Curriculum Committee
Minutes
April 21, 2014

Members Present: Bill Beardsley, Richard Anderson-Connolly, Luc Boisvert, Jane Carlin, Jim Evans, Lisa Johnson (Chair), Alan Krause, Paul Loeb, Tim Pogar (student), Brett Rogers, Brad Tomhave (Registrar), Lisa Tucker.

1. Call to Order: The meeting was called to order at 4:02 by its chair
2. Remarks from Chair: The Chair made no remarks.
3. Minutes of March 31, 2014:

M/S/P: approve the minutes of April 7 as corrected.

4. Working group reports:

Groups 1, 3 and 5: These groups continue with their work.

Group 4: Loeb reported that the group recommends Committee approval of SSI2-159 "Evolution for Everybody" as a SSI-2 seminar.

M/S/P: to approve SSI-2 159 "Evolution for Everybody" as a SSI-2 seminar.

Loeb reported that the group recommends Committee approval of SSI-1 xxx "The Problem of Evil" as a SSI-1 seminar.

M/S/P: to approve SSI-1 xxx "The Problem of Evil" as a SSI-1seminar.

Loeb reported that the group recommends Committee approval of SSI2- xxx "Worlds of the Bible" as a SSI-2 seminar.

M/S/P: to approve SSI-2 xxx "Worlds of the Bible" as a SSI-2 seminar.

5. Discussion of possible request to Senate for a charge "to collaborate with the Committee on Diversity to consider strategies for supporting and reviewing responses to Question 6 of the departmental curriculum review guidelines."

Discussion focused on the Committee's desire to continue to work collaboratively with the CoD. Members found no need for a formal charge given the Committee's decision not to again revise question 6. All agreed that a maintaining a good working relationship is important.

6. Revision to 2014-2015 academic calendar.

Tomhave presented the history of the proposed change.

M/S/P to amend the academic calendar for 2014-2015 to with respect to the "Last Day to withdraw with an automatic 'W'" as follows:

Fall 2014 November 7 (from October 13)
Spring 2015 March 27 (from March 2)
Term I Summer 2015 June 12 (from May 29)
Term 2 Summer 2015 July 24 (from July 17)
Term A Summer 2015 July 17 (from July 2)

7. Revision of curriculum review guidelines for graduate programs.

Anderson-Connolly reviewed our discussions of this topic and the feedback his subcommittee received from graduate program directors.

M/S/P that the curriculum review guideline questions for graduate programs be revised to read:

<div align="center">Review Questions for Graduate Programs</div>

1. Giving due consideration to the intellectual and educational directions of your discipline or field, to the University's stated educational goals, and to changes within the university, how would you currently define your educational mission?
2. Explain how the department or program curriculum provides the best possible educational experience for students who constitute the department's or program's clientele, giving particular attention to student learning outcomes. Please include specific references to structure (e.g., threshold and capstone courses), sequencing, and course content in your analysis of curricula.
3. Explain your degree requirements and how you assure a balanced and workable load for the students, giving attention to traditional coursework as well as clinical work, experiential learning, and other aspects of professional training.
4. Describe the nature of the relationship between the graduate and undergraduate components of your program. Please note the extent of faculty involvement in the undergraduate curriculum, including the core, and undergraduate advising.
5. Explain how the program meets with the university's mission of fostering skills in written communication with examples of substantive professional writing experiences and where they exist within the curriculum.
6. How does the curriculum of your department, school, or program engage with the university's Diversity Statement?
7. If the department or program is adding new courses, explain how they will be staffed within the existing complement of faculty. If the department or program is retaining courses with consistently low enrollment or courses which have not been offered within the past four years, explain any reasons for their retention.
8. Explain how the use of library and information resources is integrated into the learning process in your curriculum.
9. Explain how you evaluate student achievement of learning outcomes and how the results of this assessment are integrated into department or program planning processes.

10. (optional) What are your long-range plans for continued curriculum development (including the use of technology)? Please describe the resources (human, physical, and/or financial) needed to accomplish those plans.

8. the Meeting was adjourned at 4:31

Respectfully submitted,

William H. Beardsley
Secretary