students will be willing to attend.
- Consider hybrid or online classes if appropriate.
- Look at enrollments from the past couple of semesters and think about whether you need to increase/decrease the number of courses you're offering.
- Make sure that you're not offering two or more classes at the same time that draw from the same pool of students – that will risk low enrollment.
- Consult with your faculty about when and what they prefer to teach. Attempt to satisfy faculty requests.
- Make sure that faculty are not scheduled for multiple classes at the same time.
- In concert with your chair and other PDs in your division, make sure that all faculty are fulfilling their required instructional workloads.
- Talk with other PDs in your division with whom you share faculty and work out who will use which faculty members when.

Proofing/altering the schedule

- You'll receive an email from Sonja Journee in the dean's office giving you the dates to come and proofread the schedule. Do not neglect to do this. It's best to proof with a partner.
- If you need a classroom changed (at any point) send your request to the Associate Dean. (The Assistant Registrar, Brenda Der, takes care of all room scheduling.)
- If you must make any changes, additions, or cancellations after you've submitted the schedule contact the Associate Dean.

Ideas for schedule timelines:

- In December or early January for Fall and Summer, and in August for Spring scheduling: ask your colleagues what/when they would like to teach in the coming schedule. (Don't always assume you know, people's lives change.)
- As you are formulating the schedule, check in with other PDs who share faculty and with the faculty themselves to make sure things will work properly.
- As you determine which classes will need to be covered by adjuncts, ask your adjunct possibilities whether they will be available at the day/time you are scheduling. Do not yet make promises, but say this is what you are working on.
- It's a good idea to begin by looking at the last same semester (look at last Fall if you're doing Fall, last Spring if you're doing Spring). You may not offer the same classes, but you will know what's been done in the past and can schedule

appropriate rotations. (For instance: day/night, major requirements or electives, electives from a list, general electives, et cetera.)

- Do whatever your division does to double check schedules. Most divisions have their APSs combine them into a single divisional schedule and submit them to the dean's office.
- Submit the adjunct nomination forms when you submit your schedule. You will also receive an email from the dean's office saying when adjunct nomination forms are due.

SEARCH COMMITTEES

As a program director you may be asked to chair a search committee. If someone has left or your division has determined that there is a need for another faculty member a proposal must go to the dean. The chair, usually in consultation with the program director and other faculty, will write a justification for the dean explaining the replacement or new position need.

After the dean gets permission to search from the provost the search can proceed. The chair, again usually in consultation with the program director and other faculty, will decide on a search committee and a search committee chair.

The first task of the search committee is to write, or review, the position listing. Make sure it seeks exactly what you need. Think carefully about both required and desired elements such discipline(s), degrees, experience, et cetera. Make sure you ask for what you want and don't close off the possibility of considering candidates that are close, but may not meet all you have listed as required. Decide if you want to have a firm application deadline or say something like "for best consideration, please submit your application before…"

Help Human Resources make decisions about where to place the ad. You will know more about where people in your field look for jobs than they do.

Once applications start coming in you can have your APS get them from HR and upload them to a file on one of the shared drives where you and your committee can have access to them. (Ask your APS to have such a folder set up for you.) You can have HR review them first and eliminate any that do not meet the requirements, but you might want to simply get all the applications and decide yourself.

If you are expecting a large number of applications, you might want to start reviewing them before the application deadline (if you have a deadline). Once you start reviewing you should decide on how you will rank the applications. Decide as a committee how you will make determinations about your whittling down process.

You will have two interview phases – phone/Skype interviews and then on-campus interviews. Talk with the dean about how many people may be brought to campus. Sometimes there is wiggle room here if one or more candidates are local.

Decide how many candidates you want to phone/Skype interview. After you've determined that group, and the times the search committee can attend, have your APS help make the appointments and set up the technology (polycom or a Skype account and technology).

Design a list of questions that you can use for the phone/Skype interview; it's helpful if you ask all the candidates the same things. Do the same for the on-campus interviews, though there will be many more opportunities that day for additional questioning.

After the phone/Skype interviews the committee will select who they wish to bring to campus. UB needs to arrange lodging and the interview schedule; your APS should help set all this up.

Tell the candidate to arrange her own travel. Tell all candidates that they must save receipts in order to be reimbursed. Some people pick the candidate up at the airport, but others fell it's best to let the candidate get to the hotel on her own. (Some folks don't want to have to be on candidate behavior after a five hour plane ride.)

The interview day should include meetings with:

- the committee
- division faculty and possibly students
- the chair
- the dean

It can also include a presentation, a campus tour, and any other relevant/necessary meetings. Let the candidate know the schedule ahead of time and if you want a presentation, give the candidate clear parameters for what you wish to hear.

The visit will include at least lunch and possibly breakfast and/or dinner. It's nice to pick the candidate up at her hotel in the morning (before or after breakfast). The lunch might include one committee member and one or two other faculty members who've had less contact with the candidate. The dean's office prefers no more than three UB people at lunch (searches get expensive).

After all the on-campus interviews have concluded get input from all who've met the candidate. After the committee's final deliberations the recommendation is forwarded to the dean, usually via the chair, but sometimes through the search committee chair. Ask the dean whether she wishes to have a straight recommendation or lists of strengths and weaknesses of all the interviewees.

Human Resources may want you to complete forms about the on-campus interviews. Consult the HR person you've been working with about this.

Have the candidates give or send you their receipts, get their social security numbers and address information, and submit a request for reimbursement to the CAS Budget Analyst for each person.

Congratulations. You've completed a search.

SYLLABI

Someone (often Program Directors) must check syllabi in each program, especially from adjuncts, to make sure they conform to the basic UB requirements. UB has a list of

1. Required syllabus elements*,
2. Resources for Students (also called a Syllabus Addendum)*, and
3. A recommended syllabus template.

All syllabi must contain clearly stated SLOs for the course and for the program if applicable.

The template is a recommended form and can be easily used, but it is not required. The syllabus elements are required. And all faculty must make the *Resources for Students* available to their students. These documents can be found in two places (and are usually emailed to us for use each semester).

1. On http://www.ubalt.edu/policies/ you can scroll down to Subsection 3: *Course and Program Development*, fourth bullet point and sub-bullets.

- *Syllabus Requirements - UB* will give you the background on the requirements **and** it is the only place where you can download the list of required syllabus elements (http://www.ubalt.edu/policies/academic/vii-3.4.pdf)
- UB VII-3.4 A: *Syllabus Template - CAS, CPA, MSB* (downloads the template)
- UB VII-3.4 B: *Syllabus Addendum - Resources for Students* (gives you a webpage of the Resource page)

2. On http://www.ubalt.edu/about-ub/offices-and-services/provost/faculty-affairs/index.cfm two documents are downloadable, look for:

- *Recommended Syllabus Template*
- *Student Resource List*

From this page you can also link to the UB *Syllabus Repository* (you must login) and other important UB Faculty documents.

* In Appendix

- Required Syllabus Elements http://www.ubalt.edu/policies/academic/vii-3.4.pdf
- 2017 Student Resource List http://www.ubalt.edu/about-ub/offices-and-services/provost/faculty-affairs/index.cfm

TRANSFER CREDIT

Undergraduate Students

When you become an undergraduate program director, you should email the Records office and let them know who you are and what program you direct. Among other tasks, they determine how to transfer in credits from other institutions.
Email them at: transfercredit@ubalt.

The Records office determines whether transferred courses can be counted as major requirements, major electives, or simply general electives.

Most of the time Records knows how to count a course, but if they've never seen a particular course before or if a course needs to be reevaluated they will send you a catalog description of the course so you can let them know if it has an equivalent at UB.

If you determine, courses can be counted as equivalent to program requirements or program electives. Even if we don't have a completely equivalent course you can still say "yes, this is similar to X course." (For example, UB offers a class called *Shakespeare: Kings, Knaves, & Fools*. A course from another school might frame Shakespeare differently but could still be equivalent to this course. UB does not offer Russian History, but such a course might still be counted as a history of the wider world course.)

If a course is not equivalent to a required or elective course in a major, in most cases it will be counted as a general undergraduate elective.

Note: You are *not* responsible for determining whether a course meets our General Education (Gen Ed) requirements.

When you receive an email asking for this evaluation it will contain a course description from a place called collegesource.com, which is a national repository for catalog course descriptions. If you need more information about the course, you can request that Records obtain a syllabus or other documentation for your review. Currently the emails requesting your input will come from either Laura Jordan or Parris Rohoblt.

In general, be aware of the following (from link below): "the total number of credits transferred depends on the type of institution(s) you attended. UB transfers:

- A maximum of 63 credits from community colleges
- Up to 70 credits from four-year institutions
- A maximum of 20 additional credits for upper-division (junior and senior year) courses.

No more than 90 total credits may be transferred. The last 30 credits of your degree must be taken at UB."

Students see this page:
http://www.ubalt.edu/admission/transfer/transferring-credits/credit-evaluation.cfm

Graduate students

At the graduate level, the PD makes a determination about what, if any, classes may be transferred in. Generally, students may transfer no more than 12 credits. You will see transcripts and may ask for any additional documentation you need to make this determination. To allow students to transfer in credits, complete the *Graduate Major Change / Transfer Credit* form*, and forward it to registrar's office.

This page has many important forms students might need (including the form mentioned above and linked to below):
http://www.ubalt.edu/about-ub/offices-and-services/records-and-registration/forms-page.cfm

* In Appendix

- Graduate Major Change / Transfer Credit
  http://www.ubalt.edu/about-ub/offices-and-services/records-and-registration/download/forms/REG%20Grad%20Maj%20Change%20Transfer%20Credit%20Active%20.pdf

WEBNOW

If you are a graduate PD you'll need to use WebNow to do admissions. WebNow works only on Safari or Internet Explorer (IE). If you don't have these, or don't want to use them, you can use a virtual desktop that will mirror IE.

Using Safari or Internet Explorer:
You can login to WebNow by going through your portal. The icon for WebNow is in the *Tools* panel on the right. You will be asked to login again for WebNow.
Or
You can login directly to WebNow by using
https://webnow.ubalt.edu/webnow
When you get to the WebNow login you'll see it's now called *Perceptive Content*.
As you are logging in you might see a popup message about trusting Java, click accept or trust. (WebNow will not run without Java. If Java's not on your computer you'll need to install it.*)

Virtual Desktop
If you are using Firefox, you need the virtual desktop:
view.ubalt.edu
Then follow these steps:

1. Click on VMware Horizon HTML Access
2. Sign in
3. Click on the Office icon
    a. It will give you a Windows computer window
4. Click Start
    a. Once you have the Windows window running,
5. Click on the Start button in the bottom left
6. Click on Internet Explorer
7. It will open an IE window within the Windows window
8. In that window you can login to your portal or directly to WebNow by using https://webnow.ubalt.edu/webnow
9. Phew.

Using WebNow
Under *Views* in the right column, click on *Workflow*, then click on *Graduate Admissions*. It will show you all programs and/or certificates for which you are responsible. Click on whichever you wish to review. In the main pane you'll see all the documentation for all your active applications. Whatever you require that students submit for applications should be here for you to view. If it's not all here, the application is not complete. When an application is complete, you can make a decision. (You can make a decision whenever you wish, but it's best to wait until the application is complete.)

The type of document is listed in the fifth column. Double click on any document you wish to view. Documents will open in another window. (You'll also note that the column

Admit Term (you'll see only *admit*…) has that four-digit number that represents how UB names semesters. See the PeopleSoft section of this handbook for an explanation of that numbering.)

To complete an acceptance,

1. Open (double click) on the person's *application*
2. Click on the stamp (fifth icon from the right atop the document window).
3. Make sure it's the correct stamp (i.e.: accept, conditional acceptance, et cetera). To change the stamp, right click (click while holding control)
4. Stamp the application
5. Close the document window
6. Select all the persons documents (holding down shift)
7. Forward them to admissions by right clicking on them (control click). Select *Workflow* then *Route Forward*.
8. And off they go.

Don't forget to log out of WebNow when you're finished. The university has a limited number of licenses for active windows.

* In Appendix

- Installing Java

MEMO

To: Graduate Program Director
From: Division Chair
CC: Dean
Re.: Program director duties
Date:

In accordance with YGCAS Shared Governance Policies and Procedures (November 21, 2011), Program Directors receive a letter of appointment specifying their terms of service and compensation. This memo outlines your duties as the Graduate Program Director of the (name of program or programs) and specifies the compensation provided to you for your service.

As Program Director for this program, you report to your Division Chair, and you are responsible for the development and evolution of the program mission, assessment of its learning outcomes, and adherence to the learning goals, consistent with the mission and goals of the College and University. You will oversee the following (either performing the duties yourself or, in collaboration with your Division Chair, assigning other faculty to do so):

- student admissions
- academic advisement;
- curriculum development;
- program and course assessment;
- scheduling of classes;
- recruitment, supervision, and evaluation of adjunct faculty;
- internship management;
- service as program representative on internal and external committees;
- coordination and establishment of necessary operational policies

Your duties as Program Director are concurrent with your faculty contract. You will receive a one course equivalence toward teaching load during the academic year for fulfilling the duties of Program Director. Any work required during a period not encompassed by your faculty contract will be delegated to another faculty member or Division Chair on contract during that period. If this strategy is not feasible, then your Division Chair will request a discussion with the YGCAS Dean about the possibility of appropriate compensation for the program director during the off-contract period.

MEMO

To: Undergraduate Program Director
From: Division Chair
CC: Dean
Re.: Program director duties
Date:

In accordance with YGCAS Shared Governance Policies and Procedures (November 21, 2011), Program Directors receive a letter of appointment specifying their terms of service and compensation. This memo outlines your duties as the Undergraduate Program Director of the (name of program or programs) and specifies the compensation provided to you for your service.

As Program Director for this program, you report to your Division Chair, and you are responsible for the development and evolution of the program mission, assessment of its learning outcomes, and adherence to the learning goals, consistent with the mission and goals of the College and University. You will oversee the following (either performing the duties yourself or, in collaboration with your Division Chair, assigning other faculty to do so):

- curriculum development;
- program and course assessment;
- scheduling of classes;
- recruitment, supervision, and evaluation of adjunct faculty;
- internship management;
- service as program representative on internal and external committees;
- coordination and establishment of necessary operational policies
- supervision and coordination of student advisement with the Division's Academic Program Co-ordinator.

Your duties as Program Director are concurrent with your faculty contract. You will receive a one course equivalence toward teaching load during the academic year for fulfilling the duties of Program Director. Any work required during a period not encompassed by your faculty contract will be delegated to another faculty member or Division Chair on contract during that period. If this strategy is not feasible, then your Division Chair will request a discussion with the YGCAS Dean about the possibility of appropriate compensation for the program director during the off-contract period.

YALE GORDON COLLEGE OF ARTS AND SCIENCES
ADJUNCT FACULTY HIRING & EVALUATION PROCESS

Selection

Criteria

- Terminal degree desired or equivalent work experience (master's degree acceptable for undergraduate)
- Teaching and/or relevant work experience desired (University Writing Program requires higher education experience teaching writing)
- Vita must be provided
  *note, HR requires official transcript for hiring

Process

- Advertising position: vacancy announcements on UB job site, word of mouth, emails to faculty at other schools, reach out to alums, etc.
- Review of vita by program director (PD)(or program director and chair)
- Phone or Skype interview (various number of faculty present; conducted by some divisions but not all)
- Campus interview (various number of faculty present) (optional; conducted by some divisions but not all)
- Teaching demonstration (optional; conducted by some divisions but not all)
- Feedback solicited from faculty (optional; conducted by some divisions but not all)

Hiring

- Decision on hire by PD or PD and chair or by those who interviewed candidate in some cases
- PD submits nomination form with PD and chair's signature to CAS Dean's office by deadline

Exception

- It is possible that exceptions may need to be made to the selection and hiring processes when an unexpected change occurs to the course schedule and/or in an emergency or last minute situation.

Evaluation

Criteria

- Effective communication
- Knowledge of subject
- Engage students in the learning process
- Effective syllabi, assignments, teaching materials

Possible Tools (determined by divisions)

- Student course evaluation reports
- Peer evaluations of classroom teaching (~30 minute classroom teaching visits by FT peer faculty)
- Instructor-provided course documents – syllabi, rubrics, handouts, other course materials
- Evidence of engagement – instructor participation in professional development, requests for collaboration, etc.
- Instructor self-evaluations (in some instances)
- Instructor-provided contextual statements prior to the peer classroom visit (in some instances)
- Instructor's response to her/his peer evaluation (in some instances)

- Teaching portfolios (desired of writing instructors)
- Consultation with other faculty on teaching issues

Process

- New adjuncts receive class visit by FT faculty member during first semester at UB
- Veteran adjuncts are peer evaluated once a year or once every 2 years (varies by division)
  **Note: some divisions have developed a classroom observation rubric*
- Student course evaluations are considered (some evaluators speak with students in the class)
- Written review of the classroom observation is provided to the adjunct (in most divisions)
- Consultations are provided for adjunct including review of syllabi or other course materials
- FT faculty peers or program directors may do the evaluating
- If there are problems: mentoring can be provided, PDs meet one-on-one with adjunct
- Adjuncts who receive below average peer or student evaluations may receive mentoring and assistance for the next semester (or not invited back) and if problems persist the instructor is not invited back to teach

How to write learning outcomes

by Alan Jenkins (Oxford Brookes University) &
Dave Unwin (Birkbeck College London)

What are learning outcomes?

Learning outcomes are statements of what is expected that a student will be able to DO as a result of a learning activity. For this new version of the Core Curriculum the activity will be following your materials on WWW or listening to a lecture based on them, but it could also be a laboratory class, even an entire study programme.

Note how we emphasise what students will be able to do. This distinguishes an approach based on learning outcomes from one which uses more intangible ideas related to educational aims and objectives. In the educational literature there are important debates about the differences between objectives /outcomes and competencies, but this introduction will not bother you with these niceties.

The key word is DO and the key need in drafting learning outcomes is to use active verbs. Note how in the introduction we used words such as give, use and have a view.

Why learning outcomes?

Learning outcomes help instructors more precisely to tell students what is expected of them. By doing this, educationalists assert that they:

- help students learn more effectively. They know where they stand and the curriculum is made more open to them.
- make it clear what students can hope to gain from following a particular course or lecture.
- help instructors to design their materials more effectively by acting as a template for them.
- help instructors select the appropriate teaching strategy, for example lecture, seminar, student self-paced, or laboratory class. It obviously makes sense to match the intended outcome to the teaching strategy.
- help instructors more precisely to tell their colleagues what a particular activity is designed to achieve.
- assist in setting examinations based on the materials delivered.
- ensure that appropriate assessment strategies are employed.

Learning outcomes are particularly important in a project like this where materials and learning activities are produced by many people in order to be used by others. By stating what you expect students to be able to do as a result of what you have written, you can help colleagues elsewhere better judge its appropriateness to their circumstances and consider how to change it to meet their own local needs. Given the practical emphasis of GIS, specification of learning outcomes seems particularly appropriate.

Writing learning outcomes

We started this briefing with an example where we gave four possible outcomes for this exercise which you might like to revisit.

Here are some suggested ways in to the problem:

- think of what you expect students to be able to do / to know before reading your material

NOW

- think of them after they have read it. What should they now be able to do as a result of reading it?
- always try to use active words. Some suggestions, each keyed to a particular type of intended outcome, are given at the end of this document.
- try writing them!
- try writing them, and then ask a colleague who is not a GIS specialist / or students whether they know what is expected of them

A GIS example

By way of example, a laboratory module in a spatial analysis course using Bailey and Gatrell's INFOMAP software on the analysis of point patterns might have any or all of the following as learning outcomes:

On completion of this exercise you will be able to:

1. Access INFOMAP on the PCs in the Computer Based Learning Laboratory and load data into it from a file.
2. Use the MAP routine to draw and print a dot map and give a verbal description of the pattern revealed.
3. Use the spreadsheet facilities within the DATA module to compute a simple nearest neighbour test of complete spatial randomness.
4. Use the ANALYSIS routine provided to estimate a K function of nearest neighbour distances.
5. Do a kernel density estimation transformation of the point data into a continuous surface of densities.

Reference to the lists of suggested words will show that, as befits a laboratory class, these outcomes almost all relate to the application of knowledge.

What are the objections/problems?

- Some groups in the USA object to them as aiding education as social engineering.
- Some instructors say, with justification, that they can't predict what students will learn. Hence the use of the word 'intended'.

What comes next?

Well, once you have written your learning outcomes, the next logical step is to design an assessment method to test whether students have achieved the outcomes. Only then can one really say what form of learning materials / activities are needed to assist students to pass the assessment. Clearly, your suggested examination questions should attempt to test whether or nor the intended outcomes you specified have been achieved.

Further reading

ALVERNO COLLEGE FACULTY (1994) *Student Assessment as Learning at Alverno College*, Alverno College Institute, Milwaukee.

Bloom B (1956) *Taxonomy of Educational Objectives, Book 1 Cognitive Domain.*

Bloom B (1964) *Taxonomy of Educational Objectives, Book 2 Affective Domain.*

Verbs that you might think of using to specify different sorts of outcome

For Knowledge				
arrange	order	define	recognise	duplicate
label	recall	list	repeat	memorise
name	state	relate	reproduce	**

For Comprehension				
classify	locate	describe	recognise	discuss
report	explain	restate	express	review
identify	select	indicate	translate	**

For Application				
apply	operate	choose	practice	demonstrate
schedule	dramatise	sketch	employ	solve
illustrate	use	interpret	write	**

For Analysis				
analyse	differentiate	appraise	discriminate	calculate
distinguish	categorise	examine	compare	experiment
contrast	question	criticise	test	**

For Synthesis				
arrange	formulate	assemble	manage	collect
organise	compose	plan	construct	prepare
create	propose	design	write	**

For Evaluation				
appraise	judge	argue	predict	assess
rate	attach	score	choose	select
compare	support	estimate	evaluate	**

UNIVERSITY OF BALTIMORE
I.2.3 ACADEMIC INTEGRITY POLICY

Approved: Spring 1994
Reviewed: October 2016

Academic Integrity Statement

The University of Baltimore is a community comprised of students, faculty, administrators, and staff who share a commitment to learning. Exceptional academic honesty is essential to the university's mission of learning, scholarship and integrity. We believe:

- Honesty is the foundation of personal integrity.
- Honesty promotes substantive learning.
- Honesty validates the recognition of scholarly achievement.
- Honesty demonstrates respect for the work of others and enables effective cooperation.

All members of our community share responsibility for actively fostering academic honesty, actively discouraging academic dishonesty, and engaging in ongoing discussion of activities that may violate the spirit of honesty.

University of Baltimore students will:

- Encourage and support an atmosphere of academic honesty
- Utilize appropriate methods of documenting the sources used in their written work
- Refrain from acts of cheating, plagiarism, or other violations of the academic integrity policy and make all reasonable efforts to prevent the occurrence of academic dishonesty
- Refrain from assisting other students in any attempts to violate the academic integrity policy
- Report acts of academic dishonesty of which they are aware to the responsible faculty member or to the Office Community Life
- Take the university's on-line course in academic integrity prior to the completion of their first semester at UB in order to ensure that their understanding of academic integrity requirements is complete and consistent with the requirements of the university
- Consult the Office of Community Life for further information about or clarification of the adjudication procedures relating to academic integrity

University of Baltimore faculty members will:

- Encourage and support an atmosphere of academic honesty
- Take appropriate measures to raise the consciousness of individuals throughout the

university community to the importance of maintaining the values underlying academic honesty
- Serve as models of academic honesty
- Emphasize the need for appropriate source attribution in written work
- Emphasize the need for academic honesty in their syllabi
- Clearly inform their classes of the extent to which collaboration and use of outside sources (such as use of texts or notes during examinations or take-home work) are permitted in their tests and assignments
- Appropriately safeguard course material and examinations to prevent the occurrence of academic dishonesty through their inappropriate dissemination
- Take appropriate action when instances of academic dishonesty are suspected
- Consult the Office of Community Life for further information about or clarification of the adjudication procedures relating to academic integrity
- Keep academic integrity inquiries and investigations about particular students confidential, aside from discussions with the student, discussions with the Office of Community Life, and discussions with administrators with an educational need to know

University of Baltimore administrators and staff will:
- Encourage and support an atmosphere of academic honesty
- Take appropriate measures to raise the consciousness of individuals throughout the university community to the importance of maintaining the values underlying academic honesty
- Encourage discussion of issues involving the principles of integrity and honesty at all levels of the university community
- Take steps to define acts of academic dishonesty, ensure procedures for due process for persons accused or suspected of acts of academic dishonesty
- Consult the Office of Community Life for further information about or clarification of the adjudication procedures relating to academic integrity
- Keep academic integrity inquiries and investigations about particular students confidential, aside from discussions with the student, discussions with the Office of Community Life, and discussions with administrators with an educational need to know

Academic Integrity Violations

Integrity violations include, but are not specifically limited to, the following:

- Cheating - Cheating includes the giving or receiving of any unauthorized assistance or providing or obtaining unfair advantage in any form of academic work.
    - Examples include, but are not limited to, the use during exams of crib sheets or any other materials not expressly authorized by the professor, unauthorized

possession of a test prior to the test date, copying from other students' exams, or talking to other students during exams.
  - Examples for faculty, administrators, and staff include, but are not limited to, providing an individual student with exam answers in advance or otherwise giving a student an unfair advantage over other students during an exam.

- Plagiarism -Plagiarism includes the copying of the language, structure, ideas, or thoughts of another and representing the same as one's own original work.

  - Examples include, but are not limited to, submission of a purchased research paper as one's own work, paraphrasing and/or quoting material in a paper without properly documenting the source, and copying someone else's language without using quotation marks and/or crediting the original author.

  - Examples for faculty, administrators, and staff include, but are not limited to, failing to acknowledge the work of another in publications or publishing a student's work as one's own.

- Multiple submissions of the same work - It is a violation of the academic integrity policy to submit work that was prepared for one course for credit in another or to submit the same work for credit in another course(s), without permission from the responsible professor(s).

- Falsification -Falsification includes the statement of any untruth, either verbally or in writing with respect to any circumstances relating to one's academic work.

  - Examples include, but are not limited to, receiving assistance or working as a group on an independent take-home examination, making false statements to avoid taking an examination, engaging in any other type of activity that gives an unfair advantage to an individual student over other students, or providing inaccurate information concerning one's academic standing or status to anyone, inside or outside the university. Knowingly making a false report that another student has violated the academic integrity policy also constitutes falsification.

  - Examples for faculty, administrators, and staff include, but are not limited to, knowingly falsifying data, misrepresenting information on a resume, or misleading students in terms of compensation or scholarship that they will receive for student assistant work.

- Attempts/Facilitation - Any attempts toward or facilitation of any act of academic dishonesty are also cases of academic dishonesty.

- Examples include, but are not limited to, knowingly discussing a test or an examination not yet taken with another student who has taken that test or examination, or knowingly discussing an examination already taken with another student who is scheduled to take that examination, but has not yet done so.

- Examples for faculty, administrators, and staff include, but are not limited to, facilitating a student's efforts to cheat on an examination, facilitating another in an act of plagiarism, or facilitating the falsification of data or other information.

Adjudication of Academic Integrity Concerns

All potential Academic Integrity violations by students will be adjudicated using the procedures outlined in the *Conduct Process* section of the *Student Rights and Responsibilities Guide*.

I-8.1 Grading Challenges (Yale Gordon College of Arts and Sciences, Merrick School of Business, and the College of Public Affairs)

Reviewed: October 2016

Students have the right to a grade based on their actual course performance as compared to an articulated standard that is applied to all those taking a course. Each instructor must therefore be able to articulate a uniform, identifiable standard that is applied in calculating any part of a student's course grade. That standard must relate to the course syllabus, academic instruction, and the assignments and materials that were provided to the class. Students may seek review of any grading that is alleged to be arbitrary and capricious. Consistent with University System of Maryland policy, "arbitrary and capricious" grading means:

- The assignment of a grade on some basis other than performance in the course,
- The assignment of a grade in a non-uniform fashion, that is, by applying different standards to this student or by applying the standards in a different way than that in which they were applied to other students in the same course, or
- The assignment of a grade in a way that represents a substantial and unreasonable departure from the instructor's articulated standards.

All requests for a review of grades must be made within 60 days after the relevant course grades have been posted within the University of Baltimore grading system.

Informal Process: A student who believes that an instructor treated him or her unfairly in grading will initially consult with the instructor informally to discuss the concern. The student should request this meeting in writing (written communications by e-mail are acceptable for this purpose) and should keep a copy of the request.

Within 14 calendar days after receiving such a request, the instructor will consult with the student informally and discuss the student's concerns. This informal consultation will ideally be held in person, but may also take place by telephone conference or through an e-mail conversation if necessary to accommodate both participants.

At the consultation, the student will explain his or her concerns about the grade and reason for believing the grade to be unfair. The instructor will refer the student to the portion of this handbook that provides the standards and processes for grading challenges. The instructor will also explain the standard he or she uses for grading in the particular course and how the student's grade was determined based on application of that standard. If the student and instructor are able to reach an agreement about how to address the student's grading concern during or as a result of the informal consultation, the matter will be considered resolved.

If a student requests a meeting but the instructor does not respond within 14 calendar days after the request, or if the instructor is unavailable to consult in person, by phone, or by e-mail within that period, the student may proceed with the formal appeals process described below.

Formal Process: If the student's grade concern has not been resolved through informal consultation with the instructor, the student may present the matter in writing to the division or department chair of the academic program in which the course was taught. The division or department chair will serve as the decision-maker for the grade challenge. If the division chair has a conflict of interest with regard to the appeal, the dean of the relevant school will designate an unbiased decision-maker.

The student's written submission will:

- state that the consultation requirements of the informal process have been met or could not be met, as described above
- state clearly the reasons or grounds for challenging the grade, particularly the manner in which the grade is alleged to be "arbitrary and capricious," as defined above
- contain a concise statement of the facts relevant to the challenge and
- contain the resolution sought.

Within 14 calendar days after receiving a written submission from a student challenging a grade, the decision-maker will meet jointly with the student, the instructor who gave the grade, and any other person who can be helpful to a determination. It is preferable that this meeting be conducted in person; it may also be conducted by conference call, however, upon the agreement of all those involved or if it is not possible to hold the meeting in person within the 14-calendar-day time period. At the meeting, the decision-maker will confirm the student's reasons for raising the challenge and will request that the instructor explain the standard he or she uses for grading in the particular course and how the student's grade was determined under that standard.

If the instructor declines to meet and provide the information described above or fails for respond to the decision-maker's request for a meeting, the decision-maker will presume that the grade was given in an arbitrary and capricious fashion.

Within 14 calendar days after meeting with the student, the instructor, and any other appropriate person(s), the decision-maker will make a written decision on the student's claim and provide that decision to each of the parties. The issue to be decided is whether the grade was given in an arbitrary and capricious fashion, as defined above. If so, the grade challenge should be upheld and the grade changed in a fair and equitable manner, as determined by the decision-maker. If not, the grade should remain in place.

Appeal of grading challenges: Either the student or the instructor may appeal the decision on a grade challenge in writing within 14 calendar days of the written decision. The appeal will be submitted to the dean of the school in which the course was taught or that dean's designee. If appealing to the dean or the dean's designee will create a conflict of interest in the judgment of the provost, the provost will designate an unbiased person to hear the appeal.

The written appeal will state:

- why the person appealing contends that the decision is unsupported by substantial evidence in view of the entire record
- that there was a substantial departure from or denial of rights or procedures provided to the person appealing by these student academic grievance policies and procedures, or
- that there is new evidence, previously unavailable, which if proven accurate would substantially alter the decision on the matter.

The person considering the appeal will:

- provide a notice of the appeal to the parties involved;
- request a response from the party who did not appeal;
- review all materials related to the appeal; and
- make a final and binding decision as to whether the grade was given in an arbitrary and capricious fashion;
- provide a written notice of the decision that was made on the appeal to each of the parties within 14 calendar days following the submission of the written response.

Course and Program Development - Policy and Procedures

Issued by: Office of the Provost
Initial Effective Date: August 31, 2005
Policy and Procedure Revisions: 9/14/06, 11/7/07, 2/4/09, 7/22/10; 9/16/14; 3/3/15
Policy (revised) Approved by UFS:

Policy:

1. The development of academic programs is a crucial aspect of the long-range well-being of the University. New programs must be mounted as student and societal needs become known. Existing programs facing declining enrollments become subject to review so that adjustment steps may be taken. In some cases a program may have to face the possibility of discontinuation. Courses within programs go through a similar evolutionary cycle.

2. It is the policy of University of Baltimore that program development be objective (based on demonstrable evidence), orderly (done in conformance to a prescribed procedure), timely (neither pre-mature nor overly delayed), efficient (cost-effective in terms of the investment of both time and energy), and in conformance with the overall mission of the school and the University. Program development must tap the creative talents of faculty and administrators. Procedures should not stifle those creative talents.

3. Since program development ranges from the development of new degree programs, options, concentrations, and certificates to matters involving individual courses and even the numbering of a course, it is imperative that the complexity of procedures be correlated with the complexity of the program developments. Different actions may involve different documentation and different approval levels. However, as program changes in one area will likely have an impact on other areas; it is essential that all changes be reviewed in such a way that inter-organizational impact is carefully considered.

4. All curriculum originates with faculty. Curriculum may be suggested by other bodies but actual proposals must be submitted by faculty in the school/program in which the course will reside.

5. Each school/college must define its internal curriculum procedures and ensure they are communicated to faculty.

Procedures:

All proposals for the addition, deactivation, or modification of an academic program, or element thereof, must use the prescribed documents. For information not included below and for clarification of the following instructions, you may contact the Office of the Provost. Forms and formats are available online at: http://www.ubalt.edu/about-ub/offices-and-services/provost/courses-and-program-development/index.cfm.

The following tasks are the responsibility of the school or college from which the curriculum originates and must be completed ***before*** transmitting the curriculum proposal to the Provost's office:

1. Proposals must be prepared by the originating faculty on the proper forms.
    a. Forms are found online at: http://www.ubalt.edu/about-ub/offices-and-services/provost/courses-and-program-development/index.cfm.
    b. The online documents must be used each time as they will reflect the most current revisions, including any changes to USM or MHEC requirements.
    c. Submit documents single sided for ease of scanning.
    d. Please do not staple. Documents don't feed through the scanner when staples have been used and removed.

2. Proposals must be checked to ensure:
    a. Course titles and course codes/numbers do not duplicate those previously used. The Records office can provide available courses numbers. Contacting Records early in the process will help the process go more smoothly;
    b. Courses do not unreasonably duplicate those offered by another school/college. An informal conversation with the other school/college should confirm that;
    c. New course proposals do not duplicate already existing courses.
    d. Changes do not affect other courses or programs, e.g., a course being discontinued may be a pre-requisite for another course or may be a course that is used by another school/college/program;
    e. All aspects of the proposal are clearly communicated so the intent of the proposal can be easily understood by those outside the initiating unit; and
    f. All references in the proposal to other courses or programs accurately reflect current, active courses and programs.

3. Course descriptions on proposal documents will be used as catalog copy and, whether new or revised, **must be clear and catalog ready**.

4. A course being proposed as meeting a general education requirement must be approved by the General Education Council. A signature is required.

5. Proposals must be approved in accordance with the school's/college's governance process and ample time should be allowed for faculty review and approval.

6. Proposal documents must have all the appropriate signatures, including the required impact signatures.
   a. A proposal must be submitted to impact areas at least one week in advance of being asked to sign off on the proposal. This can be sent electronically to the person(s) noted below under Impact Review and Approval Signatures.
   b. All signatures should be in <u>blue</u> ink so originals are easily distinguished.
   c. Signatures should be dated appropriately.

7. If the curriculum being adjusted is part of a related set of changes, a cover sheet explaining what is being done and documenting the relationships to current curriculum is requested.

8. All proposals must be approved by the dean or the dean's designee.

9. The dean's office transmits the proposals to the provost office along with a cover memo that lists all the curriculum proposals being submitted and any explanatory comments that may be helpful.

10. Curriculum materials must be submitted to the provost's office within two weeks of being approved at the school/college governance level. They will be reviewed by the provost office curriculum review committee (CRC) at its next scheduled meeting and appropriate notifications will be sent within one week of that review.

11. Items returned to the school/college for revision may be resubmitted for CRC review at its next meeting.

12. The deans will be copied on program proposal submissions to MHEC/USM so the school/college is aware of its status.

13. Curriculum changes approved during the academic year will be posted for implementation during the following fall semester

<u>Required Course/Program Action Document(s), Routing Process, Approval Signatures</u>

Each curriculum proposal type must be submitted on the appropriate form(s). Each action form reflects only those documents that are required *for that action* and only those impact and approval signatures that are required *for that action*.

Select the link for the curriculum action you wish to propose. The necessary documentation and signature lines will be on the selected request form.

1. Double click within the header field to fill in the requested information. It will automatically populate any successive pages if needed.
2. Double click within the body text to complete the action-specific information.
3. Check and double check course numbers, titles, pre-requisites, etc.
4. Consult with offices as appropriate to ensure there is no conflict with other courses or programs.

5. Forward for review and approval per your school/college process. The "original" should be routed for approval and signatures within the school/college sequentially as indicated on the proposal form.
6. Distribute for impact reviews and signatures if required.
7. When the dean has approved the proposed changes, documents should be submitted *by the dean's office* to the provost office for further routing according to the appropriate approval sequence and timeline.
8. The dean's office will submit along with the proposal documents a transmittal memo to the provost office that lists all proposals being forwarded.
9. Incomplete or unclear proposals will be returned to the school/college for clarification.
10. The provost's office will move materials forward within one week of the provost's curriculum committee's meeting. Proposals will either be approved within the provost office and posted online or forwarded to the next appropriate approval level.
11. After final approval has been received, the provost's office will notify the appropriate units that the changes have been posted.

Impact Review and Approval Signatures

Impact Review is not an approval level, but rather notification of a proposed action and an opportunity for these areas to indicate if there will be an impact on their unit that was not previously resolved with the school. Each school/college will determine who is responsible for seeking the impact signatures. Each administrative unit below has designated two people who are authorized to review and sign curriculum proposals on the unit's behalf.

1. Library – Lucy Holman or Jeffrey Hutson
2. OTS - David Bobart or Paul Walsh
3. Admissions Office - David Waggoner or Heeseung Lee (UG) / Miriam King (G)
4. Records Office – Michael Driscoll or Ryan Steffy

The General Education Council Chair will sign to signify approval for general education applicability.

Signatures for specific actions are required as indicated on the action-specific forms. No changes are official until all the appropriate levels of approval have been given and are so indicated with signatures. Marketing and advertising of new programs, certificates, specializations, concentrations or off-campus delivery of existing programs may <u>not</u> begin until the final required approval has been confirmed. Notification of final approvals (USM and MHEC) will be sent to the school/college as soon as they are received.

Course and Program Development – Course Definition Document

The course definition document is the verified document of record for the stated course. It should be used by any professor who is teaching the course so that the minimum content, learning goals, and assessment strategies will remain consistent. Individual faculty may spread these components across the semester and enhance them as s/he feels appropriate.

Full MHEC Proposal Outline

The format and instructions for completing the MHEC proposal can be found online at:
http://www.usmd.edu/usm/academicaffairs/academic_programs/NewPrograms.html
The Office of the Provost can provide upon request an example of a previously submitted program proposal to assist with preparation of a new proposal.

Financial Tables

Two financial tables (Revenues and Expenditures) are required by MHEC and USM for new programs. Instructions for completing them can be found in the MHEC proposal format online at:
http://www.usmd.edu/usm/academicaffairs/academic_programs/NewPrograms.html

Model tables with built-in formulas are attached to assist in preparing the financial tables.

Other Documentation – Attach if germane.

Signatures for specific actions are required as indicated on the action-specific forms. No changes are official until all the appropriate levels of approval have been given and are so indicated with signatures. Marketing and advertising of new programs, certificates, specializations, concentrations or off-campus delivery of existing programs may not begin until the final required approval has been confirmed. Notification of final approvals (USM and MHEC) will be sent to the school/college as soon as they are received.

Request for Certification of Course as Meeting
University of Baltimore General Education or Graduation Requirements

This form is designed for use by the General Education Council to fulfill its responsibility to review new courses or existing courses for certification as meeting the 2016 revised General Education (GE) Requirements or Graduation Requirements (GR). It is does not replace any other curriculum development or approval processes in the individual schools.

PLEASE NOTE: For the information required in sections 7-9, please use the exact language of the GE and GR requirements and student learning outcomes in the course definition documents approved by the University Faculty Senate. For GE and GR courses that document is available at http://www.ubalt.edu/academics/undergraduate/general-education/gen-ed-SLO.cfm
If you are requesting that a course be certified as meeting more than one area, please use a separate form for each area.

A sufficiently detailed sample syllabus must be submitted with this request in order to enable the members of the GEC to establish that the course meets requirements. The completed request and sample syllabus should be submitted electronically to the Chair of the GEC or the provost's designated director of general education (e.g., the Assistant Provost for Undergraduate Studies and Academic Affairs). The person whose name appears in section 5, may request a personal appearance (or the appearance of an appropriate designee) before the GEC to provide additional information or clarification.

1. This course is being submitted for review as a

☐ Graduation Requirement or
☐ General Education Requirement on

2. Name of Course:

3. HEGIS code and Course Number:

4. Principal Academic Unit (program/school/college) Responsible for Course:

5. Principal Faculty/Associate Dean submitting this request (Contact Person):

6. Catalogue Course Description:

7. GE or GR category: (Note: Please insert the exact language in the GE or GR course definition

documents.)

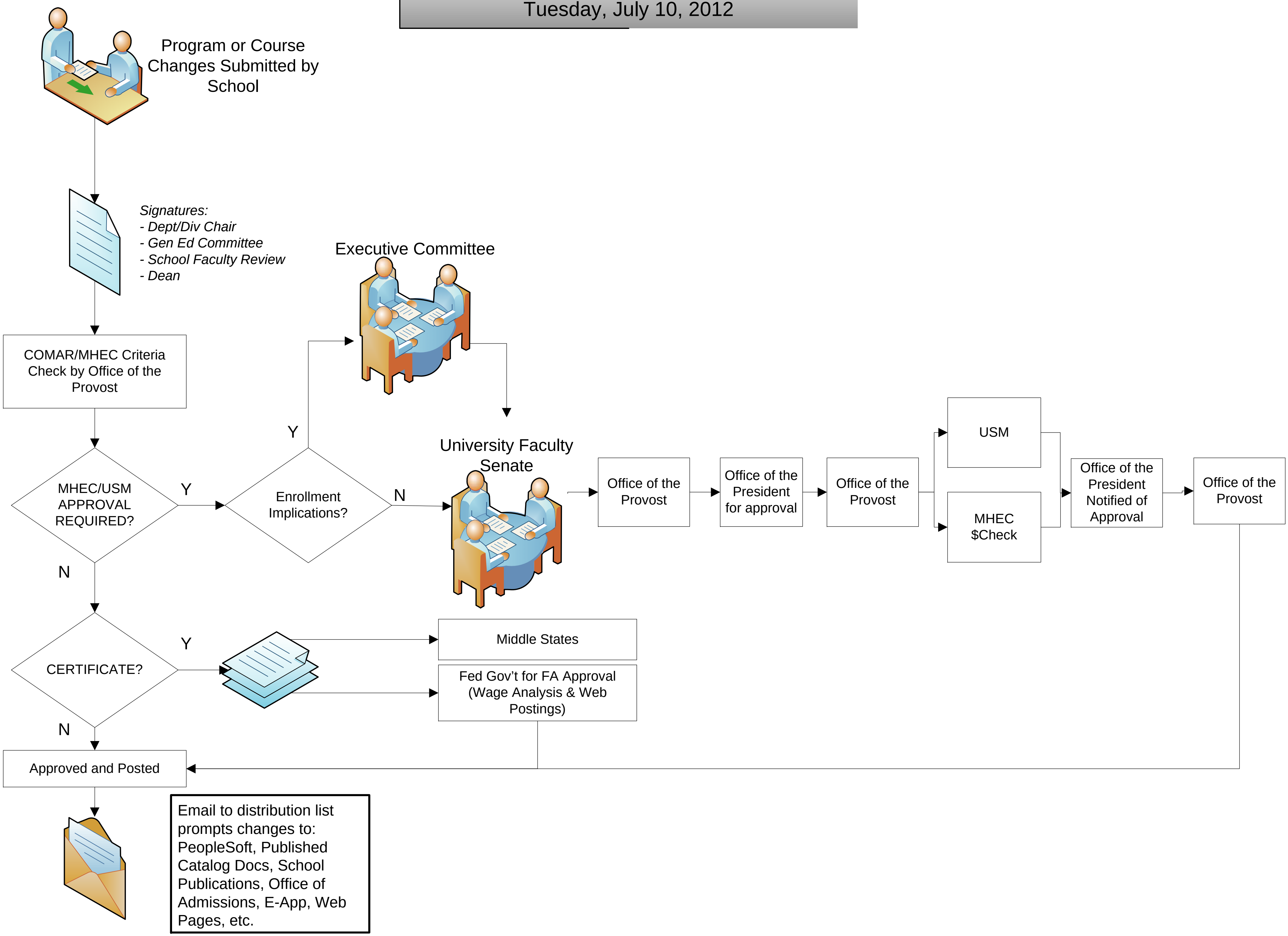
8. Please explain briefly the ways in which the course aligns with the GE domain description or

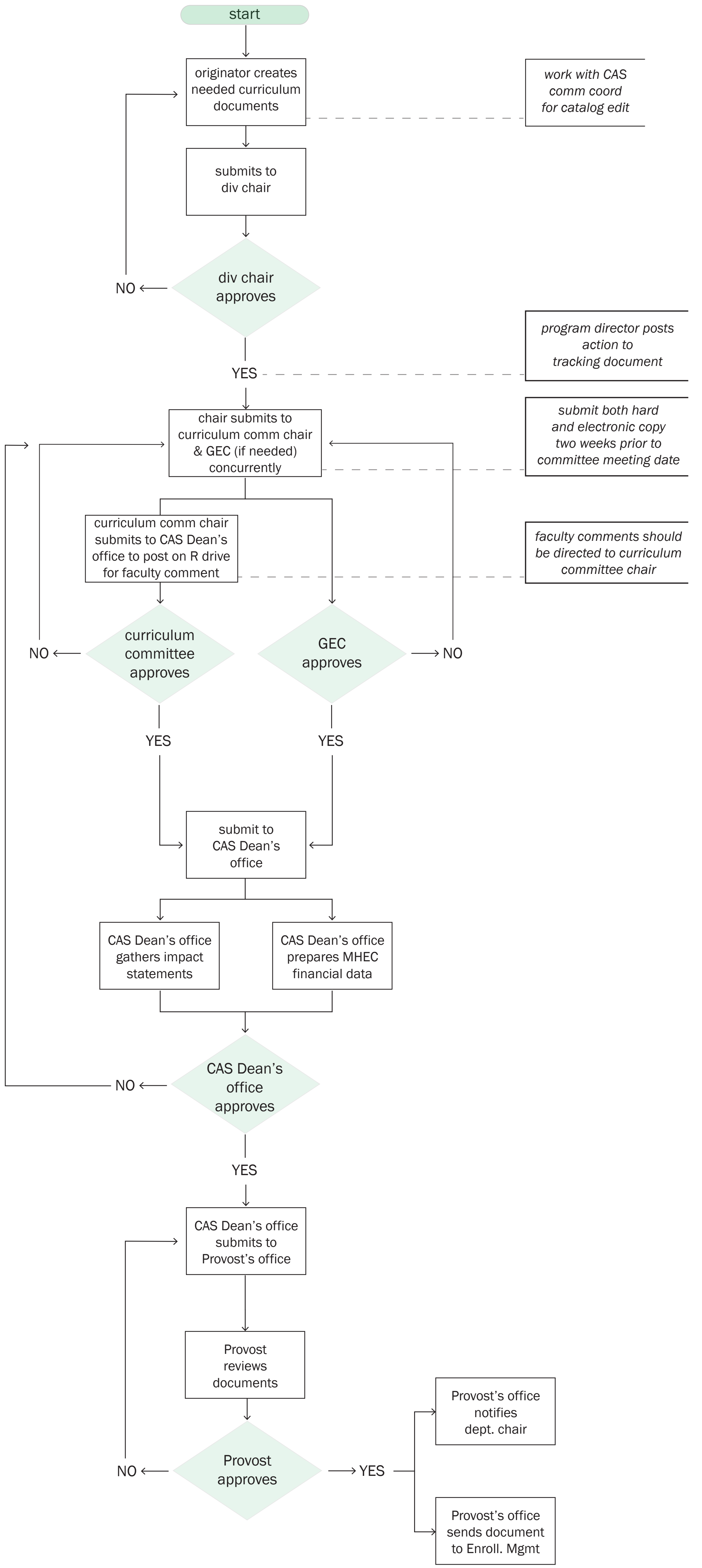
GR course requirements.

9. Assessment Requirements: Please identify the assignments in the sample syllabus that will demonstrate the required Student Learning outcomes and how the assignments will be assessed to ensure they will do that. You must include information about which assignments will be appropriate for collection as artifacts for GE assessment purposes and for re-certification in the future.

10. Syllabus attached with all necessary SLOs (program/GE/GR). ☐

UB Curriculum Change Business Process Model
Tuesday, July 10, 2012





crevflowdoc v.3/pointer/2.2.15

Last updated: 6/28/2017

University of Baltimore
Software Security Access Authorization Request

Date: 6/28/2017 **Phire Ticket:** _____

Name: _____ **NetID:** _____

Email: _____@ubalt.edu **Dept:** _____

Phone: (____) _____ - _____

Access to this system is restricted to authorized users and approved purposes as limited by the University of Baltimore Acceptable Use Policy, which may be found at www.ubalt.edu/aup. Violation of the Acceptable Use Policy will result in account deactivation. Unauthorized access to this computer is in violation of Md. Annotated Code, Criminal Law Article §§ 8-606 and 7-302 and the Computer Fraud and Abuse Act, 18 U.S.C. §§ 1030 et seq., and could result in criminal and civil penalties. By using this system, you expressly agree to the monitoring and recording of all your activities by the University of Baltimore. If such monitoring reveals possible evidence of criminal activity, system personnel may provide the evidence of such monitoring and recording to law enforcement officials. By using this system, you acknowledge that all records, reports, e-mail, software, and other data generated by or residing upon this system are the property of the University of Baltimore (which is a constituent institution of the University System of Maryland and the entity of the State of Maryland), and may be used by the University of Baltimore for any purpose. The request denotes the assumption of full responsibility for security of the information contained in all files as determined by the "Privacy Act 1974" (P.L. 94-247 as amended)	**ID Type:** ☐ STAFF ☐ FACULTY ☐ STUDENT **Access Type:** ☐ PeopleSoft ☐ iStrategy ☐ ImageNow ☐ CRM ☐ _________

Supervisor/Authorized Security Approver Authorization

Supervisor Name: ______

Email: ______@ubalt.edu

Phone: (410) 837 - ______

Supervisor requests:

- ☐ New/ Change/ Revoke Campus Solutions PeopleSoft Access
- ☐ New/ Change/ Revoke iStrategy Access
- ☐ New/ Change/ Revoke ImageNow Access
- ☐ New/ Change/ Revoke CRM Access

Please describe change to user's security. Please state if it should be modeled after an existing user: _____

University of Baltimore
Software Security Access Authorization Request

PeopleSoft Module Authorization

Name: ______

Date: 6/28/2017

Module Authorization:

- ☐ Human Resources
- ☐ Admissions
- ☐ Student Financials
- ☐ Financial Aid
- ☐ Student Records
- ☐ Financials
- ☐ Technical
- ☐ iStrategy
- ☐ ImageNow
- ☐ CRM
- ☐ __________

PeopleSoft Student Administration Functional Lead Authorization

I certify that the above request has been fully researched and recognized by all necessary parties.

Functional Lead Name: ______

Date: 6/28/2017

OTS Use Only Below This Line

PS Security Admin: ______

Notify: ☐ User **iStrategy:** ☐UB ☐UBT ☐UBER ☐DEV

Date: 6/28/2017

Last updated: 6/28/2017

University of Baltimore
Software Security Access Authorization Request

Please use this as a guide to requesting Campus Solutions Peoplesoft/ImageNow/iStrategy Security.

Security can either be requested from an authorized security administrator(someone appointed for your department) or it can be requested by the direct supervisor (or above) of the person needing the security.

Whoever is preparing the request would do the following:

1. Save the attached form somewhere in your documents so that you can use it in the future.

2. Open the form and immediately save it with a unique name like "John Doe PS Security Request"

3. Complete the first page of the newly renamed form by inputting the information about the person needing security and what they need.
   a. This includes the name, email address, extension, department, and NetID (like UB87V85, ID20BK25…) of the person needing security
   b. The approving person's name, email address and extention.
   c. Check the boxes for the type of access requested (Peoplesoft and/or Image Now and/or iStrategy)
   d. A brief description of the specific access needed which can be as simple as "Please grant the same access as Jane Doe."

   Please Note: <u>For staff in Academic Departments who will be approving Grad admissions applications in ImageNow you must either provide the specific Academic Plan codes for plans the staff member will be approving or you need to choose someone to mimic who also approves applications for those plans. So you would not model a new Program Director in the School of Communication and Design after a current Program Director of Applied Behavioral Sciences. Once the security is applied, if a revision has to occur a new form would be need to be submitted.</u>

   e. Do not fill in the Phire ticket number because I will file a ticket once I receive the request.
   f. Save your progress to the recently renamed form. (Make sure you already performed Step 2)
   g. Remember to only complete the first page of the form. I will complete the rest of the form in step 5 below.

4. Either the security admin or supervisor would send an email to rvickers@ubalt.edu with the renamed form attached. **In the body of the email it should say "I approve of the attached request."** PDF versions of this form cannot be accepted.

5. Ron Vickers will then process the request and submit the change to OTS for completion.

6. Please do not print out the form and attempt to send it via interoffice mail**.** **<u>This form is not designed for wet signature</u>**, and would not be acceptable documentation for an auditor if it is printed out and signed. If you think of a reason that you might need a wet signature, give me a ring at X6531 and I will walk you through an acceptable way of submission without it. There is a form that is available that is used for wet signature only, however this would delay processing by up to a week while obtaining required sign offs and interoffice mail.

7**. You may not authorize and request security for yourself. You may prepare the form for your supervisor or authorized security administrator to submit.**

8. We cannot apply security in advance of a new employee's arrival. Prior to your submission of the form the employee has to be provisioned as an employee with a NetID, email address, and HR must have processed the transactions in Peoplesoft showing the employee works for your department.

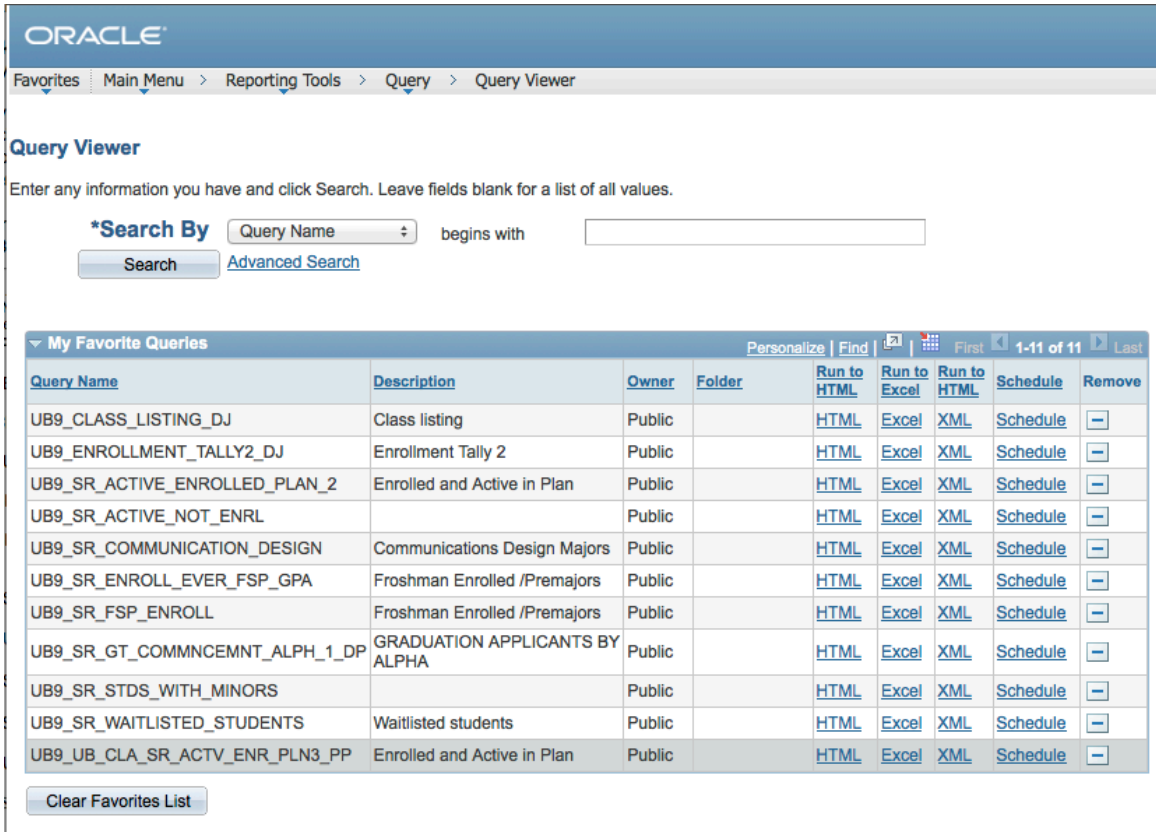
9. Please note – All regular faculty access (The UB Faculty role which provides access to the Faculty Center) is handled via HR. I cannot grant the UB Faculty role.

10. **If you are granting the same access to multiple people, please call Ron Vickers at X6531 and I will walk you through how to submit the security on one form instead of many.**

PeopleSoft Queries 101 for UB Program Directors
Julie Simon

1. Sign on to myUB. If using a Mac, do not use Safari, unless you enable cookies. If using Firefox, you might have to reload a few times from **the Portal** page, it's picky. Chrome works, mostly. I haven't tested the Windows Browsers.
2. Scroll down, left side: Links to PeopleSoft.
3. Click: Campus Solutions
4. Navigate: Reporting Tools>Query>Query Viewer. Set this up as a Favorite. Menu Bar: Favorites>Add to Favorites. You'll use it a lot.
5. In the Search Field>*Search by Query Name, type the query. These can also be saved as favorites. Note: List of my favorites below.
    a. Note: If you type UB9_, you can scroll through all the currently active queries. There are more than 300. They return different information.
6. Query FAQ:
    a. You can run the query as an HTML file (appears on the screen) or an Excel file (download). Click the appropriate link.
    b. You need to understand the way UB tags semesters, for example Fall 2013 is 1134.
        i. Digit 1 – the century (as in 1 for 21st century)
        ii. Digit 2&3 – the year (13)
        iii. Digit 4 – the Semester
            1. 1=Winter Term
            2. 2=Spring
            3. 3=Summer
            4. 4=Fall
    c. Confusing Fields you'll encounter:
        i. Institution = ubalt (not UB). Case matters sometimes, not all the time.
        ii. Acad Group = ygcla (never updated to CAS)
        iii. Acad Plan = your program abbreviation. For example, Digital Communication is DiComm, English is ENGL. If you don't know this, click the magnifying glass next to the field, and it will take you to a search page.
    d. Some of the queries return really "stupid" data sets. That's my scientific term for queries that duplicate, for example, the course title eight times creating havoc with the results. Be aware that you have to look at the data very carefully and delete duplicate data.

My Favorite Queries:



ORACLE

Favorites | Main Menu > Reporting Tools > Query > Query Viewer

Query Viewer

Enter any information you have and click Search. Leave fields blank for a list of all values.

*Search By: Query Name, begins with

Search | Advanced Search

My Favorite Queries — Personalize | Find | First 1-11 of 11 Last

Query Name	Description	Owner	Folder	Run to HTML	Run to Excel	Run to HTML	Schedule	Remove
UB9_CLASS_LISTING_DJ	Class listing	Public		HTML	Excel	XML	Schedule	
UB9_ENROLLMENT_TALLY2_DJ	Enrollment Tally 2	Public		HTML	Excel	XML	Schedule	
UB9_SR_ACTIVE_ENROLLED_PLAN_2	Enrolled and Active in Plan	Public		HTML	Excel	XML	Schedule	
UB9_SR_ACTIVE_NOT_ENRL		Public		HTML	Excel	XML	Schedule	
UB9_SR_COMMUNICATION_DESIGN	Communications Design Majors	Public		HTML	Excel	XML	Schedule	
UB9_SR_ENROLL_EVER_FSP_GPA	Froshman Enrolled /Premajors	Public		HTML	Excel	XML	Schedule	
UB9_SR_FSP_ENROLL	Froshman Enrolled /Premajors	Public		HTML	Excel	XML	Schedule	
UB9_SR_GT_COMMNCEMNT_ALPH_1_DP	GRADUATION APPLICANTS BY ALPHA	Public		HTML	Excel	XML	Schedule	
UB9_SR_STDS_WITH_MINORS		Public		HTML	Excel	XML	Schedule	
UB9_SR_WAITLISTED_STUDENTS	Waitlisted students	Public		HTML	Excel	XML	Schedule	
UB9_UB_CLA_SR_ACTV_ENR_PLN3_PP	Enrolled and Active in Plan	Public		HTML	Excel	XML	Schedule	

Clear Favorites List

List of CAS	63		
Acad Plan	**Status**	**Plan Description**	**Acad Prog Descr**
CDC	Active	Digital Communications	Graduate Certificate
CGID	Active	User Experience (UX) Design	Graduate Certificate
CGID1	Active	Information Design	Graduate Certificate
CLT	Active	Library Technologies	Graduate Certificate
CNMP	Active	Digital Media Production	Graduate Certificate
CPCS	Active	Professional Counseling Studie	Graduate Certificate
APPL	Active	Applied Psychology	Graduate Degree
CMDS	Active	Info and Interaction Design	Graduate Degree
CWPA	Active	Creati Writi & Publishing Arts	Graduate Degree
IDIA	Active	Interaction Design & Info Arch	Graduate Degree
IDIAO	Active	Inter Design/Info Arch Online	Graduate Degree
IGDG	Active	Integrated Design	Graduate Degree
LEST	Active	Legal and Ethical Studies	Graduate Degree
PBDS	Active	Publications Design	Graduate Degree
AITC	Active	Applied Information Technology	Undergraduate Degree
CRCM	Active	Corporate Communication	Undergraduate Degree
DICOMM	Active	Digital Communications	Undergraduate Degree
ENGL	Active	English	Undergraduate Degree
EVSHE	Active	Env Sustain and Human Ecology	Undergraduate Degree
HIST	Active	History	Undergraduate Degree
IDIS	Active	Interdisciplinary Studies	Undergraduate Degree
INTA	Active	Integrated Arts	Undergraduate Degree
JPLA	Active	Jurisprudence	Undergraduate Degree
PSE	Active	Philosophy,Society &App Ethics	Undergraduate Degree
PSYC	Active	Psychology	Undergraduate Degree
SDE	Active	Simulation and Game Design	Undergraduate Degree

PROGRAM REVIEW REPORT

Name of Program:

Review Submitted by:

Date submitted:

Institution:

Academic unit:

Program(s) reviewed:

Enrollments and Degrees Awarded for Each of the Past Five Years in this Program:

Program Review for

Accrediting Agency and Date of last external review: Names and brief biographies of external reviewers:

I. Update

A. Summary of recommendations since last program review
B. Actions taken since last program review

II. Narrative

A. Program's Mission and Organization:

B. Program's Purpose at UB:

C. As applicable, program's relationship to:
   1. University
   2. School
   3. General Education

D. Program Activities
   1. List new courses, new degrees or tracks developed since last review:
   2. List new courses, new degrees or tracks in progress since last review:
   3. List courses redesigned for alternate delivery methods since last review:
   4. List and briefly describe any sponsored lectures, programs or events your program organized:
   5. List and provide amounts and principal investigators for any grants received:

III. Demographic Information:

A. Number of Full-time faculty (including contractual/executives in residence):

B. Number of adjuncts:

C. Student/faculty ratio within the program:

D. Faculty/staff/student accomplishments since last program review (selected):

E. Enrollment trends in program with discussion/rationale for changes:

F. Number of program graduates since the last review:

G. Placement information on alumni (graduate programs, career placements, etc):

IV. Student Learning Outcomes Assessment Plan(s):

A. List of current assessment projects:
B. For each project, please complete the four sections below:
1. Results of assessment projects:
2. Program improvements, changes or modifications based on assessment results:
3. Planning and decision-making based on assessment data:
4. Funding activities requested or awarded tied to use of assessment data:

V. Support for your program since the last review:

Please describe: use of the library; use of CELT; use of OTS; use of Center for Educational Access; use of e-Learning Center; use of Academic Center in support of your program

Instructions for completion: You may use these headings to create your own document or use the expanding text boxes to complete the report. Institutional Research will supply you with data on enrollment trends, F/S ratio and numbers of adjunct and FT faculty.

VI. Summary of Program

A. Key strengths
B. Key challenges
C. Areas of concern for the future
D. Areas noted by reviewers for consideration
E. Plan for addressing challenges and highlighted improvement areas
F. Persons responsible for development of Action Plan

Action plan addressing Section VI must be filed with the School Dean for your program within six months of program review (e.g. reports submitted in March must have plan on file by December of same academic year)

Syllabus Elements (YGCAS, CPA, MSB)

Required Syllabus Elements:

- Course catalog description
    - Course name, alpha-numeric designation, official catalog course description, number of credit hours
- Section number, meeting day and time
- Faculty contact information
    - Name, UB email address, office hours and location, phone
- Student Learning Outcomes

  Describe what is expected of the students in regard to course learning and skills; these are articulated, in one way, as learning goals for the course ("by the end of this course, you will be able to…" and/or statements of what the instructor expects students to accomplish in the course. Syllabi are to include:
    - Course-level SLOs approved by the program faculty for the course (on course definition document; see program director as needed)
    - Optional: the faculty member's measurable SLOs for that section (1-3)
    - If applicable, general education and graduation requirement SLOs
- Texts and other required reading/materials
    - Include ISBN for required texts
- Course requirements/assignments
- Course calendar/schedule of course activities/assignments
    - May include language to allow for changes at instructor's discretion
- Grade evaluation procedure
    - Basis for grade/grading policy and clear information about how the grade is calculated
    - Explain what values are attribute to assignments
    - May include information on where/how students access their grade
- Attendance policy/ tardiness policy
- School/college and UB syllabus addendum to be provided to students (procedures, certain policies, resources for students)
- Additional recommended elements:
    - Assignment/make-up work policies
    - Policies around communication between faculty and students
    - Emergency procedures (unexpected university or campus closing, illness etc.)
    - Technology/cell phone policy
    - Reading day
    - Personal and professional policies that may apply

UNIVERSITY OF BALTIMORE

Resources for Students

(policies, resource centers)

Syllabus Addendum

Policies and Procedures Related to Courses

Academic Integrity

The University of Baltimore (UB) is a community comprised of students, faculty, administrators, and staff who share a commitment to learning. Exceptional academic honesty is essential to the university's mission of learning, scholarship, and integrity. We believe:

- Honesty is the foundation of personal integrity.
- Honesty promotes substantive learning.
- Honesty validates the recognition of scholarly achievement.
- Honesty demonstrates respect for the work of others and enables effective cooperation.

All members of our community share responsibility for actively fostering academic honesty, actively discouraging academic dishonesty, and engaging in ongoing discussion of activities that may violate the spirit of honesty.

The Academic Integrity Policy provides information regarding behaviors that violate the academic standards at UB. These behaviors include, but are not limited to, plagiarism, cheating, falsification, and facilitation. Violations of the policy will likely result in charges which can lead to a failing grade on an assignment, a failing grade in the course, or even suspension from UB. All UB students are responsible for understanding their obligations under this policy.

Students with questions about the appropriate use of materials or manner in which work should be done should speak with their professor or seek guidance from other resources at the university (i.e. Achievement and Learning Center or staff within the Langsdale Library).

Plagiarism Tutorial

All undergraduate and graduate students are required to take UB's Plagiarism Tutorial before the end of their first semester at UB. Failure to complete the tutorial will preclude a student from registering for the next semester.

Turnitin

As a part of an institution-wide effort to ensure the originality of student work, UB licenses Turnitin, a commercial text-matching service that analyzes students' submissions against its own archive of student papers, articles, and web sites to report on student originality and identify possible plagiarism. All UB faculty members reserve the right to use this or other measures to evaluate student work for originality and for correct attribution.

Code of Conduct
Students are expected to maintain a high standard of conduct both within and outside the classroom. Since the university's role is to provide the best possible atmosphere for learning, growth, and development, individuals who violate its policies and expectations are subject to review and possible university sanctions. Behavioral expectations are outlined in the Student Code of Conduct; failure to be aware of these expectations is not accepted as an excuse for misbehavior.

Student Rights and Responsibilities
UB fosters a climate that protects the rights, health, and welfare of all UB community members in a fair and equitable manner. The Student Rights and Responsibilities Guide outlines the university's expectations of students, discusses relevant policies of which students should be aware, and details the processes students will work through should there be violations.

Title IX Sexual Harassment and Sexual Misconduct Policy
UB has clear policies and procedures related to Title IX and nondiscrimination policies. The university's Sexual Harassment and Sexual Misconduct policies are compliant with Federal laws prohibiting discrimination. Title IX requires that faculty, student employees, and staff members report any known, learned, or rumored incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence, or sexual exploitation and/or related experiences or incidents.

Privacy Act
Public Law 93-380 (Family Educational Rights and Privacy Act of 1974, also known as the "The Buckley Amendment") provides certain rights to students (and, in some cases, parents) concerning access to educational records. For more specific information on your privacy rights, visit the FERPA for Students website.

Academic Accommodations for Students with Disabilities
UB's Center for Educational Access (CEA) ensures that all UB students can achieve their academic potential unhindered by any disabilities. If you have a documented disability (either temporary or permanent) that requires accommodations, please contact the CEA. The center provides reasonable and appropriate accommodations for students who have documented disabilities.

Grade Challenges
Students have the right to a grade based on their actual course performance as compared to an articulated standard that is applied to all those taking a course. Each instructor must therefore be able to articulate a uniform, identifiable standard that is applied in calculating any part of a student's course grade. That standard must relate to the course syllabus, academic instruction, and the assignments and materials that were provided to the class. The university's policies and procedures related to grade challenges detail the processes to follow for students who have a grade challenge.

Incomplete Grades and Requests
Incomplete (INC) grades may be granted at the discretion of the instructor and the appropriate dean's office based on unanticipated extenuating circumstances. However, INC will not be considered prior to the official WD deadline. After this date, an INC are ordinarily issued to students whose circumstances meet all five of the following conditions:

- **Your situation is emergent.** By that we mean your situation was clearly unexpected, and there was simply no way you could have predicted it.
- **Your situation is exceptional,** which often coincides with the first condition**.** By that we mean your situation is unique and extraordinary.
- **Your situation prevents you from completing your work**. By that we mean your situation must seriously jeopardize your ability to complete work in the class.
- Prior to requesting the Incomplete, **you must be passing the course and have completed the vast majority of your work**.
- When your situation emerges, **you must contact your professor about it as soon as possible**.

Documentation is required to officially issue the Incomplete, including a contract signed by the instructor and student detailing due dates for all remaining work to be completed. Incomplete coursework must be completed by specific deadlines: the timeline for grade completion is outlined in the university catalog. Please see specific dates on the University's Academic Calendar.

Mid-Semester Progress Reporting for Undergraduates
Mid-Semester Progress Reports will be issued for all undergraduate students halfway through the semester. Students may earn a grade of S/Satisfactory – which means you are passing the class with a C or better; a grade of NS/Not Satisfactory – which means your grade is a C- or lower; or a grade of FA/Failure due to absences. Mid-Semester grades do not appear on student transcripts, and are not calculated as part of a student's Grade Point Average (GPA). Students who earn a grade of NS or FA should contact their professor and advisor to discuss ways to improve their performance.

UB Resources for Students

Academic and support resources for all students at UB include but are not limited to:

Achievement and Learning Center
Langsdale Library 420
alc@ubalt.edu
410.837.5383
Make an appointment at the ALC
The ALC is a free resource for all UB students which offers support in three ways:

- A *tutor or study facilitator* may be available for this course, either on-campus or online. Assistance in a variety of computer skills may also be available. Learn more about tutoring, or stop by.
- *Writing consultants* can work with you one-on-one to improve papers and provide suggestions for revisions. Writing consultants provide feedback on anything you may be writing for UB courses at any point in the writing process, from getting started to final editing. UB students can also submit to the Online Writing Link through the MyUB portal to receive audio MP3 feedback; look for the OWL icon.
- To gain a competitive edge in the classroom or the workplace, you may make an appointment with the ALC *Learning Consultant.* Consultants work with students on goal-setting, time management, efficient learning strategies, working in teams, oral presentations, and exam taking. They can help you develop a personalized "master plan" for accomplishing your personal goals.

Center for Educational Access
Academic Center 139
cea@ubalt.edu
410.837.4775
UB's Center for Educational Access ensures that all UB students can achieve their academic potential unhindered by any disabilities. If you have a documented disability that requires accommodations, please contact the CEA. The center provides reasonable and appropriate accommodations for students who have documented disabilities.

Counseling Center
Academic Center 111
counseling@ubalt.edu
410.837.5159
The Counseling Center delivers mental health services to all UB students, promoting personal growth and assisting you with personal, social, and academic concerns. Services include individual counseling, group counseling, psychiatric referrals, consultation with faculty and staff to address student concerns, outreach programs, and crisis intervention.

- Note that this is neither a secure nor confidential email address. It also is not an emergency contact. **If you are experiencing an emergency: dial 911, call the UB Police Department at 410.837.4444, or report to your nearest emergency room.**

Office of Community Life
Academic Center 112
communitylife@ubalt.edu
410.837.4755
The Office of Community Life provides students with the knowledge, skills, and support necessary to become successful members of the UB community. The office encourages responsible decision making and community development through its services and programs and offers support and guidance to anyone with questions or concerns about university procedures or who are facing a personal difficulty.

Langsdale Library Reference & Instruction Librarians
Learning Commons 3rd Floor
langref@ubalt.edu
1.888.LANGREF or 410.837.4274
Reference and Instruction Librarians help all UB students develop core information literacy skills, improving their ability to locate, evaluate, and use information as independent, life-long learners. In addition, librarians meet regularly with students in one-on-one and small group settings to provide guidance as you work through various aspects of the research and writing process, such as topic formulation, search strategies, and the evaluation of sources. You can contact the Reference & Instruction Librarian "on call" at the Reference Desk at Langsdale Library by phone, email, instant messaging, and in person. In addition, you can get reference assistance even when the library is closed through Langsdale's partnership with Maryland AskUsNow!'s chat service.

University Police
Charles Royal Bldg. 200
ubpolicedepartment@ubalt.edu
410.837.5520
EMERGENCY PHONE: 410.837.4444 Relay users dial 7-1-1
From time to time, the weather, power outages, and other factors play a role in the daily life of the UB campus. Emergency announcements are communicated via the UB home page; campus emails (to UB email addresses); the emergency notification phone line (410.837.4201); local media outlets; and the emergency **Campus Text Alert System**. Students, faculty, and staff are strongly encouraged to register for this emergency notification system. Once registered, you will be alerted to any emergency on campus regardless of where you are—on, off, or en route to campus. Sign up for the Campus Text Alert System through the tools in the MyUB portal.

All UB students are encouraged to download the emergency phone app LiveSafe. The app connects UB students to the UB Police Department in a seamless manner, allowing for efficient communications and response. LiveSafe is free for all members of the UB community.

Sakai Support
ubsakaisupport@ubalt.edu
1.855.501.0856
Having trouble with Sakai? Call or email UB Sakai Support. You'll speak with a real person who can help you with your problem or create an incident report for following up with your professor.

Office of Technology Services
Academic Center 101
callcenter@ubalt.edu
410.837.6262
OTS provides technology support to the UB community.

ub OFFICE OF THE UNIVERSITY REGISTRAR

Graduate Major Change / Transfer of Credit

Students must complete this form with the academic adviser of their intended program and submit to the Office of the University Registrar for processing. Approvals may require additional documentation, depending on the program, and are dependent on the student's current academic standing and the admission criteria of the desired program. The program director may approve a maximum of 12 credits with a minimum B (3.0) grade.

Yale Gordon College of Arts and Sciences and College of Public Affairs students: Contact the academic program coordinator, adviser or director of the program you are interested in pursuing.

Robert G. Merrick School of Business students: Contact the Merrick Advising Center at 410.837.4945 to schedule an adviser appointment.

Student Name: ______________________ ID: ______________________

Date: ______________________ Phone: ______________________

New Major: ______________________ New Specialization: ______________________

Current Major: ______________________ Current Specialization: ______________________

Effective Term of Change: ______________________ Primary Catalog: ______________________

Internal Transfer of Credits

The following course(s) are approved for transfer credit: ☐ with grades ☐ without grades.
The program director or adviser will accept credits with grades or without grades on a case-by-case basis.

From: UB Program	To: UB Program	Course Title and Number	Credits

External Transfer of Credits

These courses will be transferred in as credits only. No grades will be included or calculated in the student's GPA.
The following course(s) are approved for transfer credit:

From: University Name	Course #	Course Title	Credits

Student Signature: ______________________ Date: ______________

Director/Adviser Signature: ______________________ Date: ______________

Dean Signature: ______________________ Date: ______________

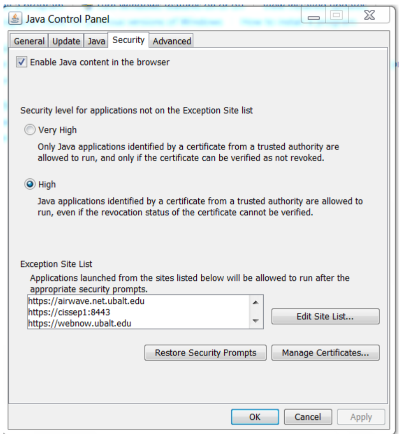
Processed By: ______________________ Date: ______________

Please forward completed form to:
University of Baltimore | Office of the University Registrar
Academic Center, Room 126 | 1420 N. Charles St. Baltimore, MD 21201
E: records@ubalt.edu | T: 410.837.4825 | F: 410.837.4820

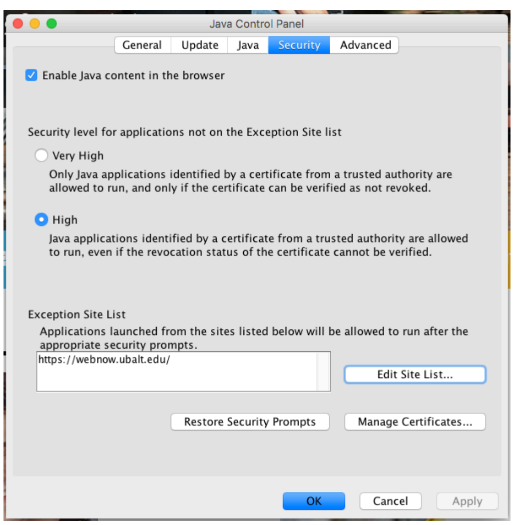
Installing Java

If you do not see the log in box after a minute or so, you might need to install Java.

On a PC you can see it you have Java by going into the Control Panel and clicking on Programs then click on the Java Icon. You might need to add https://webnow.ubalt.edu to the Exception Site List. Click on the Security tab to Edit Site List to add the exception.



On a Mac open System Preferences and click on Java. Add https://webnow.ubalt.edu to Exception Site List.



If at any time during the login you get a popup asking you to accept something, accept it.