

Date: April 28, 2010  
To: Faculty Senate  
From: Derek Buescher, Curriculum Committee Chair

2009-10 Curriculum Committee Final Report

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## INTRODUCTION

This report summarizes the work undertaken by the Curriculum Committee during the 2009-10 academic year (AY).

The chair would like to acknowledge the dedicated work of the entire committee. Each member undertook his or her responsibilities toward the review and oversight of the University's curriculum with the utmost professionalism. In addition to the member's dedicated work in the continuation of the 5-working groups (list and charges appears in Appendix A) members rotated the duties of recording secretary with diligence. As chair, I am indebted to the work of every member of this group.

## CHARGES

The Curriculum Committee received and/or generated several charges for AY 2009-10. 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. School of Business and Leadership (review accepted 4/23/10)
    - ii. Asian Studies (review accepted 4/23/10)
    - iii. Physical Education (deferred to 2010-11)
    - iv. Humanities Program (deferred to 2010-11)
    - v. Gender Studies (review accepted 4/16/10)
    - vi. Foreign Languages and Literature (review accepted 4/16/10 with wording change approved 4/23/10)
    - vii. Science, Technology and Society (deferred to 2010-11)
    - viii. Religion (deferred to 2010-11)
  - (b) Ongoing Assessments and Evaluations of Core Rubrics
    - i. Review of specific core areas including
      1. First Year Seminars—Writing and Rhetoric Seminar and Scholarly and Creative Inquiry Seminar
    - ii. Continue consideration of foreign language and upper division elective graduation requirements.
    - iii. Fine Arts (carry over from 2008-9)
    - iv. Connections (charge developed from 2008-9 Curriculum committee)
    - v. Social Scientific Approaches (carry over from 2008-9)
  - (c) Evaluation of Program and Core Course Proposals (Administrative Action Report)
  - (d) Establishment of the Academic Calendar
2. Consider, in consultation with ASC, the policy nature and purpose of independent study.
3. Continue evaluation of appropriate number of allowable activity credits.
4. Core Review Process
5. Business to be carried over to 2010-2011

## **DISCUSSION OF CHARGES**

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

#### **Five Year Reviews**

This year the Curriculum Committee accepted the reviews of the School of Business and Leadership (4/23/10), Gender Studies (4/16/10), Asian Studies (4/23/10), and Foreign Languages and Literature (4/16/10).

- i. The School of Business and Leadership curriculum review was approved with the inclusion of a new course, Business 475 (Law, Lawyers, and Legal Education) (see Appendix B).
- ii. The Gender Studies curriculum review was approved (see Appendix C).
- iii. The Asian Studies curriculum review was approved (see Appendix D)
- iv. The Foreign Languages and Literature curriculum was approved with the agreement that French Studies would offer two majors with the French Studies and Literature major offering four different tracks. The Curriculum committee asks that FLL faculty continue to review and confirm the appropriateness of non-departmental courses for the majors (see Appendix E).

The reviews of the Humanities Program; Physical Education; Science, Technology, and Society; and Religion were deferred until 2010-11.

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

Under the plan to review areas of the core on a five-year rotation with a complete review of the core conducted in the fifth year, the Curriculum Committee, adopting charges in part or whole from the complete core review during 2008-9, engaged in both a series of conversations with faculty about specific areas of the core as well as evaluated potential changes to specific areas of the core with an eye toward improving elements within and continuity among areas of the core.

#### **Review of Specific Core Areas**

##### **First Year Seminars**

The committee undertook two charges relevant to the first year seminars: consideration of the inclusion of academic integrity in the seminar rubrics and a full review of the seminars.

- I. **Academic Integrity Rubric Revision:** On October 12, 2009 the committee passed a motion to include language on academic integrity into both first year seminars. The full faculty adopted the integrity language on November 2, 2009 (see Appendix F). The Curriculum Statement was modified to reflect these changes to the seminar rubrics.
- II. **First Year Seminar Review:** Working Group 2 conducted a review of the first year seminars in consultation with the faculty teaching in these areas of the core. The

conclusion of this review recommends no changes to the rubric at this time, but led to three suggestions of charges for the 2010-11 CC.

- Discuss with administrators (Registrar) whether some method might be found to increase the likelihood that students could enroll in their preferred seminar courses in spring semester (e.g. could they rank order their first three choices before spring pre-registration?)
- (Working with Library staff) [e]ncourage faculty teaching SCIS or WR in the fall to take students through the “research gateway” so that faculty teaching in the spring can assume all or most students have gone through this training.
- Encourage faculty to convey clearly to students the learning objectives of the seminar. This will signal the purpose of the seminar to students and identify the distinction between the two types of seminars.

## Foreign Language and Upper Division Graduation Requirements

The committee turned its attention to the Foreign Language Requirement, with particular attention to placement, and Upper-Division Electives, with attention to impact on departmental courses, student needs, and the general idea of a liberal arts education.

- I. With respect to the *Foreign Language requirement*, and in consultation with Foreign Languages & Literature, the committee agreed that no changes are currently necessary in the foreign language requirement. The response from Foreign Languages & Literature follows:

“The Department of Foreign Languages and Literature understands that the Foreign Language Graduation Requirement (FLGR) is currently under review as part of the routine core area review process. As a response to the CC’s request for an evaluative statement about this requirement from our department, the FLL faculty discussed the requirement and agreed that we support the current FLGR as it now stands. While some department members would prefer a more extensive language requirement, we find that on the whole the current requirement is reasonable for a small liberal arts institution such as Puget Sound. While many students choose to continue with their language study beyond the requisite semester(s), the current requirement allows those who do not to acquire a basic knowledge of another language, knowledge that is inherent to a solid liberal arts education. The requirement also offers flexibility; students can test out, enter at the elementary or intermediate level, take language abroad and fulfill this requirement in any of their four years at Puget Sound. The FLLD is willing to offer more extensive support of the current requirement upon request.”

- II. The CC spent considerable time discussing the means of *placement for matriculating students* (see minutes of 11/09/09). The issue of placement was not considered one easily resolved or necessarily needing to be resolved. The CC suggests that the 2010-11 committee return to the question of placement and examine more completely options for placement of students in the 101/201 FLL track with the possibility of continuing instructor oversight or the potential for mandatory language proficiency exams during orientation week.
- III. The CC discussed, at length, the *Upper-Division Graduation Requirement* (UDGR) with no suggestions for changing that requirement as it now stands. Of note, the growing

options for interdisciplinary majors, majors that require significant interdisciplinary study on the part of students, and students selecting to double-major or graduate with one or minors, may suggest the UDGR is less meaningful than in years past. As such, future CCs may wish to revisit the requirement for its effectiveness in broadening the liberal arts experience of students. Finally, the 2009-10 CC asks future CCs to consider, via consultation with faculty, the impact of non-majors in upper division courses given that many students may not have the disciplinary training of the major students taking those courses and therefore cause faculty to alter the course pitch for non-majors.

### **Fine Arts Approaches**

As a charge carried over from 2008-2009, the CC, led by Working Group 5 took up a potential rubric change to the Fine Arts Core. The process for this change began during the 2006-2007 Fine Arts Approaches review and developed in consultation with faculty delivering the core courses and departments that bear the primary burden for servicing the Fine Arts core. The suggested change was to the title and “Learning Objectives” of the core rubric. This change was removed from the table after further consultation with faculty from the School of Music and Theatre Arts. The Curriculum Committee should continue the process of potential Fine Arts Approaches rubric revision via the working group subcommittee and employ the new guidelines for Core Curriculum Review Process revised April 23, 2010 (see Appendix H).

### **Connections Core**

By suggestion of the 2008-2009 CC the 2009-2010 CC undertook discussion, but not a full review, of the Connections Core area. The Connections rubric continues to present working groups with challenges in the approval of new courses. Kurt Walls, suggested, the matter of applying the rubric guidelines to course proposals may be remedied by a revision of the guidelines that did not take place this year. Generally, the comments of the committee (well captured in the minutes of 11/09/09) and the previous reviews of the core area suggest faculty hold a wide variance of opinions about the core area and its purpose within the curriculum. While it may be time to rethink this core area, the committee did not have sufficient time to undertake such a task this AY. Future CCs that evaluate the Connections Core area may wish to consider:

- How classes sizes may be reduced, in part, as a means to entice team taught courses;
- The level of redundancy, if any, between the Connections Core and the UDGR;
- The redesign of the Connections Core to a thematic concentration of areas deemed viable by the faculty.

### **Social Scientific Approaches**

Following the charges from the 2008-2009 Curriculum Committee, Working Group 4 undertook an evaluation of the Social Scientific Approaches Rubric (see Appendix I) with specific attention to the addition “empirical testing” to the core area. After review of syllabi in the core area, the working group determined no changes were currently necessary to the Social Scientific Approaches rubric. This area of the core will be evaluated next in 2012-13.

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

- I. The Committee approved the School of Education's elimination of the Pastoral Counseling track due to low student interest and declining viability of the program (2/5/10).
- II. The Committee approved a new Study Abroad program (School for Field Studies: Turks and Caicos Islands) after the committee learned the program involves more than the required contact hours (2/5/10).
- III. The Committee reviewed a number of core course proposals (see Administrative Action Report).

## **Establishment of the Academic Calendar**

In an oversight of the chair, the committee did not approve the academic calendar for 2013-2014. In lieu of this approval, the committee discussed, at length, the possibility of reformulating the Academic Calendar to equalize the Fall and Spring terms; to alter the start of the year to avoid the need for students to return after Thanksgiving Break; the possibility of shortening academic orientation, etc. No official proposals on altering the calendar were put forward and the Committee suggests continued review of the calendar as a charge for 2010-2011 as well as immediate approval of the 2013-2014 academic calendar.

## **NATURE AND PURPOSE OF INDEPENDENT STUDY**

Prompted by the Academic Standards Committee and the Senate, the Curriculum Committee spent considerable time discussing the purpose and use of independent studies noting that independent studies are broadly serviced by the faculty as a whole and fulfill important curricular and educational goals for students. However, concerned that Independent Study may be used to artificially fulfill graduation requirements; place overload teaching burdens on select faculty; and exist outside the purview of the Curriculum Committee since "courses" may be approved without review by the Committee, the Committee drafted a proposal to have all Independent Study proposals reviewed by the Curriculum Committee (see Appendix J). In the process of drafting this proposal to change the policy for Independent Study it was discovered that not all University of Puget Sound documents on the matter are consistent. Thus, the proposal has been tabled for review by the 2010-2011 CC. In particular, the Committee should examine the language of the policy itself in comparison with that in the Academic Handbook. The initial policy, adopted in 1979, suggests the Independent Study units would only occur in "1" unit increments. The language of the Academic Handbook indicates fractional units are possible.

## **NUMBER OF ALLOWABLE ACTIVITY CREDITS**

Also prompted by the Academic Standards Committee and the Senate, the Curriculum Committee discussed potential alterations to the policy of 1.5 allowable Activity Credits in the 32-unit major. On April 16, 2010 the Committee passed a proposal to increase the allowable Activity Credits to 2 full units. That proposal was sent to the full faculty for discussion and will be a carry-over item for the Fall 2010 faculty meetings. The proposal is attached in Appendix K.

## **CURRICULUM REVIEW PROCESS**

Over the course of the academic year, and in large part, as a result of the one of the first attempts at a substantial change to a Approaches core area, the Curriculum Committee sought to codify the process of consultation between working groups and faculty/departments primarily involved in the servicing areas of the core. The goal is to make the process of soliciting faculty investment in any potential changes to the core or core rubrics a routine process while continuing the practice of Curriculum Committee oversight and leadership in the revision process. The review process was modified on April 23, 2010 (See Appendix H).

## **BUSINESS TO BE CARRIED OVER TO 2010-2011**

1. Review departments and programs scheduled for 2010-11 including the following postponed reviews:
  - a. Humanities
  - b. Physical Education
  - c. Science, Technology, and Society
  - d. Religion
2. Approve the 2013-2014 academic calendar.
3. Continue consideration of placement into foreign language courses.
4. Continue evaluation of the Connections rubric.
5. Work with the library staff and faculty who teach first-year seminars in the fall to integrate research gateway practices into the seminar curricula.
6. Work with Registrar and Academic Advising to determine if there is a mechanism for students to pre-select their spring seminar based on topic.
7. Codify independent study policy language and bring revised policy to the faculty early in the fall.
8. Address changing the Faculty Bylaws to add a library staff member to the Curriculum Committee membership.
9. Complete Fine Arts Approaches rubric language modification process.

## REPORTS AND APPENDICES

### Administrative Curriculum Action

2009-2010

04-01-09	SPAN 355	Latin American Cinema Remove crosslisting in Latin American Studies
04-02-09	HIST 325	Totalitarian Dictatorships in Twentieth Century Europe New course approved.
04-02-09	COMM 107	Rhetoric, Film, and National Identity New description accepted.
04-02-09	COMM 322	Television Criticism New title accepted: Television Culture New description accepted. New prerequisites accepted.
04-30-09	ENGL 471	Special Topics in Writing, Rhetoric and Culture New description accepted.
04-30-09	HUM 130	Metamorphosis and Marvels New course number and title accepted.
05-14-09	AFAM 346	African Americans and American Law New core course approved. Added to Connections core.
05-14-09	CHEM 151	Science and Sustainability New core course approved. Added to Scholarly and Creative Inquiry core.
05-14-09	CONN 304	The Invention of Britishness: History and Literature New core course approved. Added to Connections core.
05-14-09	REL 250	Medicine and Christianity in the Early Centuries New core course approved. Added to Humanistic Approaches core.
05-14-09	THTR 323	Projects in Dramaturgy New course approved.
05-14-09	THTR 375	Engaging World Theatre: Tradition and Innovation New course approved.
06-23-09	ALC 205	Great Books of China and Japan Number change accepted.
07-13-09	PE 148	Beginning Pilates New course approved.

08-21-09	ECON 274	Economic Data and Analysis New course approved.
08-25-09	PT 689	Graduate Internship Elective Course removed from the Curriculum
09-04-09	IPE 123	Political Economy of SE Asia Changed number to IPE 333; removed from seminar list
09-09-09	PG 350	Iran, Israel and the Politics of the Middle East New course approved.
09-16-09	CRDV 203	Career Awareness New description accepted.
9-16-09	INTN 497	Internship Seminar New description accepted.
9-16-09	INTN 498	Internship Tutorial New description accepted.
9-16-09	COOP 499	Cooperative Education New description accepted.
9-16-09	PHIL 285	Morality and the Environment New number accepted. Changes to prerequisites accepted. New description accepted.
9-17-09	PG 390	Feminism and Philosophy Crosslisted from PHIL 390. Added to Political Theory Major Requirement List.
9-18-09	PHIL 390	Feminism and Philosophy Crosslisted as PG 390. Crosslist added to bulletin description.
9-17-09	BUS 493 and Challenges	Business at the Bottom of the Pyramid: Opportunities  Special Topic: Course letter to be determined.
9-18-09	PG 348	Philosophy of Law Crosslisted from PHIL 378. Crosslist added to bulletin description. Added to Political Theory Major Requirement List.
9-18-09	PHIL 378	Philosophy of Law Crosslisted as PG 348. Crosslist added to bulletin description.
9-21-09	BUS 493E	Business at the Bottom of the Pyramid: Opportunities and Challenges Special Topic: Course letter assigned.
9-21-09	PG 347	Utopian Dreams or Dystopian Nightmares? New course approved.

9-21-09	PG 351	Humanitarian and Military Intervention New course approved.
9-24-09	PSYC 320	Evolutionary Psychology New course approved.
9-28-09	HUM 250	Digital Humanities New course approved. Satisfies Fine Arts Approaches requirement.
9-28-09	HIST 124	The Russian Revolution New Course approved. Satisfies the Scholarly and Creative Inquiry requirement.
9-29-09	PG 311 on Terror	Politics of Detention: Criminal Justice, Immigration, and the War New Course approved.
9-30-09	ENVR 333	Forest Policy in the Pacific Northwest Reinstated a previously approved course. Changed course designation from ENVR to CONN 333.
9-30-09	ENVR 340	Salmon Recovery in the Pacific Northwest Reinstated a previously approved course. Changed course designation from ENVR to CONN. Changed course number to 342.
10-1-09	ENVR 382	Global Environmental Politics Crosslisted as PG 382. Description added to bulletin.
10-1-09	PG 382	Global Environmental Politics Crosslisted from ENVR 382. Description added to bulletin.
10-2-09	MUS 170,270,370A	Wind Ensemble New title accepted.
10-2-09	MUS 174,274,374	Symphony Orchestra/String Orchestra New title accepted.
10-2-09	MUS 176,276,376A	Chorale New title accepted.
10-2-09	MUS 188,288,388A	Concert Band New title accepted.
10-2-09	MUS 230	Western Music from Antiquity to the End of the Baroque Era (c. 500 B.C.E. to 1750) New title accepted. New description accepted.
10-2-09	MUS 231	Western Music of the Classic Era to the Birth of Modernism (1750-1914) New title accepted. New description accepted.

10-5-09	FREN 380	Advanced Studies in French and Franchophone Culture New course approved.
10-12-09	COMM 461	Advanced Organizational Communication New course approved.
10-12-09	CONN 370	The Good Life New core course approved. Added to Connections core.
10-12-09	LAS 387	Art and Revolution in Latin America New core course approved. Added to Connections core.
10-12-09	STS 375	Science and Politics New core course approved. Added to Connections core.
10-12-09	CONN 481	Gamblers, Liars, and Cheats New core course approved. Added to Connections core.
10-13-09	STS 155	Scientific Controversy New core course approved. Added to Scholarly and Creative Inquiry core.
10-13-09	STS 166	Science and Theater New core course approved. Added to Scholarly and Creative Inquiry core.
10-13-09	MUS 124	The Beatles vs. U2: Comparative Aesthetics of 60s and 80s Rock Music New core course approved. Added to Scholarly and Creative Inquiry core.
10-13-09	MUS 125	Michael Jackson and Elvis Presley: The Image of Kings New core course approved. Added to Scholarly and Creative Inquiry core.
10-13-09	HUM 367	Word and Image New core course approved. Added to Fine Arts Approaches core.
10-14-09	PSYC 100	Skills to Success in College Crosslisted as LC 116 New course approved.
10-20-09	BUS 493C	Law Lawyers and Legal Education New special topics course approved.
10-20-09	BUS 493D	Integrated Marketing Communication New special topics course approved.
10-20-09	BUS 493F	Animals, Business, and Law

		New special topics course approved.
10-28-09	ENGL 204A	Media Laboratory: Journalism New course approved. (0.25 activity unit)
11-4-09	CSOC 312	Peoples of Southeast Asia New course approved.
11-5-09	CSOC 100	Exploring the Higher Education Experience Through a Sociological Lens New title accepted. Changes to description accepted.
11-5-09	STS 360	Origins and Early Evolution of Life New title accepted. Changes to description accepted.
11-9-09	OT 693	Policy, Advocacy, Leadership Project Changed to OT 693A and OT 693B 0.5 units each
11-9-09	OT 698	Research Project Changed to OT 698A and OT 698B 0.5 units each
11-23-09	FREN 330	Literature of the Francophone World New course accepted.
11-23-09	FREN 370	French Nobel Laureate Literature New course accepted.
11-23-09	ENGL 470E	Impolite Subjects: Sex and Gender in Early America New course accepted. Special Topic: Course letter assigned.
12-9-09	CONN 387	Children and the Law New core course accepted. Added to Connections core.
12-15-09	IPE 132	The US Empire Course removed.
12-16-09	HUM 120	Crisis and Culture: London and Vienna Course removed.
12-18-09	SPAN 310	Special Topics in Literary and Cultural Studies New course approved.
12-18-09	SPAN 203	Advanced Grammar and Composition New course approved.
12-18-09	SPAN 230	Advanced Spanish Course removed; replaced by SPAN 203.
12-18-09	SPAN 270	Writing Seminar

		Course removed; replaced by SPAN 203.
1/20/10	CLSC 121	Reacting to the Past: The Threshold of Democracy New title accepted. New description accepted.
1/25/10	MUS 100	Survey of Western Music New title accepted.
1/25/10	PSYC 295	Abnormal Psychology New prerequisite accepted.
1/25/10	PSYC 330	Theories of Personality New prerequisite accepted.
1/27/10	EDUC 615	Professional Issues Seminar: Documenting and Differentiating Instruction New title accepted. New credit accepted.
1/27/10	EDUC 623	Professional Issues Seminar Course removed.
1/29/10	HON 101	New World Rhetoric New title accepted. New description accepted.
2/3/10	MUS 493Q	Mahler New special topics course accepted. New course letter assigned.
2/5/10	REL 365	Antisemitism and the Holocaust New prerequisite accepted. New description accepted. Removed from Humanistic Approaches core. Assigned as elective seminar.
2/5/10	PHYS 108	Empowering Technologies: Energy in the 21 <sup>st</sup> Century New core course approved. Seminar in Scholarly and Creative Inquiry
2/5/10	PT 663	Ethical Issues in Allied Health Course removed.
2/5/10	PT 665	Physical Therapy in Social Context Course removed.
2/10/10	EDUC	Pastoral Counseling Track removed from curriculum.
2/10/10	INTL. PROG.	School for Field Studies: Turks & Caicos Islands (summer) Program approved.
2/12/10	PG 340	Democracy and the Ancient Greeks New title accepted.

2/12/10	PHYS 209	Introduction to Astrophysics New course accepted.
2/19/10	FREN 480E	Avant-Garde Theatre New course topic accepted. Course letter assigned.
2/23/10	HIST 306	Modernization of Europe: From Agrarian to Industrial Society Course removed.
2/23/10	HIST 323	Russia to 1861 Course removed.
2/23/10	PG 345	Engaging Poverty New description accepted.
2/23/10	REL 212	The Religion of Islam New course approved.
2/23/10	REL 222	Jihad and Islamic Fundamentalism New course approved.
2/23/10	REL 322	An Introduction to Islamic Law New course approved.
2/25/10	REL 203	Jesus and the Jesus Tradition New course number accepted.
2/25/10	REL 208	Yoga and the Ascetic New course number accepted.
3/3/10	COMM 104	Constitutional Controversies New course approved Approved for Writing and Rhetoric core.
3/3/10	LAS 380	Around Macondo in Eighty Days New Connections core course approved.
3/3/10	REL 101	Introduction to the Study of World Religions New course number accepted: 202
3/4/10	PT 660	Integrated Clinical Experience IV New unit value accepted: 0.50 units
3/4/10	PT 664	Physical Therapy Administration New unit value accepted: 0.50 units
3/10/10	PG 345	Politics and Community Engagement New title accepted
3/17/10	REL 455	Virtue and Vice New title accepted: Disgust, Lust, Shame and Blame: A

		Religious-Ethical Study of Emotion New description accepted
3/17/10	REL 336	Tantra and Alchemy New course approved.
3/17/10	REL 342	Sufism New course approved.
3/17/10	BUS 485	Business Leadership and the Liberal Arts New course approved.
3/18/10	PT 642	Therapeutic Exercise I New description accepted
3/18/10	PT 643	Therapeutic Exercise II New description accepted.
3/18/10	EDUC 290	Making Men: Schools and Masculinity New course accepted
3/18/10	BUS 493I	Special Topic: Research Methods in the Field: Listening to the Community about Entrepreneurship New course letter assigned. New course description accepted.
3/18/10	AFAM 205	Survey of African American Literature New Course approved
3/19/10	ART 120	Hagia Sophia – A Cross Cultural Examination (6 – 21 <sup>st</sup> c.) New title accepted: Hagia Sophia: From the Emperor's Church to the Sultan's Mosque (6 – 21 <sup>st</sup> c.)
3/19/10	STS 490	Seminar in Science, Technology, and Society New prerequisite accepted. New description accepted.
3/19/10	BIOL 472	Animal Behavior New prerequisite accepted.
3/22/10	REL 265	Thinking Ethically New description accepted. Cross listed as AFAM 265.
3/22/10	AFAM 265	Thinking Ethically Cross-listing of REL 265.
3/25/20	CSOC 497	Internship New course approved.
3/25/10	MUS 109/309	Recital Attendance New description accepted.
3/25/10	IPE 132	The U.S. Empire Course reinstated for one semester: Spring 2011. Scholarly and Creative Inquiry Seminar

3/31/10	BUS 290	Law and Ethics in the Business Environment New course number accepted: BUS 340
3/31/10	BUS360	Issues in the Legal Environment of Business New course number accepted: BUS 477 New prerequisite accepted.
3/31/10	BUS 408	Internet Marketing New course approved.
3/31/10	BUS 409	Integrated Marketing Communication New course approved.
3/31/10	BUS 473	Dispute Resolution New course approved.
3/31/10	BUS 493D	Special Topic: Integrated Marketing Communicaiton Remove course from curriculum.
3/31/10	FREN 360	French Literary Themes, Genres and Movements New course accepted.
3/31/10	CSCI 161	Introduction to Computer Science New course description accepted.
3/31/10	MATH 210	Introduction to Mathematics of Computer Science New prerequisite accepted.
3/31/10	CSCI 250	Electronic Commerce New prerequisite accepted.
3/31/10	CSCI 335	Optimization New description accepted.
3/31/10	MATH 471	Mathematical Modeling New prerequisite accepted.
3/31/10	REL 202	Introduction to the Study of World Religions New course description accepted.
3/31/10	SPAN 310 A	Special Topics in Literary and Cultural Studies: Migration Narratives Letter designation accepted. New prerequisite accepted. New description accepted.
4/2/10	CONN 341	Asia Pop! An Exploration of the Popular Culture of 20 <sup>th</sup> and 21 <sup>st</sup> Century East Asia New core course approved Added to Connections core.
4/2/10	EDUC 292	Literacy in Schools: An Introduction New course approved.

4/7/10	ENVR 326	People, Politics and Parks New course approved. Cross listed as PG 326.
4/7/10	PSYC 295	Abnormal Psychology New prerequisite accepted.
4/7/10	PSYC 460	Psychotherapy and Behavior Change New prerequisite accepted.
4/7/10	PSYC 492	Perspectives on Behavior New prerequisite accepted.
4/7/10	BUS 482	Strategic Management and Consulting New number accepted. New title accepted. New description accepted.
4/16/10		SIM – Jacki Ward Revision approved.
4/16/10		SIM – Bowman Leigh Revision approved.
4/21/10	IPE 122	The Global Financial Crisis of 2008 New course approved for Scholarly and Creative Inquiry core. Offered one time Spring 2011.
4/27/10	HIST 379	Inventing America: A Social History of American Science and Technology New course approved.
4/27/10	BUS 475	Law, Lawyers, and Legal Education New course approved.
4/27/10	BUS 493C	Special Topics: Law, Lawyers, and Legal Education Course removed from curriculum.
4/29/10	GERM 101/102	Elementary German New course description accepted.
4/29/10	GERM 230	Advanced German New title accepted: Proficiency through Fiction. New course number accepted: GERM 301 New course description accepted.
4/29/10	GERM 240	German Contemporary Issues New title accepted: German Mentalities New course number accepted: GERM 303. New course description accepted.
4/30/10	GERM 250	Culture and History of Germany New number accepted: GERM 304 New title accepted: German History and Political Systems

4/29/10	GERM 260	Survey of 20 <sup>th</sup> Century German Film New title accepted: Twentieth-Century German Film New course number accepted: GERM 305 New course description accepted
4/29/10	GERM 280	Oral Proficiency through Drama New title accepted: Proficiency through Drama New course number accepted: GERM 302 New course description accepted.
4/29/10	GERM 301	Introduction to German Literature I New title accepted: Love and Death in Early German Literature New course number accepted: GERM 350 New description accepted.
4/29/10	GERM 311	Introduction to German Literature II New title accepted: Magic and Madness in Post-Enlightenment German Literature New course number accepted: GERM 351 New course description accepted.
4/29/10	GERM 401	Medieval Literature New title accepted: Medieval Masterpieces
4/29/10	GERM 402	Romanticism New title accepted: Age of Goethe New description accepted.
4/30/10	SPAN 210	Spanish in U.S. New course approved.
4/30/10	SPAN 309	Latino Literature New course approved.
4/30/10	SPAN 411	Twentieth-Century Spanish-American Literature Masterpieces New course number accepted: SPAN 405 New title accepted: Seminar in 20 <sup>th</sup> - and/or 21 <sup>st</sup> -Century Latin America New description accepted.
4/30/10	FREN 260	Advanced Oral Expression New title accepted: Culture of the Francophone World New description accepted.
4/30/10	FREN 350	French Major Authors New course approved.

## **Appendix A: WORKING GROUP ASSIGNMENTS AND MEMBERSHIP**

### **WORKING GROUP ONE:**

Approaches core courses; Foreign Language graduation requirement; Foreign Languages curriculum review

- ◆ Kurt Walls (lead)
- ◆ Barbara Warren
- ◆ Brad Tomhave
- ◆ Alyce DeMarais

### **WORKING GROUP TWO:**

First- year seminars; First-year seminar core review; Humanities Program curriculum review (postponed)

- ◆ Leon Grunberg (lead)
- ◆ Brad Dillman
- ◆ Caitlin Martin
- ◆ Alyce DeMarais

### **WORKING GROUP THREE:**

Connections core course approval and review; Activity Credit Review; Physical Education curriculum review (postponed)

- ◆ Greg Elliott (lead)
- ◆ Steven Zopfi
- ◆ Brad Tomhave
- ◆ Alyce DeMarais

### **WORKING GROUP FOUR:**

Social Scientific Approaches rubric; Business curriculum review; Religion curriculum review (postponed); Gender Studies curriculum review.

- ◆ Kent Hooper (lead)
- ◆ Alisa Kessel
- ◆ Rob Schaller
- ◆ Alyce DeMarais

### **WORKING GROUP FIVE:**

Humanistic/Fine Arts rubrics; Special Interdisciplinary Major (SIM) proposals; Asian Studies curriculum review; Science Technology and Society curriculum review

- ◆ Krista Kotsis (lead-fall semester)
- ◆ Brad Reich (lead-spring semester)
- ◆ Kena Fox-Dobbs (spring semester)
- ◆ Brad Tomhave
- ◆ Alyce DeMarais

## APPENDIX B: Report of the Curriculum Committee on the Business and Leadership Curriculum Review

April 23, 2010

Curriculum Committee Working Group 4 moves to accept the School of Business and Leadership's 2010 Curricular Review.

The Working Group notes the following regarding the curriculum review:

- The department has eliminated the Category B requirement for two units of coursework outside School of Business and Leadership (SBL) noting that integration of the business major within the liberal arts has been subsumed by the graduation requirement of three upper division courses outside the major. In conjunction with the department, we have modified the major requirements to read “Advanced *business* electives” which will ensure that only business courses will be used within the major preserving the use of the “upper division outside the major” requirement as proposed.
- We encourage the SBL faculty to frame the program goals in the form of student learning outcomes. We acknowledge that the program will do so with its 2010-2011 Bulletin text edits.
- We encourage the SBL faculty to continue to develop ways to be involved in university core courses and non-departmental courses. While there is ample opportunity for students from outside the SBL program to take BUS courses, the converse is not as prevalent.
- We encourage the SBL faculty to continue to develop mechanisms for enhancing student writing and information literacy through assignment structuring and collaboration with library and Center for Writing, Learning, and Teaching staff. We note the reorganization of the senior experience from BUS 490 to a senior research seminar and the opportunity this provides for both an in-depth culminating experience for students, the further integration of information literacy and writing work into the senior curriculum, and the assessment of student learning outcomes.

## **Appendix C: Report of the Curriculum Committee on the Gender Studies Program Review**

April 2010

Curriculum Committee Working Group 4 moves to accept the Gender Studies Program's 2010 Curricular Review.

The Working Group notes the following regarding the curriculum review:

The Gender Studies Program is an important part of the University's curriculum. The program has responded dynamically to changes in the study of gender and in the University curriculum.

We believe that the Gender Studies program has identified excellent learning outcomes for the program (p. 4) and that the seminar project and presentation would be great opportunities to assess how minors meet these outcomes. Still missing is an articulation of how students' final projects are assessed in the context of the stated outcomes. One option would be for GS faculty to discuss the projects after the presentations and generate a formal record of that discussion. Such a record could be used as a valuable tool for assessment.

We recommend that the program generate an additional appendix that disaggregates Gender Studies enrollments from total enrollments for each course. We believe that this would lend greater clarity to the report and would also substantiate the report's claim that the study of gender is significant to students across the curriculum. There are a significant number of GS minors, but there are also many other students across campus serviced by GS courses.

We also recommend that the program consider developing strategies for filling in some of the curricular gaps in the program (such as courses on sexuality or courses offered in politics, science, or business).

## **APPENDIX D: Report of the Curriculum Committee on the Asian Studies Curriculum Review**

April 2010

Curriculum Committee Working Group 5 moves to accept the Asian Studies Program's 2010 Curricular Review.

The working group notes the thorough, detailed, and well written document submitted to the committee and applauds the extensive participation of all members of the Asian Studies faculty in preparing the document.

The working group asked the Asian Studies faculty for clarification on the following:

- 1) Please address Question no. 5 of the Self-Study Guide as in pertains to the ALC majors. Please describe how the program meets the requirement for Writing in the Major, with specific reference to the assignments of an appropriate course or courses. Please see Addendum A. of the Self-Study Guide.
- 2) We noted that there is no capstone course or senior seminar for ALC majors. Please explain why such a course is not part of the ALC major's curriculum.
- 3) A) Please articulate in more detail the expected learning outcomes for ALC majors (addressed in question no. 2). B) Members of the working group wondered whether it would be possible and beneficial for the program to require all students who major in Japanese to take the Japanese Government's language proficiency exam. This could provide another assessment tool for the program. We also wondered, was there a similar proficiency exam for Chinese and would it be possible to make it a requirement for Chinese majors?
- 4) You note in your response to question no. 10 that Asian Studies faculty members participate in the Asian Studies 489 senior thesis colloquium regularly. Members of the working group admire Asian Studies faculty members' consistent participation in the senior thesis presentations. We would like to suggest that you make this event part of your formal assessment process. One possible way to do this would be to devise a rubric for evaluating the thesis presentation and to have attending faculty members fill out the rubric after each presentation. These rubrics then could be collected and kept on file (along with the senior theses), and the information could be used for assessment purposes and self-study.

Responses to these items are included with the review text. Through their responses, the faculty have noted issues that will be considered in preparation for their next curriculum review:

- How to add more analytical writing to the East Asian Languages major.
- Whether or not to add ALC 205 Great Books of China and Japan to the East Asian Languages major.
- Whether or not to add an independent study to the East Asian Languages major.
- Whether or not to incorporate a senior portfolio as a capstone experience and, if so, how to model the portfolio.

- How to incorporate a language assessment tool.
- Whether, or how, to make the ASIA 489 Senior Thesis colloquium a formal part of the assessment process.
- How to accommodate the influx of majors.
- How to implement ideas to be derived from their week of meetings scheduled for summer 2010.

## **APPENDIX E: Report of the Curriculum Committee on the Foreign Languages and Literature Curriculum Review**

April 2010 (revised 4/23/10)

Curriculum Committee Working Group 1 moves to accept the Department of Foreign Languages and Literature's 2010 Curricular Review.

The department members prepared a thorough and thoughtful review that addresses the introduction and reorganization of three different major tracks within the department: French Studies, German Studies, and Hispanic Studies. The department provides good rationale for the divergence of the majors in these three areas while retaining the Foreign Languages and Literature department status where the faculty work together to support non-Asian foreign language-related instruction and scholarship at the University of Puget Sound.

The Working Group, in consultation with the department, notes the following regarding the curriculum review:

- The department agrees to have two majors in French Studies (rather than five separate majors):
  - French Language and Culture with four tracks:
    - French Literary Studies
    - French Cultural Studies
    - French and the Arts
    - French and Comparative Literature
  - French Language and International Affairs (FLIA)
- All majors, tracks, and courses, within all three areas of French Studies, German Studies, and Hispanic Studies, must be offered within the existing faculty complement of the department. Acceptance of modifications of the curriculum neither presumes nor endorses the need for additional staffing to fulfill the proposed curriculum.
- The use of extended papers/projects for seniors in their upper-division classes is a creative, thoughtful mechanism that will provide an important culminating experience for students and valuable assessment of student learning outcomes for the department. We urge the department to develop rubrics that address the student learning outcomes for assessment of the senior papers/projects.
- The department proposes piloting a program of using the Diploma de español como lengua extranjera (DELE) proficiency exam as an assessment of learning outcomes for students majoring in Hispanic Studies. If the DELE is indeed being used as an assessment of student learning within the Hispanic Studies program at Puget Sound, then teaching preparatory classes for the exam is neither necessary nor desired. We urge the department to evaluate their motivation for the use of the DELE and plan accordingly.
- The working group acknowledges the faculty's thoughtful analysis of the current and future state of the Spanish language, and those who speak it, in the US. The working group also notes the work of the department faculty in a number of initiatives to promote language and culture studies. While the working group applauds these efforts, it notes that they are not expectations of the university curriculum.

- The committee recommends the department consult with other departments and programs regarding the suitability and offering of courses required for majors under the auspices of the FLL department.

## APPENDIX F: REVISED LANGUAGE FOR FIRST YEAR SEMINAR RUBRICS WITH INCLUSION OF ACADEMIC INTEGRITY

### Seminar in Writing and Rhetoric Rubric Learning Objectives

In each Seminar in Writing and Rhetoric, students encounter the two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Students in these seminars develop the intellectual habits and language capabilities to construct persuasive arguments and to write and speak effectively, **and with academic integrity**, for academic and civic purposes.

### Guidelines

- I. Through their introduction to argumentation, these seminars address:
  - A. the value of pro/con reasoning and the need to approach a controversy from multiple perspectives;
  - B. issues and questions that organize a particular controversy;
  - C. standard argument forms and other persuasive strategies (for example, traditional and contemporary models of reasoning, narrative); and
  - D. methods of evaluating arguments (including evidence evaluation and identification of logical fallacies).
- II. Through their introduction to effective expression, these seminars address:
  - A. important elements and conventions of standard written English;
  - B. the range of lexical and stylistic resources available to speakers and writers (for example, appropriateness, audience, tone, voice, and other aspects of a message's verbal texture); and
  - C. various oral and written composition strategies, including approaching composition as a process (including purposeful drafting, revising, and editing).
- III. These seminars address respect for the intellectual work and ideas of others by acknowledging the use of information sources in communicating one's own work. Methods for addressing academic integrity are built in to seminar assignments.**
- IV. These seminars may be organized around topics, themes, or texts; in each seminar the material must be appropriate and accessible for meaningful work by first-year students.

## **Scholarly and Creative Inquiry Rubric**

### **Learning Objectives**

The purpose of this core area is to introduce students to the processes of scholarly and creative inquiry through direct participation in that inquiry. Students in a Scholarly and Creative Inquiry Seminar gain a degree of mastery that comes with deep exposure to a focused seminar topic. They increase their ability to frame and explore questions, to support claims, and to respond to others' questions and differing opinions. Finally, students develop and demonstrate their intellectual independence by engaging in substantive written work on the topic in papers or projects, **employing good practices of academic integrity.**

### **Guidelines**

- I. Scholarly and Creative Inquiry seminars examine a focused scholarly topic, set of questions, or theme.
- II. Since seminars in this category are taken in the student's freshman year, they are designed to be accessible and appropriate for the accomplishment of meaningful work by students without previous preparation in the course's field. This requirement informs the choice of topic or theme of the course, the choice of texts or materials to be treated in the course, and the design of assignments for the course.
- III. Seminars in Scholarly and Creative Inquiry require substantive written work on the topic in papers or projects and include significant intellectual exchange both between the instructor and the students and among the students. Careful, sustained, and recurrent examination of ideas and sources (broadly defined to include data, texts, media, and/or other visual, aural, or graphic material) play a central role in the course. Pedagogical methods take advantage of the opportunities provided by a seminar setting.
- IV. **Seminars in Scholarly and Creative Inquiry address respect for the intellectual work and ideas of others by acknowledging the use of information sources in communicating one's own work. Methods for addressing academic integrity are built in to seminar assignments.**

## **APPENDIX G: Report on Freshman Seminars**

April 21, 2010

Brad Dillman, Leon Grunberg, Alyce DeMarais

Tasked by the Curriculum Committee to review the freshman seminars, the working group reviewed syllabi of Scholarly and Creative Inquiry (SCIS) and Writing and Rhetoric (WR) courses, analyzed the survey responses of past and current faculty teaching these courses, and facilitated a discussion among faculty of the first year seminars on March 30, 2010.

Participation in the survey (n = 34/84; 40%) and the discussion (n =17) was relatively high. Our review of the syllabi found that all course syllabi complied with the guidelines of each seminar rubric, though not all explicitly referenced the guidelines or learning objectives. Below we report on some of the strengths and challenges identified by faculty teaching the two freshman seminars and present some suggestions for the CC to consider.

### Scholarly and Creative Inquiry

A sizeable majority of faculty respondents were satisfied with the way these seminars were working, noting in particular that the seminars tended to develop student interest in a scholarly topic and often created a lively community of learners. A smaller number of faculty noted that inadequate knowledge of the topic and the variability in the level of preparation among some students tended to adversely affect the intellectual quality of the seminar experience. Some faculty pointed out that seminars taught in the Spring semester might be less successful because students were not able to enroll in their first choice of course.

### Writing and Rhetoric

Most faculty respondents were satisfied with how well they were meeting the “writing effectively” and “constructing persuasive arguments” objectives of the rubric. In particular, faculty were pleased that students seemed to learn that writing well was a result of a process involving feedback and multiple revisions. However, many faculty noted that balancing and doing justice to all three learning objectives as well as adequately covering the substantive topic of the seminar was difficult in the time they had. Several reported that meeting the “speaking effectively” objective was particularly challenging because they did not feel they had adequate training to do a credible job.

### Suggestions

We asked faculty whether, and how, they would change the learning objectives or guidelines for the two seminars and received several suggestions for minor changes (documents that report all survey responses and give a summary of comments made at the meeting with faculty are available from the Associate Dean). On the whole there was no consensus that significant changes in the rubrics were either necessary or practical. A few argued for reducing the WR objectives by moving the speaking component to the SCIS seminar but others believed it was important to keep the focus of the WR seminars on teaching skills (writing and speaking). There were also divergent opinions on the sequencing of the seminars, ranging from abolishing the

distinction between the seminars to having all WR courses be taken in the fall and all SCIS in the spring.

We therefore recommend no changes in the rubric at this time. Instead, we make these suggestions for the CC to consider:

- (1) Discuss with administrators whether some method might be found to increase the likelihood that students could enroll in their preferred seminar courses in spring semester (e.g. could they rank order their first three choices before spring pre-registration?)
- (2) Encourage faculty teaching SCIS or WR in the fall to take students through the “research gateway” so that faculty teaching in the spring can assume all or most students have gone through this training.
- (3) Encourage faculty to convey clearly to students the learning objectives of the seminar. This will signal the purpose of the seminar to students and identify the distinction between the two types of seminars.

## APPENDIX H: CORE CURRICULUM REVIEW PROCESS

### Core Curriculum Review Process

Adopted by the Curriculum Committee April 28, 2003; revised April 23, 2010

- A. The Curriculum Committee will review two core areas every year, using the following schedule, and in the fifth year, examine the overall coherence and/or appropriateness of the core categories.
- 2004-2005: First-year seminars (Writing and Rhetoric and Scholarly and Creative Inquiry)
  - 2005-2006: Mathematical and Natural Scientific Approaches to Knowing
  - 2006-2007: Fine Arts and Humanistic Approaches to Knowing
  - 2007-2008: Social Scientific Approaches to Knowing and Connections
  - 2008-2009: Review of the Core as a whole
  - 2009-2010: First-year seminars (Writing and Rhetoric and Scholarly and Creative Inquiry)
  - 2010-2011: Mathematical and Natural Scientific Approaches to Knowing
  - 2011-2012: Fine Arts and Humanistic Approaches to Knowing
  - 2012-2013: Social Scientific Approaches to Knowing and Connections
  - 2013-2014: Review of the Core as a whole
- B. Core area reviews should focus on assessing course design as well as outcomes.
- C. Curriculum committee sub-committees will have primary responsibility for assessing course design. Their principal vehicle for doing so remains course syllabi.
- D. The responsibility for assessing outcomes begins with faculty teaching core courses. The curriculum committee will ask all faculty teaching in the core to develop some sort of assessment instrument (test, paper, other writing assignment, discussion, etc.) which provide instructors with an opportunity to reflect on the degree to which the course addresses the learning objectives of the core area (faculty retain possession of their assessment instruments).
- E. During each core area's five year review (or more frequently if the curriculum committee feels it beneficial), the curriculum committee will invite all faculty teaching in a particular core category to supply written feedback on the core structure and suggestions for future directions of, or changes to, the core by addressing such questions as:
- Based on your assessment results, in what ways are your students meeting the core course learning objectives?
  - Based on your assessment results, in what ways are they not doing so?
  - If you could change the core objectives or guidelines, how would you change them?

The collection of written responses will be followed-up with a meeting of all faculty teaching in that core to elaborate on themes identified through the survey feedback and discuss additional issues that arise in the course of the review.

- F. The curriculum committee representatives at the meeting will supply faculty present with the Curriculum Committee's preliminary assessment of course design and the core area. The representatives will report to the full committee any potential recommendations for modifying the particular core rubric based on data gathered at the meeting and the written responses.
- G. The curriculum committee will appoint a working group (subcommittee) to devise rubric modifications based on the assessment outcome(s). The working group will consult with representatives from all departments who contribute courses to the core area under revision and will circulate to those representatives any proposed rubric revisions for feedback. The working group will bring the revised rubric draft forward to the full curriculum committee for approval.
- H. Approved revised rubrics will be brought to the Faculty Senate for ratification. The revised rubric will then be brought to the full faculty for approval.
- I. Approved revisions to the rubrics will be incorporated into the Curriculum Statement and posted online and in the Bulletin starting in the first full academic year following approval.

## **APPENDIX I: SOCIAL SCIENTIFIC APPROACHES**

**December 7, 2009**

**Kent Hooper, Alisa Kessel, Alyce DeMarais**

The social scientific approaches core rubric states that the goal of this core requirement is to enable students to "acquire an understanding of theories about individual or collective behavior within a social environment and of the ways that empirical evidence is used to develop and test those theories." Working group 4 of the Curriculum Committee has been charged with "continu[ing] consideration of changes to the Social Scientific Approaches core area rubric." In particular, we have been asked to determine whether the social scientific approaches core should "require empirical testing." We have evaluated syllabi for the sixteen social scientific core courses in order to assess the impact of this proposed change and conclude that no change in the core rubric is necessary.

The proposed change would likely replace the phrase "empirical evidence" with "empirical testing." The question here, of course, is how "testing" is distinguished from "evidence." If the intention with the proposed change is to require that all courses adopt a strictly experimental or statistical approach to "knowing" in the social sciences, then we think this is a bad idea, for the simple reason that these are not the only ways to "know" things in the social sciences. For example, economists often utilize formal theories of modeling (such as rational actor models) and anthropologists often conduct ethnographic studies in order to understand their subject matter. Neither of these requires statistical analysis or experimentation, but both are regarded as mainstream approaches to social science research. Additionally, several of the courses in the social sciences core make no explicit mention of empirical testing, but do identify other social scientific methods (such as scientific, ethnographic, cultural critical, comparative analytic, and normative ones). If these courses are excluded from the core, the university will undoubtedly have difficulty meeting student needs in this core area. To change the rubric toward this purpose, in our opinion, is undesirable (and perhaps also unfeasible).

If, on the other hand, the intention is to reinforce that empirical (or experiential) observations of all kinds are central to social sciences, then we believe that this is captured well enough in the existing rubric's stated aim of teaching students "the ways that empirical evidence is used to develop and test . . . theories." The existing rubric provides context for the inclusion of empirical evidence and allows faculty some flexibility in deciding how they would like to do this. The proposed change, in contrast, offers no context for the requirement. In our opinion, the existing formulation is actually better because it is more flexible. Consequently, the proposed change seems both unnecessary and undesirable.

Our recommendation is to leave the language of the social scientific core rubric as it is. If, in the future, the committee considers a rubric change we observe that it is very important that we cultivate language that is flexible with respect to the myriad social scientific "approaches to knowing" and that affords faculty some space to interpret the use of empirical evidence broadly.

## APPENDIX J: Proposal to Change Independent Study Policy

This proposal has three parts. Part I is the language of the policy noted on the back of the independent study contract adopted by the Faculty Senate March 5, 1979. Part II is an update to the language in the Bulletin copy, Academic Policies, pgs 312-313. Of note, the language of the policy adopted in 1979 suggests that all independent studies would be one unit and not quarter or half units. Part III is indication of complimentary changes to the Academic Handbook.

### Part I

#### INDEPENDENT STUDY POLICY (proposed language change)

Independent Study (including Independent Research, Reading/Conference, Directed Study, etc.) is intended to allow students to explore academic areas of special interest not provided by the existing curriculum. It is carried out under the guidance of a member of the faculty and must have the approval of the head of the department in which the course is taken **and the Curriculum Committee.**

Independent Study is available only to junior, senior and graduate students who have a GPA of at least 3.00. Students who do not meet these criteria may petition the Academic Standards Committee to undertake ***an*** independent study.

No more than four (4) units of Independent Study may count toward the baccalaureate degree or two (2) units in a graduate degree. No more than one Independent Study may be undertaken in a term.

For all Independent Study programs, a contract must be completed in detail, approved by the supervising instructor and the department chairperson/school director and submitted **to the Curriculum Committee no less than two weeks prior to the start of pre-registration. The Curriculum Committee shall notify applicants of decisions no less than 3 business days prior to the start of pre-registration. Approved applications for independent study must be submitted** to the Office of the Registrar at the time of registration. The following criteria will be used in the review of Independent Study proposals:

1. Competence and background of the student to deal with the subject proposed. For a unit of credit, the outline of proposed study should indicate an equivalent amount of work to the lecture and study time devoted to a regular class. This equates to a minimum of 135 hours.
2. Résumé of the unique character of the course activities, the educational value of the proposed study in the student's total program of study, the specific objectives, and the justification for taking an individual study program. When any student with limited or no previous experience in the subject area of the Dept./school of proposed study applies for independent study, or when a regular course is proposed to be taken as independent study, the student must secure approval by petition to the Academic Standards Committee.
3. Complete bibliographic reference and resources **that** will be part of the Independent Study. Interviews planned or other resources should be specific. While substitutions and additions may be made as the study progress, resource planning is an integral part of the contract.
4. Regular schedule for reporting progresses on the study, for reporting to the supervising instructor and for final completion of the project is to be included. Regular conferences with the supervising instructor are expected. Therefore, the student and instructor are expected to be on campus. It is possible to arrange to do the work off-campus, provided adequate reasons are given. Satisfactory arrangements will normally be made for faculty supervision of that work.
5. Selection of the grading option at the time of registration, which is subject to change only if all parties approve and the change is made within the specified time period for changing the grade option.

The numbers to be used are: for undergraduate students - Independent Study (IS) 495,496; for graduate students - Independent Study (IS) 695, 696. The 495, 496 numbers are available for all departments/schools wishing to use them. The 695, 696 numbers are available only in departments/schools in which Curriculum Committee has approved the graduate designation.

Each of these may be taken more than once, but no more than four (4) units are acceptable toward the baccalaureate degree or two (2) units toward the graduate degree.

Variable credit is an option but the amount must conform to units normally used in the curriculum.

Passed by Faculty Senate, March 5, 1979.

## **Part II**

Current Bulletin Copy (pgs. 312-313)

### *Independent Study*

Students wishing to do an independent study in academic areas not covered by existing courses in the curriculum may obtain a copy of the Independent Study Policy in the Office of the Registrar. If the conditions required for doing independent study are met, the student may complete and Independent Study Contract and submit it at the time of registration. To do independent study, a student must have junior or senior class standing and a cumulative grade average of at least 3.00. All independent study courses carry the numbers 495 or 496 for undergraduate and 695 or 696 for graduate degree candidates. No more than four independent study courses may count toward the bachelor's degree and no more than two toward a graduate degree. No more than one independent study may be taken in a single term.

### **Proposed Language**

Students wishing to do an independent study in academic areas not covered by existing courses in the curriculum may obtain a copy of the Independent Study Policy in the Office of the Registrar. If the conditions required for doing independent study are met, the student may complete and Independent Study Contract and submit it to the Curriculum Committee for review no less than two weeks prior to the start of pre-registration. The Curriculum Committee shall notify applicants of decisions no less than 3 business days prior to the start of pre-registration. Approved applications for independent study must be submitted to the Office of the Registrar at the time of registration. To do independent study, a student must have junior or senior class standing and a cumulative grade average of at least 3.00. All independent study courses carry the numbers 495 or 496 for undergraduate and 695 or 696 for graduate degree candidates. No more than four independent study courses may count toward the bachelor's degree and no more than two toward a graduate degree. No more than one independent study may be taken in a single term.

## **Part III**

This proposal would result in corresponding changes in the Academic Handbook

## **APPENDIX K: Proposal from Curriculum Committee to change allowable Activity Courses credit from 1.5 to 2 units.**

### **Current Language:**

#### Graduation Requirements

*Earn a minimum of 32 units. The 32 units may include up to 4 academic courses graded pass/fail, up to 1.5 units in activity courses, and up to four units of independent study. (See regulations regarding transfer credit and activity credit)*

### **Proposed Language:**

#### Graduation Requirements

*Earn a minimum of 32 units. The 32 units may include up to 4 academic courses graded pass/fail, up to 2 units in activity courses, and up to four units of independent study. (See regulations regarding transfer credit and activity credit)*

This change would be reflected in all relevant documents regarding Activity Course Credits and Graduation Requirements.

### History and Rationale

- The first rationale for this proposal comes from the historical changes in credits at Puget Sound. When the faculty made the decision to reduce the graduation requirement from 36 units (inclusive of “J” term) to 32 units activity credits were also reduced. The 36-unit program of study allowed for 2 activity credits. An equivalent reduction (36 to 32) resulted in a reduction from 2 units to 1.78 units rounded down to 1.5.
- Several programs of study rely on activity credits as curricular development in the liberal arts tradition. Notably, the music program where students rely on activity credits, even when not receiving credit, as necessary elements of both their program of study and their preparation for graduate school.
- Theatre, Music, IPE, ENG, COMM, BIOL, LC & PSYCH, PE, and CES offer activity units to roughly 1100 enrollment slots a term.
- Increasing the allowed number of activity credits may result in the broadening of many students’ liberal arts experiences as they seek out full and partial activity credit from academic programs. Students seeking “lab” like experiences in non-major departments may fulfill those experiences with activity credits.
- This increase of activity credits is consistent with Northwest peer and aspiring peer institutions. The graduate requirement for Reed College, for example, is 30-units (each course is 1-unit) plus six quarters of physical education. Whitman requires 124 credits for graduation (equivalent to 31 Puget Sound units). Of those 124 credits, 16 may be activity credits (equivalent to 4 total units at Puget Sound), but no more than 8 of those credits may be from “sports studies, recreational, or athletic” courses and no more than 12 may be from academic course (Theatre, Music, Dance, and Rhetoric and Film). Lewis & Clark College has a 128-unit degree requirement (equivalent to 32 Puget Sound units) with required 2 credits from physical exercise, an allowable 4 credits (1 Puget Sound unit) from PE and athletics, and allowable additional academic activity units of at least 4 semester credits. Willamette University allows 2 units of activity credit for a 31-unit degree requirement.
- A change in the activity credit policy may diminish artificial demand in Independent Study Units and Learning Center course enrollment.
- The faculty may wish to consider the potential impact of a potential .5 academic unit reduction per student on FTEs.