

Date: June 8, 2012

*Supersedes report dated May 11, 2012*

To: Faculty Senate

From: Barbara Warren, Curriculum Committee Chair

2011-2012 Curriculum Committee Final Report

## **INTRODUCTION**

This report summarizes the work undertaken by the Curriculum Committee academic year (AY) 2011-2012.

The chair would like to recognize the work of the committee as a whole. The working groups undertook their responsibilities toward departmental and syllabi review with considerable proficiency. Each member's contributions to their assigned working group and subcommittee assignments (to address charges from the Faculty Senate) are cataloged in this document and the attached appendices. I would personally like to thank each member who acted as secretary, some more than once. By providing the minutes of the meetings, an accurate account of committee work was recorded. As chair, I would like to personally thank each member for their diligence in completing these tasks.

## **CHARGES**

The Curriculum Committee received and/or generated several charges for AY 2011-2012. These charges are outlined below. More comprehensive descriptions of our work on these charges begins immediately after the outline.

1. Continue the ongoing business of the Committee, including
  - (a) 5-year reviews of departments and programs
    - i. African American Studies (deferred to 2012-2013)
    - ii. Biology/Molecular Biology (pending)
    - iii. Chemistry/Biochemistry (review accepted March 23)
    - iv. Dual Degree Engineering (pending)
    - v. English (deferred to 2012-2013)
    - vi. Exercise Science (review accepted January 27)
    - vii. Geology (pending)
    - viii. Internship (deferred to 2012-2013)
    - ix. Math/Computer Science (review accepted April 13)
    - x. Neuroscience (deferred to 2012-2013)
    - xi. Occupational Therapy (review accepted November 18)
    - xii. Physics (review accepted February 2012)
  - (b) Ongoing Assessments and Evaluations of Core Rubrics
    - i. Review of specific core areas including
      1. Fine Arts Approaches Rubric (review accepted April 2012)

2. Humanistic Approaches (pending)
  - (c) Evaluation of Program and Core Course Proposals (Administrative Action Report; Appendix A)
  - (d) Establishment of the Academic Calendar
2. Consult with and advise the Burlington Northern first-year seminar group on its proposed revisions to the first-year seminars.
3. Continue discussion around the integration of a diversity component into the core or graduation requirements in collaboration with the Chief Diversity Officer and the Faculty Diversity Committee.
4. Revise calendar-setting guidelines to accommodate January university holiday.
5. Revise curriculum review guidelines in consultation with department and program leaders.
6. Develop guiding principles for the Academic Standards Committee to use in identifying suitable substitute courses allowing students with learning disabilities to fulfill the foreign language requirement.
7. Address the discrepancy in the length of fall and spring semester.

## **DISCUSSION OF CHARGES**

### **CONTINUE THE ONGOING BUSINESS OF THE COMMITTEE**

#### **Five Year Reviews**

In AY 2011-2012, the Curriculum Committee accepted the curriculum reviews of:

Chemistry (3/23/12)

Exercise Science (1/27/12)

Mathematics and Computer Science (4/13/12)

Occupational Therapy (11/18/11)

Working group responses to the curriculum reviews can be found in Appendices C-F.

Two curriculum reviews (Geology and Physics) were approved by working groups, but without time to present them to the full committee. Those reports will be presented to the Curriculum Committee for approval in Fall 2012, to be included in the AY 2012-2013 final report.

Two curriculum reviews (Biology and Dual-Degree Engineering) await the program's replies to the working group's questions about the original document.

Four curriculum reviews are to be held over until 2012-2013:

- a. African American Studies (originally held over from 2010-2011)
- b. English
- c. Internship
- d. Neuroscience

## **ON-GOING ASSESSMENT AND EVALUATION OF THE CORE RUBRICS**

### **First-Year Seminars:**

The committee received few proposals for new first-year seminars, since the format and content of those seminars will be changing as a result of a vote by the full faculty on October 12, 2011. In April 2012, the committee received five sets of proposals (each set with a proposal for SS11 and SS12) that the Burlington Northern first-year seminar group wished to have approved for use in a May workshop for faculty developing new seminars. A working group reviewed the proposals and recommended four of the sets be approved both as examples for the workshop and as courses to be added to the core curriculum. On April 27, 2012, the committee voted to accept this recommendation. On that date, the committee also voted to accept a recommendation to the Senate that students not be allowed to take SS11 and SS12 on the same topic (Appendix I).

### **Fine Arts Approaches core area review:**

In 2010-2011, the Curriculum Committee was charged to consider the suitability of the existing Fine Arts Approaches core rubric. The committee decided to hold that charge over to 2011-2012, in order to incorporate it into the core area review that was already scheduled for the latter year. This year, as part of its review of the Fine Arts Approaches core area, the working group proposed some changes to the core area rubric. On April 6, 2012, the Curriculum Committee voted to send that proposal to affected faculty members for their responses. The working group did not report on such responses before the final meeting of the committee.

### **Humanistic Approaches core area review:**

The Humanistic Approaches core area review was completed after the last committee meeting of 2011-2012. The working group's report will be presented at the first Curriculum Committee meeting of 2012-2013.

## **Evaluation of Program and Core Course Proposals**

The Committee reviewed a number of core course proposals (see Administrative Action Report in Appendix A).

## **CONSULT WITH AND ADVISE THE BURLINGTON NORTHERN FIRST-YEAR SEMINAR GROUP ON ITS PROPOSED REVISIONS TO THE FIRST-YEAR SEMINARS**

The committee heard a presentation and received written communication from Julie Christoph, Director of the Center for Writing, Learning, and Teaching, proposing rubrics for a new system of first-year seminars. On September 16, 2011, the committee voted to recommend to the Senate that the faculty adopt the new rubrics and system. On October 12, 2011, the full faculty voted to approve the new first-year seminar rubric.

## **CONTINUE DISCUSSION AROUND THE INTEGRATION OF A DIVERSITY COMPONENT INTO THE CORE OR GRADUATION**

## **REQUIREMENTS IN COLLABORATION WITH THE CHIEF DIVERSITY OFFICER AND THE FACULTY DIVERSITY COMMITTEE**

Through its consideration of the curriculum review guidelines, the committee discussed the place of diversity in the curriculum. Committee members did not regard themselves as having the expertise to identify and consider the full range of questions inherent to creating a diversity requirement. Rather than act as though it has such expertise, the committee would prefer to receive recommendations from experts, such as the Chief Diversity Officer or Committee on Diversity, and then address those recommendations. This charge needs to be carried over to 2012-2013.

## **REVISE CALENDAR SETTING GUIDELINES TO ACCOMMODATE JANUARY UNIVERSITY HOLIDAY**

The committee set the following guideline:

Fall semester grades shall be due by noon on the first Monday two weeks after the end of the final examination period or on January 2, whichever is later. And, if that due date is a university holiday, then grades shall be due by noon on the next business day.

## **REVISE CURRICULUM REVIEW GUIDELINES IN CONSULTATION WITH DEPARTMENT AND PROGRAM LEADERS**

As working groups considered various five-year curriculum reviews, it became clear that the review question on diversity was particularly problematic. In several cases, working group members and departments differed in their understanding of the purpose and scope of the diversity question. As a result, consideration of some curriculum reviews took longer than expected. The committee was pleased to receive from the Committee on Diversity a suggestion of modified language for that question. The Curriculum Committee approved, with a small modification, the suggested language and on April 27, 2012 voted to recommend to the Senate that the existing diversity question in the curriculum review guidelines be replaced with, “In the content, planning, teaching, and/or assessment of the curriculum, how does your department, school, or program engage diversity and/or the diverse identities of Puget Sound students and the University's goals for diversifying the students and faculty?”

The committee recommends that the Senate approve this change without waiting for recommendations on more thorough revision to the guidelines. The committee felt that the importance of having good information on diversity issues and of communicating the university's commitment to diversity demanded a change on the diversity question, even if the committee will soon be recommending changes to additional questions.

In general, the subcommittee assigned to address this charge was persuaded that the best course of action would be to take up the discussion of review guidelines once the diversity question –

which is likely to be controversial – was sorted out. The committee hopes to have a new version of the curriculum review questions, which incorporates the proposed change to the diversity question, to begin discussion with department and program heads in 2012-2013.

## **DEVELOP GUIDING PRINCIPLES FOR THE ACADEMIC STANDARDS COMMITTEE TO USE IN IDENTIFYING SUITABLE SUBSTITUTE COURSES ALLOWING STUDENTS WITH DISABILITIES TO FULFILL THE FOREIGN LANGUAGE REQUIREMENT**

The Curriculum Committee acknowledges the intrinsic value of foreign language study as one aspect of a liberal arts education. At Puget Sound, this is accomplished through the Foreign Language Graduation Requirement. When the Academic Standards Committee reviews petitions from students asking to apply substitute courses in fulfillment of this requirement, the Curriculum Committee offers two guiding principles:

1. The language component of the requirement may be emphasized by considering substitute courses covering linguistics, literature in translation, formal language (logic, computer programming, etc.), or the history of a language.

and/or

2. The foreign component of the requirement may be emphasized by considering courses introducing students to a culture as studied through disciplines such as Art, History, and Religion, or through the broader perspective of an interdisciplinary program.

## **ADDRESS THE DISCREPANCY IN THE LENGTH OF FALL AND SPRING SEMESTERS**

The committee has been charged with this item several times in recent years. There are legitimate curricular arguments for lengthening Fall, shortening Spring, and leaving the system as it is. Therefore, the committee sees no clear path to recommending any one of these options over the others on curricular grounds. There may be other interests (e.g., residence life, conference scheduling, physical plant) that would have an impact on university choices about the calendar; however, these interests are outside the purview of the Curriculum Committee.

## **BUSINESS TO BE CARRIED OVER TO 2012-2013**

1. Review one department and three programs scheduled for 2011-2012
  - a. African American Studies (originally held over from 2010-2011)
  - b. English
  - c. Internship

- d. Neuroscience
- 2. Complete the Biology and Dual-Degree Engineering curriculum reviews begun in 2011-2012.
- 3. Receive and accept the working group reports on the curriculum reviews of Geology and Physics
- 4. Revise curriculum guidelines, pending Senate acceptance of the committee's proposed changes to the question on diversity.

## REPORTS AND APPENDICES

### Appendix A: Administrative Curriculum Action: 2011-2012

Course Number	Course Title	Action Taken	Date
BIOL 379	Ornithology	New course.	9/23/11
MUS 101	Music Theory 1	Title change: Aural Skills 1. Description change, new prerequisite.	9/29/11
MUS 102	Music Theory 2	Title change: Aural Skills 2. Description change.	9/29/11
MUS 103	Music Theory 1	Description change, new prerequisite.	9/29/11
MUS 104	Music Theory 2	Description change.	9/29/11
MUS 201	Music Theory 3	Title change: Aural Skills 3. Description change.	9/29/11
MUS 202	Music Theory 4	Title change: Aural Skills 4. Description change.	9/29/11
MUS 203	Music Theory 3	Description change.	9/29/11
MUS 204	Music Theory 4	Description change.	9/29/11
COMM 384C	Topics in Communication: The Dark Side of Interpersonal Communication	Letter designation added. Title added for special topic.	10/3/11
HUM 201	Arts, Ideas, and Society: Sallying Forth with Don Quixote	Description change.	10/3/11
STS 318	Science and Gender	Description change.	10/3/11
CONN 355	Early Modern French Theatre and Contemporary American Culture	Prefix change: HUM 355.	10/5/11
ASIA 399	Southeast Asia in Cultural, Economic, and Political Context	New course.	10/6/11
BUS 493K	Special Topics: Green and Grimy: Opportunities and Challenges in	New section of Special Topics; added letter designation.	10/6/11

	Sustainable Business		
CSOC 225	Asian Medical Systems	New course.	<b>10/6/11</b>
ENVR 342	Field School in Conservation and Development	New course.	<b>10/6/11</b>
ENVR 352	Sustainability in Everyday Life	New course, 0.25 activity unit.	<b>10/6/11</b>
HIST 125	The Frontier in World History	New course, Scholarly and Creative Inquiry Seminar.	<b>10/6/11</b>
CHIN 309	Phoenix Claws and Lion's Head: Food and Chinese Culture	New course.	<b>10/7/11</b>
AFAM 205	Survey of African American Literature	Moved to Humanistic Approaches core.	<b>10/10/11</b>
CSOC 217	International Research Proposal Workshop	New course, 0.25 activity unit.	<b>10/11/11</b>
HIST 313	Islamic Empires 1200-1700	New course.	<b>10/13/11</b>
COMM 160	Introduction to Organizational Communication	New course, Social Scientific Approaches core.	<b>10/14/11</b>
CONN 344	Magic and Religion	New course, Connections core.	<b>10/14/11</b>
HUM 135	M.M. Bulgakov! The Unrecognized Genius	New course, Scholarly and Creative Inquiry Seminar.	<b>10/14/11</b>
HUM 200	Homer to Hitchcock: The History of Ideas in the Arts	Added to Fine Arts Approaches core.	<b>10/14/11</b>
STS 141	Evolution for Everyone	New course, Scholarly and Creative Inquiry Seminar.	<b>10/14/11</b>
COMM 156	Interpersonal Communication	New title: Introduction to Interpersonal Communication. Number change from 350. Social Scientific Approaches Core.	<b>10/17/11</b>
ENGL 136C	Imagining the American West: Welcome to Vegas!	Letter designation added. New title and description [Writing and Rhetoric Seminar].	<b>10/17/11</b>
ENGL 211	Introduction to Creative Writing	New course.	<b>10/17/11</b>
HUM 110	Introduction to the Digital Humanities Environment	New course, Writing and Rhetoric Seminar.	<b>10/17/11</b>
HUM 302	Individual and Transcendence: Comparative Values	New title: Mystics, Knights, and Pilgrims: The Medieval Quest. Connections core.	<b>10/17/11</b>

IPE 300	The Political Economy of International Trade and Finance	New course.	<b>10/17/11</b>
CONN 333	Nations and Nationalism in Modern Europe	New course, Connections core.	<b>10/21/11</b>
HUM 136	Elizabeth I and Shakespeare's Kings	New course, Scholarly and Creative Inquiry Seminar.	<b>10/21/11</b>
BIOL 141	Evolution for Everyone	New course, Scholarly and Creative Inquiry Seminar; cross-listed as STS 141.	<b>10/25/11</b>
BUS 461	Business at the Bottom of the Pyramid	Moved from Special Topics; designated permanent course number.	<b>10/26/11</b>
PG 319	Local Politics	Instructor permission removed from prerequisite; new description.	<b>10/26/11</b>
PG 352	Political Psychology and Deterrence	New course, offered Spring 2012 only.	<b>10/26/11</b>
STS 341	Modeling Earth's Climate	Title change: Modeling the Earth: Climate, Resources, Population, and the Limits to Growth. New description.	<b>10/26/11</b>
SPAN 310	Special Topics in Hispanic Culture or Literature	Prerequisite change.	<b>10/28/11</b>
SPAN 410	Special Topics Seminar	Prerequisite change. Letter designation 410D, new title and description for topic.	<b>10/28/11</b>
PG 328	Theories of Comparative Political Economy	Prerequisite change: PG 102.	<b>10/31/11</b>
ENVR 105	Environmental Science	Course reinstated.	<b>11/15/11</b>
CHEM 110	Fundamentals of Chemistry 1	New title: General Chemistry 1; new description.	<b>11/21/11</b>
CHEM 111	Fundamentals of Chemistry 2	New title: General Chemistry 2; new number: 120; new description.	<b>11/21/11</b>
CHEM 115	Integrated Chemical Principles	New course.	<b>11/21/11</b>
CHEM 230	Quantitative Analysis	New title: Analytical Chemistry; description change.	<b>11/21/11</b>
CHEM 231	Analytical Methods	New course, 0.5 academic unit.	<b>11/21/11</b>
ENGL 471	Bollywood Films	Number change: 470.	<b>11/28/11</b>
REL 217	Research Proposal Workshop	New course, 0.25 activity unit.	<b>11/28/11</b>
PT 601	Basic Physical Therapy Skills I	Schedule change.	<b>12/6/11</b>
PT 602	Basic Physical	Schedule change.	<b>12/6/11</b>



	Therapy Skills II		
PT 633	Principles of Cardiopulmonary Physical Therapy	Schedule change.	<b>12/6/11</b>
PT 635	Ambulatory Function	Schedule change.	<b>12/6/11</b>
CONN 375	The Harlem Renaissance	Prefix change: AFAM 375.	<b>1/6/12</b>
GNDR 291A	Gender Publication Activity	New course, activity unit.	<b>1/10/12</b>
MUS 493R	Special Topics in Music History: Beethoven and Schubert in Vienna	New course.	<b>1/27/12</b>
THTR 377	World Theatre II: Asian Theatres	New course.	<b>1/31/12</b>
PG 355	Post-Soviet Politics	New course, offered Spring 2013 only.	<b>2/2/12</b>
COMM 481	Online Experience	New course.	<b>2/2/12</b>
COMM 381	Communication and the Internet	New course.	<b>2/7/12</b>
ENGL 471	Special Topics in Writing, Rhetoric, and Culture: Rhetoric of Disease	New title: Special Topics in Writing, Rhetoric, and Culture: Illness and Narrative: Discourses of Disease.	<b>2/8/12</b>
EXSC 201	Nutrition and Energy Balance	Number change: 301. New description.	<b>2/17/12</b>
EXSC 327	Care and Prevention of Injuries to the Physically Active	New title: Evaluation of Sports Injuries.	<b>2/17/12</b>
EXSC 340	Equipment Design	New number: 438. New description.	<b>2/17/12</b>
REL 211	Islam in America	New course.	<b>2/28/12</b>
AFAM 301	Capital and Captivity	New course.	<b>2/28/12</b>
COMM 332	Communication Theory	Number change: 230. Description change. Prerequisite: one Communication Studies course 150-199 or concurrent enrollment.	<b>2/28/12</b>
COMM 232	Communication Research Methods	New number: 330. New title: Quantitative Research Methods. New prerequisite: completion or concurrent enrollment in COMM 230, junior or senior standing, or permission of instructor.	<b>2/28/12</b>
COMM 252	Health Communication Campaigns	Removed from Social Scientific Approaches core.	<b>2/28/12</b>
ENGL 129	Power and Perception: The Mirror and The Music	Title change: The Music and The Mirror.	<b>3/5/12</b>

COMM 331	Qualitative Research Methods	New course.	<b>3/5/12</b>
HIST 340	Tolstoy, Gandhi, and King: A History of Non-Violent Social Change in the 20 <sup>th</sup> Century	Removed from HIST, moved to REL 311. New description. New title: Tolstoy, Gandhi, and King: Prophets of Non-Violent Social Change in the 20 <sup>th</sup> Century	<b>3/5/12</b>
ENGL 128	Argument and Insight: Shaping the Shadow	Title change: Shaping the Shadow.	<b>3/5/12</b>
EDUC 296	Using Children's and Young Adult Literature to Teach for Social Justice	Description change.	<b>3/5/12</b>
EDUC 290	Making Men: Schools and Masculinity	New title: Making Men: Schools and Masculinities.	<b>3/5/12</b>
HIST 317	Modern European Intellectual History	Course removed from curriculum.	<b>3/5/12</b>
CHEM 377	Biomolecular Interactions	New course.	<b>3/5/12</b>
BUS 475	Law, Lawyers and Legal Education	New number: 344.	<b>3/5/12</b>
ENGL 342	Literary Genre: Prose (Fiction)	New title: Genre: Novel.	<b>3/5/12</b>
ENGL 343A	Literary Genre: Prose (Non-Fiction)	Special topic for Fall 2012: Autobiography and the Idea of America.	<b>3/5/12</b>
EXSC 430	Special Topics in Exercise Science	New course. Topic for Fall 2012: Recent Advances in Cellular and Molecular Mechanisms of Neuromuscular Plasticity.	<b>3/6/12</b>
ENGL 407A	Rhetoric and Culture of the City: Los Angeles and Durban	New section of ENGL 407.	<b>3/7/12</b>
ENGL 133A	Politics of Space, Public and Private: Rhetoric of Crime	New section of 133, letter designation A.	<b>3/8/12</b>
MATH 150	Finite Mathematics	Description change.	<b>3/14/12</b>
MATH 160	Introduction to Applied Statistics	Description change.	<b>3/14/12</b>
MATH 260	Intermediate Applied Statistics	Description change.	<b>3/14/12</b>
MATH 180	Calculus and Analytic Geometry I	Description change.	<b>3/14/12</b>
MATH 181	Calculus and Analytic Geometry II	Description change.	<b>3/14/12</b>
MATH 280	Multivariate Calculus	Description change.	<b>3/14/12</b>
MATH 290	Linear Algebra	Description change.	<b>3/14/12</b>

MATH 300	Geometry	Frequency change – every other spring.	<b>3/14/12</b>
MATH 335	Optimization	Frequency change – every other fall.	<b>3/14/12</b>
MATH 373	Linear Statistical Models	Title & number change: 360 Advanced Applied Statistics; prerequisite change: MATH 260, equivalent, or permission of instructor.	<b>3/14/12</b>
MATH 375	Probability Theory and its Applications	Description change.	<b>3/14/12</b>
MATH 376	Mathematical Statistics	Description change.	<b>3/14/12</b>
MATH 420	Advanced Topics in Mathematics	Frequency change: At least once per year.	<b>3/14/12</b>
MATH 471	Mathematical Modeling	Frequency change: every other fall. Drop cross-listing with CSCI 471.	<b>3/14/12</b>
MATH 321	Advanced Calculus I	Description change.	<b>3/14/12</b>
MATH 322	Advanced Calculus II	Description change.	<b>3/14/12</b>
CSCI 161	Introduction to Computer Science	Description change.	<b>3/14/12</b>
CSCI 261	Computer Science II	Description change.	<b>3/15/12</b>
CSCI 325	Network Programming	Description change.	<b>3/15/12</b>
CSCI 335	Optimization	Description change.	<b>3/15/12</b>
CSCI 340	Software Engineering	Number change: 240. Prerequisite change: CSCI 261 w/C- or better. Description change.	<b>3/15/12</b>
CSCI 431	Introduction to Artificial Intelligence	Description change.	<b>3/15/12</b>
CSCI 440	Capstone in Computer Science	New course.	<b>3/15/12</b>
CSCI 481	Compilers and Compiler Writing	Prerequisite change: CSCI 281, 340 and 361; 370 recommended. Description change.	<b>3/15/12</b>
MATH 433/434	Abstract Algebra I, II	Description change.	<b>3/15/12</b>
HIST 399	Special Topics in History	New course.	<b>3/16/12</b>
HIST 399A	Special Topics in History: The Multicultural West	New section of special topics, letter designation assigned.	<b>3/16/12</b>
CONN 478	Animals, Law and Society	New CONN course; moved from BUS to CONN.	<b>3/19/12</b>
OT/PT 101	Introduction to OT/PT	Remove from PT; 0.25 unit advising section. New title: Introduction to Allied Health Professions. New description.	<b>3/19/12</b>
REL 311	Tolstoy, Gandhi, and King: A History of	Frequency change: offered every 3 years.	<b>3/19/12</b>

	Non-Violent Social Change in the 20 <sup>th</sup> Century		
HIST 399Aa	Special Topics in History: The Multicultural West	This is the film screening lab section assigned to 399A.	<b>3/20/12</b>
HIST 291	Modern Africa	New course. Satisfies the Humanistic Approaches core requirement.	<b>3/20/12</b>
HIST 391	Nelson Mandela and 20 <sup>th</sup> Century South Africa	New course.	<b>3/20/12</b>
HIST 361	The United States and the War in Vietnam	New description.	<b>3/20/12</b>
HIST 307	The Crusades	New description.	<b>3/20/12</b>
HIST 359	The United States in the 1960s	New description.	<b>3/20/12</b>
THTR 210	Acting II: Characterization and Craft	New description. Lab added once per week.	<b>3/20/12</b>
THTR 110	Fundamentals of Acting	New description. Lab added once per week.	<b>3/20/12</b>
ENGL 211	Introduction to Creative Writing	New description. Added to Fine Arts Approaches core.	<b>3/20/12</b>
COMM 111	Controversies of Online Social Media	New course. Satisfies the Seminar in Writing and Rhetoric core requirement.	<b>3/20/12</b>
ALC 330	Writing the Margins in Contemporary Japanese Literature	New course. Satisfies the Humanistic Approaches Core requirement.	<b>3/21/12</b>
THTR 110AA	Fundamentals of Acting Lab	Weekly lab section.	<b>3/21/12</b>
THTR 210AA	Acting II: Characterization and Craft	Weekly lab section.	<b>3/21/12</b>
EXSC 200	Introductory Research Methods	New course.	<b>3/21/12</b>
EXSC 329	Exercise Physiology	New course.	<b>3/21/12</b>
EXSC 331	Scientific Writing in Exercise Science	New course.	<b>3/21/12</b>
EXSC 336	Biomechanics	New course.	<b>3/21/12</b>
EXSC 401	Advanced Nutrition and Energy Balance	New course.	<b>3/21/12</b>
EXSC 429	Advanced Exercise Physiology	New course.	<b>3/21/12</b>
EXSC 436	Advanced Biomechanics	New course.	<b>3/21/12</b>

EXSC 439	Designing Interdisciplinary Exercise Prescriptions	New course.	<b>3/22/12</b>
EXSC 440	Biomechanics of Sports Injuries	New course.	<b>3/22/12</b>
BIOL 340	Animal Communication	New course.	<b>3/22/12</b>
COMM 240	Introduction to Communication Criticism	New course.	<b>3/22/12</b>
REL 315	Contemporary Jewish Thought	New course.	<b>3/22/12</b>
BUS 443	Consumer Behavior	Title & number change: 407 Science of Consumption. Prerequisite change: BUS 310/335 and MATH 160.	<b>3/22/12</b>
COMM 384D	Topics in Communication: Advanced Relational Communication	New section of special topics.	<b>3/22/12</b>
COMM 450	Health and Relationships	New course.	<b>3/23/12</b>
COMM 190	Introduction to Critical Issues in Public Culture: Democracy and Identity in US Public Discourse	New course. Meets the Humanistic Approaches Core requirement.	<b>3/23/12</b>
SPAN 310D	Special Topics in Literary and Cultural Studies	New section 310D: Fiction and History in Spanish America.	<b>3/23/12</b>
SPAN 410E	Special Topics Seminar	New section of special topics: 410D. New title: <i>Comedia</i> : An Early Modern Sitcom?	<b>3/23/12</b>
PSYC 356	Fundamentals of Neuropsychology	New description. New prerequisite: PSYC 230.	<b>3/23/12</b>
COMM 181	Introduction to Online Communication	New course. Meets Social Scientific Approaches core requirement.	<b>3/27/12</b>
ARAB 101	Modern Elementary Arab	New course.	<b>4/5/12</b>
FREN 110	Accelerated Elementary French	New course.	<b>4/18/12</b>
SPAN 210	Spanish in the U.S.	New title: Latina/o America: A Critical Introduction. New description.	<b>4/30/12</b>
BUS 316	CFA Investment	New course, .25 unit activity	<b>4/30/12</b>

	Research Challenge	credit.	
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## **Appendix B: Working Group Assignments and Membership**

### **WORKING GROUP ONE:**

Approaches core course approval; Humanistic Approaches core review; African American Studies review, Biology/Molecular Biology review

- ◆ Jane Carlin
- ◆ Alyce DeMarais
- ◆ Lisa Ferrari
- ◆ Tatiana Kaminsky (fall)
- ◆ Brad Reich (lead)
- ◆ Jonathan Stockdale (spring)
- ◆ Rand Worland (spring)

### **WORKING GROUP TWO:**

First-year seminar course approval; Chemistry/Biochemistry review; English review; Geology review

- ◆ Alyce DeMarais
- ◆ Brad Dillman
- ◆ Lisa Ferrari
- ◆ Katie Mihalovich
- ◆ Emelie Peine (lead)

### **WORKING GROUP THREE:**

Connections course approval; Dual Degree Engineering review; Physics review; Internship review

- ◆ Alyce DeMarais
- ◆ Lisa Ferrari
- ◆ Amanda Mifflin (lead)
- ◆ Ned Sherry (fall)
- ◆ Linda Williams

### **WORKING GROUP FOUR:**

Fine Arts Approaches core review; Exercise Science review; Neuroscience review

- ◆ Terry Beck (lead)
- ◆ Alyce DeMarais
- ◆ Lisa Ferrari
- ◆ Alison Tracy Hale
- ◆ Steven Zopfi

### **WORKING GROUP FIVE:**

Special Interdisciplinary Major (SIM) proposals; Occupational Therapy review; Math/Computer Science review

- ◆ Roger Allen (lead)
- ◆ Alyce DeMarais

- ◆ Lisa Ferrari
- ◆ Brad Tomhave
- ◆ Carolyn Weisz

## Appendix C: Report of the Curriculum Committee on the Chemistry and Biochemistry Review

March 2012

Working Group 2 discussed the Chemistry Department's review materials on March 7<sup>th</sup>. Below is an excerpt of the letter that the group sent in response to the review materials:

On behalf of the curriculum committee working group that reviewed your program assessment, we would like to commend your thoughtful work on this document. It is clear that the chemistry department is very conscientious and proactive in ensuring that our students are receiving the most effective education possible. The program serves the needs of the students extremely well, and we appreciate the level of thought that has gone into the revision of the curriculum, particularly the new dual-track approach to the introductory courses. We appreciate how you talk about the students in those different groups, emphasizing that the standard track is not "remedial" but a typical introductory sequence, and that the department is eager to meet more advanced students where they are. We also appreciate that you have very good communication in your department, and the review overall was very thoughtful and deliberate.

Upon receiving satisfactory responses to questions raised during the review process, the working group moved for approval of the review by the full committee. The review was approved by unanimous vote on March 23<sup>rd</sup>.

Below are the questions posed by the working group and Chairperson Scharrer's response:

**Question from the Working Group:** First, we were a bit unclear as to the relationship between the biochemistry major, the molecular and cellular biology major, and the chemistry department. It is our understanding that biochemistry will undergo its own, separate review later in the review cycle, but there was a significant amount of discussion here about the biochemistry program so we thought it appropriate to voice our questions here. We were a bit unclear as to the distinction between the biochemistry major and the cellular and molecular biology major. We understand that there is a utility in the distinction when it comes to graduate school applications, but we are curious to know how the two departments see them as separate programs. We would be interested in hearing your reflections on the benefits to students (and potential costs to faculty resources) of having the 2 separate programs. We understand that much of this information will probably be forthcoming in the biochem review, so it isn't necessary for you to send us substantially more information. We are just looking to understand the relationship more clearly.

**Response:** *In the proposal for the biochemistry/molecular cellular biology program we laid out the differences between these two areas of study:*

*"Biochemistry vs. Molecular Biology. Biochemistry is closely related to the field of molecular biology. Both are interdisciplinary, with foundations in chemistry and biology, but there are critical distinctions in what are considered their respective goals. In terms, the biochemist wants to understand the chemical basis of biological systems. He or she uses physical or chemical methods to investigate questions about how electrons, atoms, and molecules behave in biological*



*systems. The molecular biologist, in contrast, is more interested in identifying the molecules involved in various processes and understanding how these molecules interact with one another as they perform cellular tasks. A convenient way to express this idea is that a biochemist looks at interactions from the molecular level and smaller, whereas the molecular biologist looks at interactions from the molecular level and larger.”*

*We also view the biochemistry major, as a track within the chemistry major, rather than a separate entity and I think that the MCB major is viewed similarly by the Biology department. As you state, the Biochemistry/MCB program will be evaluated next year, so we'll be thinking more about these sorts of things.*

**Question from the Working Group:** We are also curious to hear a bit more about your plan to track majors after they graduate to assess the impact of the program after they leave. Other programs have had a lot of success with alumni surveys, and this might be something really useful to show to prospective students as well as to assess the program for review purposes.

**Response:** *I like your idea of using an alumni survey. Currently we keep a spreadsheet that is updated with information such as graduate degrees, place of employment, etc. But we have this only for graduates since 2000. So right now, any updates we make are thanks to alumni who make contact with us and we don't know about those who don't keep in touch with us.*

**Question from the Working Group:** Your senior research course Chem 490 stood out in the review as a work in progress. It seems that it is a struggle for faculty to manage the inconsistent commitments on the part of students and the individual unpredictability of the research process, which makes it hard to adopt a standard framework for that seminar. We are curious if adopting standard deadlines in a more “course-like” structure for all students enrolled in 490 (regular research reports, etc.) would alleviate the pressure on faculty to manage the procrastination of each individual research student. We understand that projects proceed at very different paces, and that sometimes students are unable to produce results when an instrument is down. However, requiring regular reporting might help alleviate the need to reinvent the wheel with individual contracts for each and every student. This very well may not be practical for 490, but it was a thought that came up in our discussion.

**Response:** *Actually, since we submitted this review, we have agreed to implement a detailed research contract for CHEM 490 and 390 (We already have the students complete a contract, where we lay out general expectations, but there are not specific deadlines). As part of this new contract, we would establish deadlines for the submission of a draft of the thesis as well as the final due date. Some faculty would also like to implement group meetings where the students need to regularly present their results. But, we are still mulling over some of the details associated with the contract.*

## **Appendix D: Report of the Curriculum Committee on the Exercise Science Review**

January 2012

In their report, the Exercise Science faculty presented an extensive revision of their curriculum based on recommendations from an outside consultant and their own assessments. The Working Group carefully reviewed the Exercise Science report and sent questions and clarifications to the Exercise Science faculty. The Working Group received a thoughtful and comprehensive reply that satisfied all but one of our concerns (addressed below).

As a result of considerable work, the Exercise Science course offerings and sequence have been expanded. The Exercise Science Department proposed creating more upper-division electives to make the curriculum more flexible. All required 400 level courses now have a thesis component. The Department worked to create a greater sense of coherence in the major: moving students forward and systematically in their knowledge and skills.

Part of the expansion of the curriculum is the hiring of an additional faculty member. Because hiring had not occurred at the time of the review, it was difficult for the Exercise Science Department to submit complete syllabi for all the new courses they propose. As a result, the Curriculum Committee accepted the Exercise Science review with the request that the syllabi for Neuroscience in Exercise (3XX) and for Advanced Neuroscience in Exercise (4XX) (both courses to be taught by the new faculty member) be resubmitted using the usual course proposal process. As submitted, the course syllabi were too skeletal for approval by our working group.

## **Appendix E: Report of the Curriculum Committee on the Math and Computer Science Review**

April 2012

### Impression

The Mathematics and Computer Science Department presented a complete, well organized, and articulate review of the current curriculum and proposed modifications. During its assessment, the working group raised issues pertaining to the Department's contract-major, writing across the curriculum, and diversity and solicited additional information from the Department on these points. The working group found all explanations to the issues raised to be logical, reasonable, and in the best interests of the department and students, with one exception.

As is the case for many academic programs in areas such as natural sciences or mathematics, the working group felt that responses to the question regarding diversity missed the mark. This, however, did not stop the working group from recommending full approval of the Five-Year Review. The Curriculum Committee accepted that recommendation and, in terms of the Review, no further clarification was required on this point. We did feel that the review question itself was inadequate and vague in its attempt to elicit salient information on how the curricula of departments or programs are addressing the University's mission to embrace diversity and encourage involvement of traditionally underrepresented students. There were also feelings on the Committee that assessing this aspect of the University's mission is not a "curricular" matter. Regardless, the concern was discussed at length. It seemed to flag a need for the University at large to be more helpful in assisting programs identify ways to promote diversity and make the educational experience sensitive to a wide range of inherent student backgrounds and perspectives, beyond the typically cited gender and ethnicity concerns.

The recommends that the faculty of the Mathematics and Computer Science Department give honest future consideration to what steps might be taken and what mechanisms and ideas are available to actively address the needs and broaden inclusion of students from backgrounds typically underrepresented in math and sciences.

### Specific Approved Course/Syllabus Changes

Prior to discussion of the full Math and Computer Science Five-Year Curriculum Review, the Curriculum Committee considered all the course and syllabus changes requested by the department. Based on recommendation of the working group charged with assessing this Five-Year Curriculum review, all course and syllabus changes listed below were approved by the full curriculum committee at the April 6, 2012 meeting. Approval forms were forwarded to the Office of the Associate Dean for final signature.

MATH 103, Introduction to Contemporary Mathematics: Rewrote catalog description to be consistent with the bulletin. Made minor edits to the course objectives and the content and syllabus. Under recommendations, updated the reference to the course frequency.

MATH 110, Pre-Calculus: Updated bibliography.

Math 150, Finite Mathematics: Removed reference to graphing calculators in the catalog description, and made other minor edits to the catalog description and objectives.

MATH 160, Introduction to Applied Statistics: Removed reference to statistical software and to Math 271 in catalog description. Made minor edits to the objectives and updated the bibliography.

MATH 170, Calculus for Business, Behavioral, and Social Sciences. Removed reference to Math 258 from catalog description, and removed reference to technology in the objectives.

MATH 180, Calculus and Analytic Geometry I: Dropped statement in catalog description referring to the use of graphing calculators. Updated the course number of the pre-requisite course. Updated the bibliography and changed heading of section II from Required Topics to Topics.

MATH 181, Calculus and Analytic Geometry II: Dropped statement in catalog description referring to the use of graphing calculators. Updated the bibliography and changed heading of section II from Required Topics to Topics.

Math 260, Intermediate Applied Statistics: Rewrote catalog description and objectives to reflect current emphases of the course. Rewrote required and optional topics for the same reason. Updated the bibliography. Reflecting the renumbering recently done in Economics, changed the ECON 374 to ECON 284 as one possibility to satisfy the prerequisites.

MATH 280, Multivariate Calculus: Dropped statement in catalog description referring to the use of graphing calculators and computer software. Updated the course number of the prerequisite course. Updated the bibliography and changed heading of section II from Required Topics to Topics.

MATH 290, Linear Algebra: Dropped statement in catalog description referring to the use of graphing calculators and computer software. Edited an improperly capitalized word.

Math 300, Geometry: Edited Objectives to better convey course content to students. Reduced frequency from every spring to every other spring.

Math 301, Differential Equations: Updated Prerequisites to reflect recent course renumbering. Minor edits of Course Topics. Updated the bibliography.

Math 302, Partial Differential Equations: Minor editing of Objectives on the language level. Edited improperly capitalized words. Updated bibliography.

Math 321, Advanced Calculus: Revised the Bulletin description to more clearly convey the course content to students. Minor edits of Required Topics. Removed “Numerical methods” from Optional Topics. Course content stays the same.

MATH 338, Combinatorics: Will be removed from the Bulletin and instead offered periodically as special topics (Math 420) course.

Math 352, Complex Analysis: Minor editing of Objectives. Moved Boundary-value problems from Required Topics to Optional Topics to reflect current teaching practices.

Math 355, Optimization: Updated Required, Optional Topics, and bibliography. Will be offered every other Fall.

Math/CSCI 335 and Math 471, Optimization and Mathematical Modeling: offer this sequence in alternating Fall semesters rather than alternating Spring semesters. This will result in more upper-division offerings in the Fall. In addition, since Math 375 (Probability Theory) is being moved to Spring semesters, it makes sense to move Math/CS 335 and Math/CS 471 to the fall, since both faculty members who teach Math/CS 335 and Math/CS 471 also teach Math 375.

MATH 373, Linear Statistical Modeling: Renumbered to Math 360 and rename the course as “Advanced Applied Statistics.” This is to align with Math 160, Introduction to Applied Statistics, and Math 260, Intermediate Applied Statistics. Significant re- vision of the entire syllabus to reflect course changes implemented by our statistician James Bernhard.

MATH 375, Probability Theory and its Applications: Minor edit of Bulletin descrip- tion. Updated Required, Optional Topics, and bibliography. Will be offered in the Spring semester in the future.

MATH 375/376: Starting with Spring 2013, offer Math 375 in the Spring and Math 376 in the Fall. This sequencing will be beneficial for students taking the probability actuarial exam in mid-fall, and it will give students a second option for a depth sequence that begins in the spring. (The other is the ODE/PDE sequence, Math 301/302.)

MATH 376, Mathematical Statistics: Revised the Bulletin description to better convey the course content to students. Minor edits of Required and Optional Topics. Updated bibliography. No change in course content. Will be offered in the Fall semester, starting Fall 2012.

Math 420: Redesigned to include infrequently offered classes such as Math 310 and Math 338 besides topics such as topology.

Math 433/434, Abstract Algebra I/II: Made minor edit in Bulletin description, simpli- fying “major contracts and the standard major” to mathematics majors.

MATH 471, Mathematical Modeling: Will be offered in the Fall of every other year. Mildly edited Topics and updated bibliography. Cross-listing this course as CSCI 471 will be discontinued because of the lack of a significant CSCI emphasis.

CSCI 161, Introduction to Computer Science: Added the requirement of a weekly laboratory. Only minor changes to course structure bibliography.

CSCI 250, Electronic Commerce: Minor changes to the topic list. Updated bibliography.

CSCI 261, Computer Science II: Added “Weekly laboratory is required.” Removed Math requirements.

CSCI 281, Assembly Language and Computer Architecture: Only minor changes to course structure and bibliography.

CSCI 291, Programming Language Paradigms: Moved what had been the “Objective” up to become the Catalog Description. (It was much more thorough and enlightening than what had been in the catalog.) Replaced Objective section with my current list of learning objectives for the course. Added “Proof trees” to the list of required topics (should’ve been there to start with), and removed “Parallel complexity.”

CSCI 315, Computer Graphics: Minor changes to the topic list. Updated bibliography.

CSCI 325, Network Programming: Major revision, including updated Bulletin Description. Replaced Objective section with most recent list of learning objectives from the instructor’s course page. Updated prerequisite to CSCI 340. List of required topics was heavily modified to reflect current teaching practices.

CSCI 340, Software Engineering: Updated description and changed prerequisite to 261 only.

CSCI 355, Optimization: Updated Required, Optional Topics, and bibliography. Will be offered every other Fall.

CSCI 361, Algorithms and Data Structures: Changed prerequisites to CSCI 261 and MATH 210 (no MA 290). Removed CSCI 281 prerequisite. Made a complete change to the bulletin description to better convey course content to students.

CSCI 370, Theory of Computation: Changed prerequisite to Math 210 only.

CSCI 381, Computer Systems and Architecture Design: Remove from Bulletin.

CSCI 431, Introduction to Artificial Intelligence: Updated description to remove references to specific programming languages.

CSCI 440, Capstone in Computer Science. Added new course.

CSCI 455, Introduction to Database Management Systems: Updated description and changed Mathematics prerequisite to MATH 210 only.

CSCI 475, Operating Systems: Removed language that referenced antiquated operating systems from the description.

CSCI 481, Compilers and Compiler Writing. Major revision, including updated Bulletin Description. CSCI 370 is now recommended but not required as a prerequisite. List of required topics is expanded and rephrased.

### Outcome

At the April 13, 2012 meeting of the Curriculum Committee the working group charged with assessing the Five-Year Curriculum Review for the Department of Mathematics and Computer Science presented its findings and recommendations pertaining to this departmental review. It was moved by the coordinator of the working group that the full Curriculum Committee approve the Math and Computer Science Five-Year Curriculum Review. That motion passed. Passage of that motion includes approval of all proposed changes contained in the Review, which include, but are not limited to, the following specific changes:

- Increasing the number of required courses in the computer science major from nine to ten.
- Implementing all revisions to the requirements for a Bachelor of Science in Computer Science/Business as specified in section 2.3 of the review.
- Standardizing teaching load for CSCI courses to one credit of teaching load to facilitate offering new labs for CSCI 161 and 261 without additional staff.
- \* Removing PHYS/CSCI 323, CSCI 381, and CSCI 481 from the list of options for the minor in Computer Science.
- Holding regular, weekly labs in both CSCI 161 and 261.
- Requiring CSCI 291 for the Computer Science major.
- Requiring CSCI 340 for the Computer Science major and position it as a prerequisite for project-based electives.
- \* Requiring MATH 210 as prerequisite where MATH 290 was previously accepted.
- Removing the depth tracks requirement and replace it with a required capstone course (approved on April 6, 2012) for the Computer Science major.
- Requiring three upper-level electives, for a total of 10 required courses for the Computer Science major.
- Shifting lectures to three per week as instructors see fit.

## Appendix F: Report of the Curriculum Committee on the Occupational Therapy Review

November 2011

### Impression

After thoughtful evaluation and discussion of the Occupational Therapy Department's Curricular Review, members of the working group find that the Occupational Therapy Department has done an excellent job preparing this Curricular Review, articulating its mission and centrality to the University, and providing a quality educational curriculum for its students.

Specifically, the relationship to UPS undergraduate core and non-departmental courses is well expressed. The explanation of curricular sequencing changes was very clear and persuasive. Responses to item 7 indicate that experiences, both integral and available, within the OT program for embracing cultural diversity and work within the field are exemplary. The program's integration of the writing across the curriculum model was very articulately presented in responses to item 6.

For the purpose of evaluating this Curricular Review, it is noteworthy that the Occupational Therapy Department is not indicating any changes be made at this time to the existing curriculum, or requesting additional university resources to continue implementation of the curriculum.

Since the Occupational Therapy Department is not requesting that any changes be made to the existing curriculum, or making any request that would be in contrast to current university guidelines, requirements, or standards, the Working Group will not be taking this to the full Curriculum Committee for "approval," per se, but rather for "acceptance" of the Review.

### Feedback from the Working Group

The Working Group raised a number of issues/questions that the OT department may find helpful in drafting the self-study for their upcoming ACOTE re-accreditation. It is realized that the department may have already fully considered and addressed some, or all, of these elements in drafting the re-accreditation self-study or that they were not needed for inclusion in addressing the specific curricular review questions. Some of these issues may not be pertinent in light of current ACOTE accreditation requirements. These points do not need to be addressed in the revised Curriculum Review document. They are merely food for thought intended to give the OT Department some observations from the perspectives of readers outside the department prior to their completion of the ACOTE self-study.

1. To what extent and in what specific ways are advanced master's students integrated with students in the entry-level degree program? What is the curricular overlap (if any)?
2. What outcome data exists pertaining to the advanced master's? Is this limited to exit interviews?
3. The response rate for the 18-month employment survey is quite low. What mechanisms are being explored to improve response rates from graduate surveys?
4. The NBCOT pass rate data does not appear able to reveal what percentage of students from a given class cohort actually pass the licensing exam. It also appears limited to first



- attempts. Are there available mechanisms to determine the passing rates for each graduating class of entry-level students for both first attempt and ultimate licensing rates? A description of the limitations of NBCOT data would be helpful.
5. What is the full scope of outcome assessments for students completing the entry-level degree?
  6. Again, note revision comments pertaining to the 3-2 option.
  7. In response to question 3a, obtaining feedback from fieldwork supervisors is mentioned. It might be useful to describe the mechanisms used to consistently collect this feedback on a year-by-year basis.
  8. Question 3b discusses long-range plans for curricular development. An element that might be potentially useful for the ACOTE self-study would be to indicate what mechanisms you have in place to consistently (year-by-year basis) review current outcome data, assess curricular adequacy, and begin to draft any indicated curricular modifications. (The PT program really ran into this with CAPTE accreditation.) This could be regular discussion of outcomes and implications for curricular planning at an annual retreat, etc..
  9. Addressing NBCOT pass rates, some mechanisms for addressing passing rates were discussed in section 3a. What was not mentioned was the number of faculty that have either written for the exam, or have taken the NBCOT exam writing prep course, to thereby give the faculty an in-house ability to draft exam items throughout the OT degree program in consideration of specific NBCOT formatting.
  10. What benefits to the students and OT program do you hope to obtain from expanded international fieldwork opportunities?
  11. Do you anticipate Grove funding to continue? To what specific extent is the current curriculum dependent upon Grove funds? Have you addressed what resources might be available if these funds were discontinued? If the funds vanished without alternative sources stepping up, what program elements would be compromised or discontinued?

### Working Group Recommendation to Curriculum Committee

The recommendation of the Working Group is "accept with minor revisions." Specifically, upon receipt by the working group leader of a final review document incorporating the revisions outlined in the next section of this report, the Working Group evaluating the Occupational Therapy Department's Curricular Review will submit a motion to the Curriculum Committee requesting that the Committee accept the Review in its entirety. The recommendation of the Working Group is strictly advisory to the full Curriculum Committee.

### Outcome

Requested revisions were received and accepted and the full curriculum committee accepted the Occupational Therapy Department's Curricular Review.

## Report of the Curriculum Committee on the Physics Review

February 2012

The Physics department addressed the questions from the review guidelines, but more detail would have been helpful in a couple of the responses. The committee requested additional information regarding the department's proposal to eliminate the BA degree and to elaborate on their discussion of diversity in the curriculum. The committee was satisfied with the response pertaining to the elimination of the BA degree.

The discussion on diversity in the curriculum brought up an interesting issue of addressing diversity in the science and mathematics disciplines. The department brought up the fact that the diversity question in the review guidelines states "*In what ways does the curriculum in your department, school, or program reflect the diversity of our society?*" This brings up the question of what the curriculum committee means by "curriculum". Some interpret this as strictly course subject matter, which would have limited impact on diversity discussion in science and math departments. The bigger question was brought up to the committee of whether this was really the question we want to be asking the departments in the curriculum review, and if we should revise the question before asking departments to elaborate on a question that was not directly asked in the guidelines. Given the debate still ongoing with the diversity question in the guidelines, the committee agreed that the department's response to the question asked was satisfactory and recommends approval of the departmental review.

## Appendix G: Report of the Curriculum Committee on the Fine Arts Approaches Review

April 2012

The working group began our review by consulting documents generated in the last Fine Arts (FA) Approaches review. We reviewed syllabi of current and former courses taught in the FA Approaches Core and created a survey that we distributed to faculty who are teaching or have taught in the FA Approaches Core.

The working group analyzed the 15 survey responses and based on that analysis, created a series of questions that we used to facilitate a faculty discussion on February 28, 2012. Fourteen faculty members attended the discussion. All departments involved in the FA Approaches core were represented.

### Findings and Recommendations:

Current Language	Proposed Language
Fine Arts Approaches Core	<u>Artistic Approaches Core</u>

Rationale: Our review found that students seem confused as to what constitutes the “Fine Arts” within this core requirement. We believe that changing the name of the core area will clarify for students that this core area will introduce them to modes of thought and expression that are primarily creative and artistic. The revised name for the core area emphasizes the notions of “approaches” and methods over issues of content.

Current Language	Proposed Language
Students in Fine Arts Approaches courses acquire an understanding and appreciation of an artistic tradition and develop their skills in the critical analysis of art.	Students in <u>Artistic Approaches</u> courses <u>develop a critical, interpretive, and analytical understanding of art through the study of an artistic tradition.</u>

Rationale: Several respondents expressed concern over the use of the term “appreciation,” which has a variety of resonances. While many faculty found the term “appreciation” relevant to the kind of informed engagement their courses require, others felt the term unintentionally trivialized the critical and contextual elements of their classes and implied merely passive enjoyment rather than a sophisticated interaction.

Current Language	Proposed Language
The Fine Arts include the visual, performing, and literary arts. Courses in Fine Arts Approaches may either be in the history of art or in artistic creation.	The Fine Arts include the visual, performing, and literary arts. Courses in Artistic Approaches may be <u>historical or creative in emphasis.</u>

Perhaps the most contested issue for this core area is the inclusion of courses in literature (which is significantly represented in the HM core, as well, leading to confusion as to what distinguishes literary study as a “FN” vs. an “HM” approach). Some faculty members felt strongly that, in

general, the inclusion of literature courses (all of which are currently provided by the English Department) dilutes the coherence of the core requirement, especially since Literature is not historically considered one of the Fine Arts. Some English faculty expressed a similar concern. They suggested that their courses did not naturally suit this core area and commented that they found teaching Fine Arts Core classes to be problematic. Other faculty expressed support for the inclusion of literature courses as an effective component of the core. The Working Group notes that literature faculty have designed several courses whose content and approach address effectively the existing guidelines and methods, and that there are members of the faculty whose scholarly emphases lend themselves less disruptively to the rubric. –In addition, the Curriculum Committee has just approved a new FN Core Course, English 211, which emphasizes the performative, aesthetic, and creative dimensions of literature.

A second key area of concern involves staffing of FN core courses. Faculty noted that FN courses tend to have consistently higher enrollments than other core courses. Therefore, in cases where the course fulfills both core and major requirements, the demands of the core can interfere with the departmental need to guarantee enough seats for majors. This practical concern creates a conflict between, on one hand, the need to focus the core area for the sake of coherence in the core area and, on the other hand, the demand for multiple sections offered by overstretched departments. At this point, literature courses are essential to staffing the core area, and some faculty were concerned that practical demands were overriding the need for intellectual coherence in this part of the university’s core curriculum.

Current Language	Proposed Language
Courses in Fine Arts Approaches examine significant developments and representative works of an artistic tradition.	Courses in <u>Artistic</u> Approaches examine significant developments <u>in</u> and representative works of an artistic tradition.
These courses introduce students to methods of aesthetic and formal analysis and require students to reflect critically, both orally and in writing about art and the creative process.	These courses provide <u>opportunities for informed engagement with an artistic tradition</u> and require students to reflect critically, both orally and in writing, <u>about art and the creative process</u> .

Several faculty members felt strongly that the goal of the FN core was to encourage students to spend time experiencing a significant artistic tradition and acquiring the tools to understand its unique value. We propose this change to highlight the significance and centrality of such encounters, whether they occur through reception or production, and to emphasize the emotional and intellectual transformation that the arts promote. At the same time, our change emphasizes the place of these courses, which produce an informed and knowledgeable response to the arts, in the wider university curriculum.

## **Appendix H: Report of the Curriculum Committee on the Humanistic Approaches Review**

April 2012

Working Group 1 provides the following recommendation and comments to the Curriculum Committee regarding the Humanistic Core review:

1. We recommend that all Humanistic Core syllabi provide a specific explanation of how the course fulfills the rubric of the Core category. We note this requirement already exists in the current Core Course Proposal Form. We also note that the Curriculum Committee must decide how to implement such requirement.
2. We note that many Humanistic Core syllabi lack the required Emergency Procedure language. We understand that this is not a curricular matter but suggest that a reminder should be sent out to faculty. We also note that we are unclear as to how such reminder would be implemented.
3. The Working Group had significant conversation regarding the real and potential challenges posed by the appropriateness of the scope and breadth of the current Humanistic Core rubric.
4. Given the large number of Humanistic Core faculty invited to respond to requests for review information, and the very low response rate, we are left to wonder why and what positions, perceptions, or priorities this absence reflects.

For reference, this Working Group, coordinated by invaluable assistance, sent 49 electronic surveys to Core faculty. Eleven responded. We then sent a discussion date and location to the same 49 faculty. Two responded as "maybes;" none attended.

## **Appendix I: Policy Recommendation for Sequencing First-Year Seminars**

April 2012

**Proposed policy on sequencing first-year seminars created under the rubric approved by the committee on September 16, 2011:**

At its April 27, 2012 meeting, the committee moved to recommend the following to the Senate and full faculty: "...that students not be allowed to take both Seminar I and Seminar II when the courses are close in content."