

CURRICULUM COMMITTEE MINUTES
11 October 2006 (Wednesday)
Misner Room

- Present: Suzanne Barnett, Brad Dillman, Mary Rose Lamb, John McCuiston, Brad Richards, Elise Richman, Michelle Salter '07, Florence Sandler, David Scott, Kurt Walls, Lisa Wood (Chair), Alyce DeMarais, Brad Tomhave, Carrie Washburn,
- Not present: Lynda Livingston (subcommittee service only this fall); Elizabeth Benard, Grace Livingston, Paul Loeb, Bob Matthews, Christine Smith, Stuart Smithers, Lori Ricigliano
- Visitors Lori Blake, Kathleen Campbell, Rusty Horton, Melanie Sullivan (all in the Office of the Registrar); Kelli Delaney, Carol Lentz, Jack Roundy (all in the Office of Academic Advising); Michael Veseth (International Political Economy)

Call to order. Chair Wood called the meeting to order at 8:05 a.m.

Minutes. The committee M/S/P approval of the minutes for the meeting of 4 October 2006 as corrected to show the absence of a handout document as part of the report from ISAC (Interim Study Abroad Committee). (Lamb pointed out that DeMarais put the information on the whiteboard, with a hard copy to the secretary only; later in the day DeMarais provided only the secretary with the revised version of the document, which appears as Appendix II in the minutes for the meeting of 4 October.)

Working Groups (WG) / subcommittees. Wood called on chairs of WG / subcommittees for reports of activity under way.

- WG ONE (Chemistry / Humanistic Approaches): No report.
- WG TWO (Latin American Studies / Fine Arts Approaches): Lamb said that the group has begun deliberations but has taken no substantive action yet.
- WG THREE (English / Geology / W&R and SCIS Seminars): No report.
- WG FOUR (History / Physics / Connections): No report. Washburn said by way of information that the History five-year review report has come in and is the first review report this year to meet the 15 October deadline.
- WG FIVE (Internship / SIM / Ad Hoc other core): No report, but DeMarais said that C. Smith did meet with Kim McDowell, Director of Career and Employment Services, to talk about the Internship Program.

2007-2008 full academic calendar and 2010-2011 basic calendar. Washburn explained that each fall the Curriculum Committee approves the full calendar for the academic year and summer immediately after the current full calendar, as well as the basic calendar for four years out. Washburn constructs a proposed full calendar for the next year by asking for exact dates from various offices, for example, the Registrar's Office. Informing the drafts of the next year full calendar and the basic calendar for four years hence are committee guidelines and practice now long established. The guidelines are subject to change prompted by decisions beyond the committee, for example, the Faculty Senate decision to institute the new two-day Fall Break and the Travel Day on the Wednesday before Thanksgiving. The committee considered the draft calendars before this meeting by way of email attachments that allowed the first reading of the drafts to occur prior to the meeting. The committee took action as follows:

ACTION Sandler M/S/P acceptance of the full 2007-2008 academic calendar and the basic calendar for 2010-2011.

The draft calendar for summer 2008 encompasses a change in the guidelines for setting the calendars and is proposed by Washburn as Director of Summer Session: The three School of Education summer terms (A, B, and C) will become only one Education summer term beginning in 2007-2008. The basis of this reduction is the elimination of the Administration track in the Master of Education degree program, which means that two of the longstanding three terms will no longer be needed. Approval of this guidelines change will involve adjustments to the previously approved basic calendars for 2008-2009 and 2009-2010.

ACTION Sandler M/S/P that the proposed guidelines change to discontinue Summer terms B and C be accepted.

In discussion leading to the two motions regarding the calendar, Walls asked why some fall terms begin before Labor Day and some after Labor Day. Washburn explained that accreditation standards require us to have so many days in a semester. As stated in the calendar-setting guidelines, "The Fall Semester will end no later than December 20, requiring a semester beginning date which will accommodate the prescribed length of the term." This means that in some years [as in 2007-2008] fall classes begin after Labor Day.

Washburn added that the 2007-2008 calendar includes an exception as allowed four years ago by the then committee's approval of the basic calendar for 2007-2008: Exams end, exceptionally, on 21 December [rather than "no later than December 20"] because ending exams earlier [which would end exam week on 14 December] would mean starting classes in "mid-August."

Scott noticed that the fall and spring semesters always have had different numbers of class days, with more class days in the spring. Washburn confirmed this discrepancy and added that Faculty Senate action last year to add a second Fall Break day and the Travel Day in November makes the fall semester now five days shorter. The Senate took no action to change the spring semester.

ONGOING BUSINESS: Implementation of the upper division requirement for graduation.

The committee resumed discussion of graduation requirement item III.H in the Curriculum Statement of 17 April 2001: "In order to receive the baccalaureate degree from the University of Puget Sound, a student must have...Earned at least three units outside the first major at the upper division level, which is understood to be 300 or 400 level courses or 200 level courses with at least two prerequisites..." (Discussion that was part of the process of faculty approval of this requirement appears in the minutes for the Faculty Meeting of 4 April 2001.)

Wood invited visitors to this meeting to introduce themselves and indicate their respective positions in the University. She then asked colleagues in the OFFICE OF THE REGISTRAR to comment on their perception of the upper division requirement. Blake said that whether the requirement is "a global issue or a specific issue" is not yet clear; accommodating the requirement is "still in process." Horton said that the requirement of three *units* [rather than three *courses*] eliminates the possibility of using a transfer course as one "unit" because most transfer courses come in as partial credit (for example, an upper division transfer course might be .75 unit at Puget Sound, and no Puget Sound upper division academic course valued at .25 unit would be available to make up the difference).

Sullivan (and, later, McCuiston) commented on a tendency for upper division students to want to meet the upper division requirement with specific courses seen as helpful toward planned postgraduate study. A specific course identified by a specific student to fit into graduate school plans is not always available when the student might want the course.

Campbell stated that she has not really seen any problems regarding the upper division requirement, although Study Abroad students need to have explanation about credit for upper division courses taken abroad. She added that some students solve the problem of accommodating the three units outside the first major by doing a double major.

Wood asked colleagues in ACADEMIC ADVISING for comment. Roundy offered the view that implementation of the requirement is not so much a problem of course availability as one of students' understanding of the requirement. An upper division student who has developed a plan for graduate study toward, for example, a PhD in History, may want to take Latin 101-102.

In response to Scott's inquiry as to whether any problem of meeting the upper division requirement is "department specific," Blake said "no," that any problems are "across the board." Roundy pointed to the "compression" problem for transfer students [who may be here only two years] in meeting varied requirements.

Wood called attention to tensions within a major that involves multidisciplinary breadth and whether this affects fulfillment of the upper division general graduation requirement. McCuiston spoke with reference to the ART major with ART STUDIO emphasis, which *specifies* five art history courses from which a student must complete "any three." The specification of five courses leaves multiple other courses in art history available for studio art majors to take without having them placed in the category of "excess" major courses on the Degree Progress Report. Additional upper division art history courses, which departmental faculty regard as important for studio art students going on to graduate school, thus can meet the general upper division requirement for graduation. A critical principle is that the studio emphasis is "portfolio based," not "coursework" based. Independent study courses also are important to graduate school preparation for studio art students.

Wood turned next to Michael Veseth, Director of the INTERNATIONAL POLITICAL ECONOMY (IPE) program, who submitted a memorandum to the committee prior to this meeting to highlight the difficulty faced by IPE majors in meeting the upper division general graduation requirement. The Office of the Registrar regards all allowable electives for a major as "inside" the major. From the IPE list of 47 electives from multiple departments and programs a student selects three. If the student takes more than three electives listed for the major, the additional elective courses turn up in the "excess" column in the major section of the Degree Progress Report and are thus not available for the upper division general graduation requirement. This limits the range of options for IPE students in meeting the requirement of upper division units outside the major.

Veseth said that IPE majors have been able to use one or two Study Abroad courses toward the three upper division units outside the major and otherwise have managed. "So far no one has not graduated," despite the fact that the program has about 45 graduates per year. Limited options for the extra-major units, however, do cause concern.

Possibilities suggested for resolving the problem included the following: (1) Have a short list of highly recommended electives thought to be especially relevant to the IPE major from which the student selects three; have a longer list of courses students might consider taking, but which would not count for the major (Sandler). (2) Yes, that is a possibility, or have just one list that is shorter than the current list of 47 (Veseth). (3) Consider adopting a contract-major system similar to that of Mathematics and Computer Science (Washburn). (4) Perhaps "excess" electives in the IPE major should be allowed to meet the upper division requirement for graduation because of the multidisciplinary or interdisciplinary nature of courses in the electives list (Sullivan, Barnett). (5) Have a list or lists that specify particular required ancillary courses, as in the Biology major (DeMarais).

CONNECTIONS. Washburn pointed out that enrollment in Connections courses exceeds the number of seats needed for the fulfillment of the core rubric, so Connections courses seem to be attractive to students in meeting the upper division graduation requirement.

Discussion of the upper division requirement did not reach conclusion at this meeting.

Adjournment. At 8:58 a.m. Scott M/S/P to adjourn.

Respectfully submitted on 13 October 2006,
Suzanne W. Barnett