

**University of Arkansas for Medical Sciences
College of Health Related Professions**

**CHRP Curriculum Policies
&
Syllabus Format Guide**

**Revised by:
CHRP Curriculum Committee
*November 2011***

CHRP Curriculum Review Process

An Overview

- Submissions to the Curriculum Committee are due to the executive assistant to the College of Health Related Professions (CHRP) Associate Dean of Academic and Student Affairs by the 2nd Monday in February for curriculum changes for summer/fall semester courses and by the 1st Monday in October for spring semester courses. Failure to meet the deadline may delay approval of the course.
- All additions, deletions, changes to course numbers, and modifications of courses and programs in the CHRP, as well as new program proposals, must be reviewed by the Associate Dean for Academic and Student Affairs and the Curriculum Committee.

Examples of modifications to courses that may require review by the Curriculum Committee include:

- changes to the course title
- changes to the course description
- changes to the course prerequisites
- addition or deletion of cross-listings
- change in the course semester credit hours
- changes to the course number

A full review by the Curriculum Committee may not be warranted for a course number change only; however, the Associate Dean for Academic and Student Affairs must review the request. Faculty are advised to check with the chairman of the Curriculum Committee to inquire about the need for a full review by the Committee.

- New curriculum or curriculum changes to CHRP programs that reside in the Graduate School will be reviewed by the Chairman of the CHRP Curriculum Committee and the Associate Dean for Academic Affairs prior to submission to the Curriculum Committee for the Graduate School. This includes the syllabi for new courses and significantly modified courses. It is highly recommended that new curriculum or curriculum change proposals for CHRP programs that reside in the Graduate School be submitted early to allow time for the additional review process.
- The CHRP Curriculum Policies and Syllabus Format Guide, Syllabus Format Checklist, and the Curriculum Change Form can be found on the CHRP Website:
http://www.uams.edu/chrp/faculty_staff/curriculumpolicies.asp
- The Syllabus Format Guide should be used by the originating faculty member in developing the course syllabus. The Format Checklist should be used to ensure that *all sections* of the syllabus have been included. *If a section or a subsection is not applicable or there is nothing to be noted, please include the section or subsection but indicate “None” or “N/A.”* The originating faculty member and department chairman complete and sign the CHRP Curriculum Change Form.

- Three items are submitted to the executive assistant to the CHRP Associate Dean of Academic and Student Affairs in the CHRP Dean's Office:
 1. Curriculum Change Form (with appropriate department signatures)
 2. Signed Syllabus Format Checklist
 3. Proposed Course Syllabus

The signed Curriculum Change Form and the signed Syllabus Format Checklist **must** be submitted as paper copies to the Dean's office. The proposed Course Syllabus **must** be submitted to the Dean's office in electronic format as either a WORD document (preferred) or a WORD document saved as a PDF.

- The executive assistant to the Associate Dean of Academic and Student Affairs will document receiving the materials submitted for review and will distribute electronic copies to members of the Curriculum Committee. **Do not send curriculum materials directly to the Curriculum Committee chairman.** The materials must be logged by the Dean's Office.
- The Curriculum Committee Chairman will assign each submission a primary and a secondary reviewer. If necessary, the primary reviewer from the Curriculum Committee will contact the originating faculty member or Department Chairman for clarifications as well as requests for revisions to the syllabus.
- With the Committee's approval, the chairman of the Curriculum Committee will sign the Curriculum Change Form and forward the documents to the Associate Dean for Academic and Student Affairs. Upon approval, the documents will be forwarded to the Dean of CHRP for review.
- The executive assistant to the CHRP Associate Dean of Academic and Student Affairs will forward a copy of those course proposals for courses in the Graduate School to the Graduate School for review once the proposal has been approved by the Dean of CHRP.

CHRP CURRICULUM COMMITTEE POLICIES

1. Deadlines

Submissions for review by the CHRP Curriculum Committee should be received by the executive assistant to the CHRP Associate Dean of Academic and Student Affairs by the following dates:

2nd Monday in February - Summer/Fall semester courses

1st Monday in October - Spring semester courses

Failure to meet the deadline may delay approval of the course.

2. New Courses

Proposals for new courses requiring internal campus approval must be submitted for review by the CHRP Curriculum Committee. New course proposals should be accompanied by a Curriculum Change Form, CHRP Syllabus Format Checklist, and a Course Syllabus.

3. New Programs

Proposals for new programs requiring external approval (Department of Higher Education, Board of Trustees, Graduate Council, etc.) will require additional time for processing and should be **submitted 12 months in advance of the anticipated starting date**. Proposals should include the pertinent information required by the appropriate state agency concerning program approval. There may be helpful documents available in the CHRP Dean's Office to assist you in providing this information.

4. Trial Courses

With the approval of the CHRP Curriculum Committee, any department may provide a trial course related to its discipline. The following information must be presented to the Curriculum Committee to aid in the review and approval process:

- a. Course description
- b. Number of credit hours
- c. Semester(s) to be taught
- d. Intent of course, with justification and outline of activities
- e. Course instructor

Once approved the course may be offered a second time without review provided none of the above change. **Before the course is offered a third time, it must be reviewed and approved as a permanent program offering.** A complete syllabus following the standard approved format and the CHRP Syllabus Format Checklist must be submitted by the same dates specified for new courses.

5. Courses in the Graduate School

Proposals for CHRP courses in the Graduate School will follow the same procedures as proposals for courses in CHRP. Following approval from the CHRP Curriculum Committee, Associate Dean for Academic and Student Affairs and the Dean; the proposal will be submitted to the Graduate School for further review. It is highly recommended that these proposals be submitted early to allow time for the additional review process.

6. Course Revisions

Major course revisions require Curriculum Committee review. Course revisions should be submitted by the same dates specified for new courses (section 1 above). Major revisions may include, but are not limited to:

- changes to the course title
- changes to the course description
- changes to course prerequisites
- addition or deletion of cross-listings
- change in the course semester credit hours
- changes to course number

A full review by the Curriculum Committee may not be warranted for a course number change only; however, the Associate Dean for Academic and Student Affairs must review the request. Faculty are advised to check with the chairman of the Curriculum Committee to inquire about the need for a full review by the Committee.

7. Independent Study Courses

A course syllabus should be given to each student enrolled in an independent study course.

A learning contract is highly recommended. A learning contract is a formal agreement written by or with the student. It details what will be learned, how the learning will be accomplished, the period of time involved, and the specific evaluation criteria to be used in judging the completion of learning. The learning contract should include these components:

- a. Learning objectives
- b. Learning resources and strategies
- c. Evidence of accomplishment of the objectives
- d. Criteria and means for validating that evidence listed above in “c”.
- e. Time lines for completing the objectives
- f. Grading scale

This written agreement should be signed by both the student and course instructor.

8. Distance Learning Courses

Approval for distance learning courses should follow the same policies and procedures as for other courses.

**COLLEGE OF HEALTH RELATED PROFESSIONS
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
CHRP Curriculum Change Form**

Date _____

_____ Program Proposal

_____ Trial Course

_____ Course Addition/New Course

_____ Undergraduate

_____ Course Deletion (answer 3A, 3B, 4B, 5, & 9)

_____ Graduate

_____ Change in Preprofessional Requirements

_____ Both

_____ Course Change (e.g., course title, semester credits, catalog description, etc.) Please explain.

Is this course change coupled with a change in any other course(s)?

[] No [] Yes, please explain

1. Department/Division Name: _____

2. Primary Instructor: _____

3. Course Status: (choose one)

A. ___ Required If required, will a change in the total program semester credit hours occur?
[] No [] Yes, from _____ to _____

B. ___ Elective

4. A. Proposed course number and title:

B. Approval of course number _____
Associate Dean for Academic/Student Affairs Date

C. Current course number and title (for changing or deleting a course):

CHRP SYLLABUS FORMAT CHECKLIST

PLEASE NOTE: *CHRP syllabi should follow this format exactly and include all twelve sections as listed below. If a section or subsection does not apply, list the section in the syllabus and write “none” or “N/A” as indicated. A copy of this checklist should be attached and submitted along with the syllabus.*

TITLE PAGE

_____ The title page should follow the established CHRP format. Contact hours must be calculated correctly.

SECTION 1 GENERAL INFORMATION

_____ Catalog Description
_____ Course Rationale
_____ General Course Objectives

SECTION 2 INSTRUCTIONAL METHODOLOGIES

_____ General Techniques
_____ Resource - Based Techniques

SECTION 3 INSTRUCTIONAL MATERIALS/SUPPLIES

_____ References - Print Materials
_____ References - Audiovisual Materials
_____ References - Computer Requirements

SECTION 4 GENERAL EVALUATION PROCEDURES

_____ Student Evaluation Procedures
_____ Instructor Evaluation Procedures
_____ Performance, Lab, Clinic, and Project Evaluation
_____ Makeup and Retake Examinations

SECTION 5 GENERAL PROCEDURES

_____ Class times and/or duration
_____ Instructional setting (lab, clinic, classroom, etc.)
_____ Any other general comments

SECTION 6 CLASS ATTENDANCE/CONDUCT/DRESS CODE POLICIES

_____ General Remarks
_____ Session Absence Grading Effects
_____ Session Tardiness Grading Effects
_____ Conduct/Dress

SECTION 7 DUE DATES/DEADLINES

_____ Assignments and examination dates

SECTION 8 SESSION SCHEDULE

_____ General Remarks

_____ Tentative Sessions Schedule

_____ Tentative Media Schedule

SECTION 9 INSTRUCTIONAL STAFF

_____ Primary instructional

_____ Titles, office locations, phone numbers, and office hours

SECTION 10 CHRP POLICIES

_____ Copyright Policy

_____ Intellectual Property

_____ Disability Policy

SECTION 11 ACADEMIC INTEGRITY & PLAGARISM

_____ CHRP Academic Integrity Policy

_____ CHRP Plagiarism Statement

SECTION 12 PATIENT PRIVACY AND CONFIDENTIALITY

_____ HIPAA Statement

Originating Faculty Member

Date

Department Chairman

Date

Telephone Number

Slot Number

The title page of the syllabus should be set up in the following manner:

(Course Number)

(Course Title)

(Delivery Method)

Example: Online and Interactive Video

University of Arkansas for Medical Sciences
College of Health Related Professions

(Department Name) (Division
Name, if applicable)

(Credit Hours)

(Lecture, Lab, Clinical Contact Hours)*

**Lecture, Lab, and Clinical time should be recorded in hours only.*

(Lead Instructor)

(Office Location)

(Telephone Number)

(E-mail Address)

(Revision Date)

1.0 General Information

This section provides the student with a general description of the course content.

1.1 Catalog Description

Insert the catalog description **as it is written in the CHRP Catalog** for the current year or insert the catalog description to be used if this is a new course.

Example:

“Orientation to preclinical procedures. Emphasis on prevention of disease transmission, examination techniques, medical histories, etiology of plaque, calculus, and dental disease.”

1.2 Course Rationale

Provide a brief description of the relevance of this course to the student’s course of study in a given discipline. Indicate how the knowledge and/or skills learned in this course will be applied, such as in future courses in the curriculum or in the profession.

Example:

“This course is designed to develop introductory skills and knowledge of clinical dental hygiene practice. The student will apply concepts and techniques from this course to Dental Hygiene Instrumentation (DHY 2413) and later in clinical dental hygiene courses.”

1.3 General Course Objectives

The student is provided with broad, overall objectives for the course.

Example:

“Upon completion of this course, the student will be able to:

- 1. Reduce the risk of disease transmission through the performance of clinical infection control procedures.*
- 2. Perform an intra/extra-oral examination.*
- 3. Take a complete medical and dental history and relate findings to treatment needs.*
- 4. Take relevant vital signs and relate the findings to treatment needs.*
- 5. Understand and communicate the etiology and pathogenesis for dental diseases.”*

2.0 Instructional Methodology

This section provides the student with the instructional strategies to be used during the course.

2.1 General Techniques

This section indicates the general teaching techniques that will be used during the course, as well as a detailed description of the delivery method(s).

Example:

“This course will be delivered in a classroom (face-to-face) setting, as well as online via Blackboard Learn 9.1. Material will be offered in a lecture/discussion format, with demonstration of clinical skills as needed. Active student participation is required, both in the classroom setting and in online assignments, discussions, and other online activities.”

Examples of Instructional Techniques Include:

Demonstration	Peer Teaching
Directed Observation	Practice
Discussion	Programmed Instruction
Dramatization	Project
Drill Gaming	Recitation
Independent Study	Seminar
Lecture	Simulation
Manipulative/Tactile	Team Teaching
Modeling/Imitation	Tutoring

2.2 Resource-Based Techniques

Indicate the resource-based techniques that will be used during the course. Resource-based techniques are those resources outside the primary instructional strategies which enhance the learning experience and are incorporated into the course.

Example:

“This course will incorporate the following resource-based techniques: PowerPoint presentations, videotapes, slides, and computer-assisted instructional CDs.”

Examples of Resource-Based Techniques

Clinical Experience	Laboratory
Computer-Assisted Instruction	Mediated Self-Instruction
Computer-Managed Instruction	Simulations
Computer Simulation	Student Oriented Learning
Field Experience	Outline
Field Trip	Television Instruction

3.0 Instructional Materials/Supplies

3.1 References-Print Materials

Using a standard bibliographic format for listing texts and publications, indicate all required textbooks and/or special equipment or supplies needed for successful completion of the course. Recommended textbooks and other optional resources are delineated from those required for the course. The following is a suggested phrase to begin this section:

“The following print materials relate to this course. Note that the items marked with an asterisk (*) are required for use during the course.”

Example:

“The following print materials relate to this course. Note that the items marked with an asterisk () are required for use during the course.*

**Wilkins, Esther (2004). Clinical practice of the dental hygienist. 9th ed. Lea & Fibiger, Philadelphia.*

Nield-Gehring, Jill (2004) Fundamentals of periodontal instrumentation. 5th edition, Lippincott Williams & Wilkins, Hagerstown, MD.”

3.2 References-Audiovisual Materials

All audiovisual resources are listed with identification of those required by the student. The following is a suggested phrase to begin this section:

“The following audiovisual materials relate to this course. Note that the items marked with an asterisk (*) are required for use during the course.”

Example:

“There are no audiovisuals required for purchase by the student for this course. Audiovisuals utilized by the instructor during this course will be announced at the beginning of the class period. Students who would like to view the audiovisual again during non-class time should contact the instructor for the location of the audiovisual and/or to make arrangements for a second viewing.”

3.3 Computer Requirements

Indicate any computer requirements needed for participation in the course. This may include, but is not limited to, the following: processor speed, operating system, RAM, Internet connection, browser software, Internet service provider (ISP), monitor resolution, and AV requirements (sound card, speakers, media player, Acrobat reader, etc.)

Example:

Processor speed - Pentium 300 MHz (Pentium 800 MHz recommended)

Operating system - Windows 95/ 98/ Me/ NT/ 2000/ XP

RAM - 64 MB (128 MB – 256 MB recommended)

Internet Connection - 56.6 K modem (DSL or other high speed internet access is highly recommended)

Browser software - Internet Explorer

Internet Service Provider (ISP) - The ISP selected must provide reliable, direct, and unlimited access to the Internet. ISPs that “time-out” may cause shut downs at critical points should be avoided. Each student will need an individual e-mail account.

Monitor Resolution - 800 x 600 at 256 colors (800 x 600 at true color - 32 bit color is recommended)

AV requirements - Sound card and speakers. Free web browser plug-ins that must be installed include: Acrobat Reader, Real Player, Macromedia Shockwave Player, and Macromedia Flash Player

4.0 General Evaluation Procedures

This section provides the student with a *detailed outline* of the evaluation process for both students and instructor.

4.1 Student Evaluation Procedures

This section specifies exactly how the letter grade is derived. Average of all tests? Weighted averages? Cumulative points? Raw scores? How many examinations, projects, quizzes, etc. should the student expect and how many points is each assessment worth? Are all examinations of equal weight? Also, please publish the grading scale for determining letter grades. Please make sure that percentages do not appear in more than one letter grade range.

Example 1:

Students will be evaluated by two (2) examinations during the course of the semester and a comprehensive final examination. The final grade will be determined by the percentage of points accumulated during the duration of the course.

<i>Exam #1</i>	<i>100 points</i>
<i>Exam #2</i>	<i>100 points</i>
<i>Final Exam</i>	<i><u>200 points</u></i>
	<i>400 points total</i>

Example 2:

A weighted average of graded assignments, quizzes, and examinations will determine the course grade.

<i>Two (2) unit examinations</i>	<i>20%</i>
<i>Three (3) assignments</i>	<i>30%</i>
<i>Portfolio</i>	<i>15%</i>
<i>Final examination</i>	<i><u>35%</u></i>
	<i>100%</i>

The following grading scale will be utilized:

<i>93 – 100</i>	<i>A</i>
<i>85 – 92</i>	<i>B</i>
<i>76 – 84</i>	<i>C</i>
<i>70 – 75</i>	<i>D</i>
<i><70</i>	<i>F</i>

4.2 Instructor Evaluation Procedures

This section describes the CHRP Instructor Evaluation process.

Example:

“While comments regarding the course and instruction are welcomed by the instructor at any time, students will be given the opportunity to complete CHRP course and instructor evaluations. Your participation in this evaluation is appreciated.”

4.3 Performance, Lab, Clinic, and Project Evaluation

Describe, in detail, the procedures for evaluation of performance, laboratory, clinical, and special projects for the course.

4.4 Makeup and Retake Examinations

Indicate time requirements and outline student instructions for taking a retake and/or makeup exam and those exams which may not be retaken and/or made up.

Example:

“A student who is absent on the day of a scheduled examination must contact the instructor immediately upon his/her return to make arrangements to take the exam. If the exam is not made up within 2 days of return, the student will receive a score of zero (0) for that exam. Quizzes can not be made up, and a score of zero (0) will be given.”

5.0 General Procedures

Any general comments concerning the course are listed in this section i.e., class times or duration, instructional setting (lab, clinic, classroom), laboratory manuals, etc.

Example:

“Class will meet in room 8/121 of the Education II Building on the following days and times:

<i>Tuesdays</i>	<i>10-10:50 am</i>
<i>Wednesdays</i>	<i>9-9:50 am</i>
<i>Fridays</i>	<i>8-8:50 am”</i>

6.0 Class Attendance/Conduct/Dress Code Policy

6.1 General Remarks

State the rationale and policy.

Example:

“In order to maximize learning opportunities, attendance will be taken at all class sessions.”

Students are expected to actively engage in their education by attending and/or participating in class activities (face-to-face or at a distance). Faculty are expected to monitor their students' active participation. It is the responsibility of

the faculty to report any student who has not attended or actively participated in learning activities for a period of two weeks to the Registrar. The Registrar or the Associate Dean for Academic and Student Affairs will attempt to contact the student to learn the reason for his/her lack of participation. If a satisfactory reason is not presented and the student does not actively engage in learning activities in the class(s) in a three-week period, the student will be administratively dropped from the class(es). If all classes are dropped, the student is administratively withdrawn from school.

6.2 Session Absence Grading Effects

A statement regarding how absences will affect the student's grading is stated here. If there are no effects, it is appropriate to insert "NONE" in this section.

Example:

Any absence in excess of two (2) will result in lowering the final course grade by one percentage point (1%) per additional absence. Students are responsible for reading assignments and all material presented during a missed class session."

6.3 Session Tardiness Grading Effects

A statement regarding how tardiness will affect the student's grade is stated here. If there are no effects, it is appropriate to insert "NONE" in this section.

6.4 Conduct/Dress Code

Examples of inclusion: ID Badges, Lab Coats, Film Badges.
Classroom and/or Clinical Dress Code

7.0 Due Dates/Deadlines

This section lists all assignments and examinations with dates for completion and/or administration. One could list the due dates and exam dates here or refer to an attached course schedule or to Blackboard.

Example:

"See attached course schedule for examination dates."

8.0 Sessions Schedules

8.1 General Remarks

This section lists dates, tentative topics, instructors and reading assignments which correlate with the semester in which the course is delivered. If no general remarks are to be made, insert "NONE."

8.2 Tentative Sessions Schedule

Session Schedule is listed in order, even if the exact dates are not known. The schedule should include lecture topics, examinations, field trips, etc. and length of sessions. **The Curriculum Committee should be able to count the number of class sessions and exam sessions (not to include the final exam), multiply by the session length in minutes, and derive the contact hours for semester credit.**

This conversion is listed at the end of this guide.

Example:

“A class schedule of topics and reading assignments is provided on the next page.” - Attach the schedule to the back of your syllabus.

8.3 Tentative Media Schedule

If films or other media presentations are to be included in the course, a tentative schedule is provided. The media schedule should be in order of occurrence even if the exact dates are not known.

9.0 Instructional Staff

A list of primary instructional staff, titles, office locations, phone numbers, and office hours is provided in this section.

10.0 CHRP Policies

Insert the following statement:

COPYRIGHT POLICY - The materials used in this course may include copyright protected materials provided for the personal educational use of the enrolled students and may not be further redistributed.

INTELLECTUAL PROPERTY POLICY - Lecture, lab and other presentations are the intellectual property of the faculty and faculty must give their written permission for their lecture, lab, and other presentations to be recorded.

Recorded lectures/labs/presentations may only be posted on websites or other locations approved by the College of Health Related Professions and are provided for the personal educational use of students enrolled in the course. Students are prohibited from providing or distributing any course materials in any manner – print, electronic, or any other media – or providing links to any course materials to anyone outside of their UAMS classes.

Failure to abide by this policy may result in disciplinary action including dismissal. Failure to abide by this policy may constitute a copyright infringement which may have the following legal consequences:

Summary of Civil and Criminal Penalties for Violating Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or

"statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, see the web site of the U.S. Copyright Office at www.copyright.gov, and especially their FAQs at www.copyright.gov/help/faq

DISABILITY POLICY - The CHRP disability policy is available in the college handbook.

11.0 Academic Integrity and Plagiarism

Insert the following statements:

Academic Integrity: The College of Health Related Professions has established guidelines for academic integrity, which are published in the CHRP Handbook. Academic misconduct, including plagiarism, giving or receiving any form of aid on quizzes or examinations that is not expressly permitted by the instructor, or falsification of any report, experimental results, or research data, is subject to disciplinary action, including probation, suspension, or dismissal from the College.

The College of Health Related Professions subscribes to a Web-based plagiarism detection and prevention system that is used by colleges and universities nationwide. The system works by scanning the submitted document and matching the document against databases of texts, journals, and Web and other electronic sources including Web sites that sell or distribute pre-written essays and/or term papers. As your course instructor, I am informing you *via* this syllabus that I reserve the right, at my discretion, to use this plagiarism detection system for this course by submitting students' written work to the system for the purpose of determining if a document has been plagiarized.

Note: All work submitted for this course is required to be original work developed for class assignments and should not have been submitted for assignments made as part of previous and/or concurrent courses without the instructors' prior knowledge and approval; to do otherwise constitutes academic dishonesty and will be addressed as such in this course.

12.0 Patient Privacy and Confidentiality

UAMS is committed to protecting the privacy of our patients' information. While privacy and confidentiality have always been a priority for health care providers, it has heightened importance in this era of electronic information due to the increased speed of information flow and the risks associated with protecting this information.

The standards for protecting patient health information are described in the federal law known as the Health Insurance Portability and Accountability Act (HIPAA). HIPAA limits access to medical records to authorized individuals and for specific purposes. It is not possible to

summarize HIPAA here; however, you will have received HIPAA training prior to being granted access to patient information. Additional information and training on HIPAA, including UAMS HIPAA policies, are available on the HIPAA Office web page HIPAA.uams.edu.

Please keep in mind that there are sanctions for inappropriate access to patient records. These include criminal penalties of up to one (1) year imprisonment and a \$50,000 fine; as well as, disciplinary action up to and including dismissal from your program.

If you have any questions pertaining to HIPAA, you may direct them to the UAMS HIPAA office at 501-603-1379.

CONVERSION FORMULA: CONTACT HOURS TO SEMESTER CREDITS

To determine the semester credits for a given course, use the following procedure:

1. Determine the number of lecture hours, laboratory hours, and clinical hours for each course. **Include all examinations, except the final examination**, as a complete session. (Keep lecture, lab, and clinical hours separate.)
2. Multiply the hours per week by the number of weeks of instruction. This should be done for each type of session *i.e.* lecture, lab, clinic, separately if more than one type of session is included in the course.
3. Multiply the number(s) derived in Step #2 by the actual number of minutes of instruction for lecture, lab, and clinical hours to determine the number of contact minutes per course.
4. Divide the number(s) derived in Step #3 by the corresponding range of numbers listed in Table 1 for the type of session.
5. If lecture, lab, clinic, or any combination thereof are incorporated in a course, add the numbers derived from the calculations in Step #4 to determine total semester credits for the course. The contact hour conversion to semester credits must fall within plus or minus 0.10 semester credits of the desired number of semester credits.

TABLE 1

LECTURE HOURS	750 – 800 MINUTES =	1 SEMESTER CREDIT
LABORATORY HOURS	2250 – 2400 MINUTES =	1 SEMESTER CREDIT
CLINICAL HOURS	3750 – 4000 MINUTES =	1 SEMESTER CREDIT

EXAMPLE: A course is taught for 15 weeks.

Step #1. Three lecture sessions; one laboratory session per week

Step #2. Lecture sessions/semester = 15 weeks x 3 sessions/week = 45 lecture sessions
 Lab sessions/semester = 15 weeks x 1 session/week = 15 lab sessions

Step #3. 50 minutes of instruction per session = (Lecture Minutes)
 45 lecture sessions at 50 minutes per session = 2,250 minutes (lecture instruction) 15
 lab sessions at 50 minutes per session = 750 minutes (lab instruction)

Step #4. Consult conversion Table 1 (above)
 $2,250/750 = 3$ SC (lecture hours)
 $2250/2250 = 1$ SC (lab hour)

Step #5. $3 + 1 = 4$ SC (Therefore, this is a four semester credit hour course.)

For Committee Members:

Curriculum Committee Process

I. Syllabi Disseminated

1. All documents are sent from the originating department to the executive assistant to the Associate Dean for Academic and Student Affairs in the CHRP Dean's Office.
2. After logging the documents, the executive assistant will electronically send them to the chairman of the CHRP Curriculum Committee.

II. Syllabus Review

1. The Curriculum Committee Chairman will assign a primary and a secondary reviewer for each submission.
 - a. Both assigned reviewers are responsible for a detailed review of the assigned syllabus.
 - i. Closely check grammar, punctuation, wording, content, counting semester credit hours, grading policy, strict adherence to the CHRP syllabus format, etc.
 - ii. Do the contact hours match the credit hours?
 - iii. Does the syllabus adhere to the approved syllabus format? See Syllabus Format guide.
 - b. The primary reviewer communicates with the originating faculty member and works with him/her if subsequent revisions are needed.
2. All Committee members forward edited documents to the Curriculum Committee Chairman by the designated due date.
 - a. Committee Chairman compiles one edited copy from the edits received from the Committee (encompassing the recommendations forwarded by the Committee) and returns the edited copy to the originating faculty member.
3. The originating faculty member makes the recommended changes and returns a revised copy for the Committee Chairman's review.
 - a. If changes are adequate, the Committee Chairman forwards the approved documents to the executive assistant to the CHRP Associate Dean of Academic and Student Affairs and signs off on the curriculum change form.
 - i. Approved documents for undergraduate programs are forwarded to the CHRP Associate Dean for Academic and Student Affairs.
 - ii. Approved documents for graduate programs are forwarded to the UAMS Graduate School.
 - b. If changes are not adequate, the Committee Chairman returns the documents to the originating faculty member and provides assistance in editing the documents.

4. The executive assistant to the Associate Dean for Academic and Student Affairs forwards the undergraduate documents to the Associate Dean for his/her review.
 - a. The Associate Dean contacts the Curriculum Committee Chairman to discuss any questions or concerns regarding the documents.
 - i. If approved, the Associate Dean signs off on the curriculum change form and forwards the documents to the Dean.
 - ii. If not approved, the Associate Dean returns the documents to the Curriculum Committee Chairman who contacts the originating faculty member and provides assistance in editing the documents.

5. The Associate Dean forwards the undergraduate documents to the Dean for his/her review.
 - a. The Dean contacts the Associate Dean to discuss any questions or concerns regarding the documents. The Associate Dean contacts the Committee Chairman to discuss any questions or concerns.
 - i. If approved, the Dean signs off on the Curriculum Change form and forwards the documents to the executive assistant to the Associate Dean to log the review documents into the CHRP curriculum file.
 - ii. If not approved, the Associate Dean returns the documents to the Curriculum Committee Chairman who contacts the originating faculty member and provides assistance in editing the documents.
 - b. The executive assistant to the Associate Dean logs the review documents into the CHRP curriculum file.