

Curriculum Committee Meeting, March 29, 2019

In attendance: Bill Barry, Alva Butcher, Regina Duthely, Kent Hooper, Gary McCall, Jenny Pitonyak, Leslie Saucedo, Jeff Tepper, Courtney Thatcher, Kathleen Campbell, Julia Looper, Andrea Klyn, Nick Gerard, Nate Jacobi

The meeting was called to order at 3:00.

1. The minutes of March 13 were approved.
2. Announcements: Saucedo noted that a new Interdisciplinary Humanities Emphasis had been submitted. Saucedo asked the group whether the proposal should go to a working group, or, since it is a version of a course already approved, perhaps it could be handled administratively. Since the pathway model was new, the committee agreed that the new pathway should be reviewed by a working group.

Saucedo also, reported that the Curriculum Committee had received the requested syllabi from the EPDM.

3. Course approval: The following courses were submitted for approval to the Curriculum Committee. All were approved.
 - a. SSI1159: Evolution for Everyone (BIO/STS, switch from SSI2 to SSI1)
 - b. SSI151: Just Asking Questions: The Power, Psychology, and Politics of Fake News and Conspiracy Theories (new, P&G)
 - c. SSI1, SSI2163: Becoming Paris (new, FREN)
 - d. CONN3XX: Interactive Fiction (new, meets CONN requirement)
 - e. CLSC325: Sex and Gender in Classical Antiquity (new, meets KNOW requirement)
 - f. SSI 154, SSI 135, SSI 145

4. Report from the Student Learning Outcomes Group

Ellen Peters gave an introduction of the Student Learning Outcomes Group, a group whose main purpose is to explore the place of student learning outcomes in Puget Sound's assessment effort and to seek ways in particular of lightening the burden on faculty in conducting assessment. A number of issues were raised for discussion, including: the ways in which the departmental chair's annual report on assessment might be better integrated into the septennial curriculum review process; how well current student outcomes map to the university's educational goals; the importance of developing both learning outcomes that are measurable and feedback loops to ensure that the data on outcomes don't simply lie dormant and unused; and, for accreditation reasons, the importance of sending faculty's most recent syllabi to IR.

5. Proposal to accept German Studies Major (attachment, WG4)

It was moved and seconded to adopt a new German and East European Studies major. The proposal came to the CC as a major and not a track of the current German Studies major at the

recommendation of the Associate Dean. The new major would still have a significant German component, but a strong enough East European piece to justify the creation of a distinct major. There was some discussion about the longer term goals of the German Studies Program, in particular whether the aim was to move eventually to a straight East European major. Such is not the aim. More important than bringing an East European specialist would be to bring Russian to the school.

The motion was approved.

6. Changes to MEd in Counseling Program: the program was moved from 12 to 15 units to better align with accreditation standards.

7. A motion was made to accept the Classics Curriculum Review (attachment, WG3). WG3 strongly endorsed acceptance of the Classics review. The motion was approved.

The committee adjourned at 3:50 pm.

To: Leslie Saucedo
From: Working Group 4 (Barry, Tepper, Burge, Duthley)
Re: German and Eastern European Studies Major
Date: 27 March 2019

Working Group 4 met twice to review this proposal and discuss its merits. The proposal seeks to establish a new major that integrates courses in the German and History Programs, with the goal of better serving students interested in the connections, both cultural and historical, between Germany and Eastern Europe. The proposal has enthusiastic support from History. From the outset, we considered the proposal strong but asked for clarification on several points, including the following:

- Why propose a new major rather than a second track in German?
- Is there sufficient demand for these courses that they would not “cannibalize” one another?
- Is there adequate coverage of Eastern European material to justify making that topic an equal focus of the proposed major?

Kent Hooper responded to the Working Group in writing, and addressed these concerns to our satisfaction. Accordingly, we will move at the next Curriculum Committee meeting that this new major be approved.

Summary of the Classics Department Septennial Self-Study Report Prepared by Working Group Three, Puget Sound Curriculum Committee

Working Group Three (WG3) conducted a review of the Classics Department in February 2019. The Septennial Self-Study Report and course syllabi were reviewed. The syllabi were divided among the working group members for review. Each member of the working group read the Septennial Self-Study Report and met as a group in four sessions to collaborate and prepare this summary.

The Self-Study Report provides a thoughtful and clear discussion of the departmental deliberations and rationale for changes. We were impressed by the careful way in which the Classics Department prepared for its review before turning to the guidelines and self-study questions from the Curriculum Committee. The department reviewed quantitative and qualitative feedback about the program and also examined curricular structures of local and national peer institutions. It also considered information from the Society of Classical Studies. The department noted its commitment to serve the needs of non-majors in a liberal arts university as well as the needs of Classics students. As noted in the Self-Study Report, *“the department identified objectives that we felt were important for a Classics student in the 21st century”*.

After our initial discussions of the submitted materials, we submitted questions and requests for clarification to Eric Olin. We received a response on March 1. On March 27 we completed our review and recommend the acceptance of the Septennial Self-Study Report submitted by the Classics Department.

Proposed Changes

The changes that are proposed in the Septennial Self-Study Report are:

1. Rename the department – Classics and Ancient Mediterranean Studies
2. Reshape the major to include two tracks
 - a. Classical Studies Track. This serves students who wish to gain extensive exposure to a single language
 - b. Classical Languages Track. This track is for students who wish to study both ancient languages.
3. Reshape the minor by reducing the number of language courses required. This makes the minor more accessible across campus.
4. Introduce a gateway course, CAMS 101, Introduction to Classics and Ancient Mediterranean Studies. Many of the non-language courses in the department are oriented towards non-majors. The gateway course will ensure that the key elements of the discipline are covered and will prepare majors for upper-level work. The gateway course is a required course for both majors and minors.
5. Make CAMS 100, Classics Proseminar, a requirement for both the majors and minors.
6. Update the language of the mission statement. The new language does not change the direction of the department but places greater emphasis on the relationship of ancient Mediterranean cultures to other cultures, both ancient and modern.

7. Renumber and/or rename the courses in the department. Some of these changes were to clarify course sequencing. Others were to emphasize the relationship of ancient Mediterranean cultures to other cultures.
8. Introduce a 100-level course on bioscientific vocabulary.

Strengths

The department has carefully evaluated the needs of its majors. The Classical Languages Track is designed for students who might be interested in graduate work, as knowledge of both Greek and Latin is essential. The Classical Studies Track allows a student to gain extensive exposure to Greek or Latin.

The department provides wide support for the university core curriculum. Five courses in the department fulfill the Humanities Approaches core curriculum requirement. Most of the 200-level survey courses have a ratio of 4:1 or 5:1, non-majors to majors. Four classic courses satisfy the KNOW requirement in the core curriculum. The department has carefully considered and reaffirmed its commitment to non-majors. This commitment has led to the introduction of Classics Proseminar (CAMS 100) and the gateway course, Introduction to Classics and Ancient Mediterranean Studies (CAMS 101).

Recommendations

WG3 recommends the approval of the septennial review, including renaming the department, approval of the new course proposal for CAMS 101, and approval of the proposed course changes (renumbering and renaming courses) with the following recommendations.

- Many syllabi are missing some or all of the university's required policy language. At a minimum, required policy language should be added for all syllabi that are offered in the 2019/2020 academic year. This is in line with recommendations previously made by the Curriculum Committee to other departments.
- Student learning objectives should be examined and modified to include measurable objectives for all syllabi.
- A syllabus with student learning objectives and course requirements should be developed for CAMS 100 (Proseminar).
- WG3 shares the enthusiasm for offering a course on Bioscientific Vocabulary. However, the course proposal was not included in the original department self-study submission. WG3 requested and was provided a course proposal, but it was incomplete. WG3 suggests that the department resubmits a course proposal with an updated syllabus for CAMS 110 (Bioscientific Vocabulary) for approval from the Curriculum Committee prior to offering the course in Fall 2020.

Respectfully Submitted

Working Group 3: Holly Roberts, Alva Butcher, Gary McCall, Maria Sampen