

Curriculum Committee (from the Faculty Handbook)

Function:

This committee shall have responsibility for leading the faculty to decisions regarding the overall direction of the curriculum and shall review new course proposals and general education course proposals. In addition, the committee is responsible for the review of changes in existing major and minor programs. It shall review and recommend to the faculty policies relating to academic programs and degrees, including but not limited to long-range curricular needs and direction, course offerings, and methods of instruction. To engage faculty involvement in curricular planning, the committee shall hold open meetings at appropriate times to share the results of its study and invite faculty response.

Membership:

This committee shall include nine members: the VPAA or his/her designate; six elected faculty, two elected from each of the three groups (1.5 Article IV.A.3); and two students. The chair of the committee will ordinarily be a tenured member of the faculty.

Operating Policies of the Curriculum Committee

Updated 9.3.2018

Academic Calendar

The Curriculum Committee will develop the academic calendar (according to the calendar principles, see Appendix A) at least two years in advance.

Deadlines

Proposals for new courses should be submitted to the Curriculum Committee according to the following schedule. This schedule takes into account both faculty meeting dates (for full-faculty approval) and registration dates for upcoming semesters.

Fall Semester Courses/Programs

For courses to be offered in the fall semester, proposals should be submitted to the Curriculum Committee by January 20 of the previous spring.

Spring Semester and Summer Courses/Programs

For courses to be offered during the spring semester, proposals should be submitted to the Curriculum Committee by March 20 of the previous spring.

Exceptions to these due dates can be made in extra-ordinary circumstances. Examples include (but are not limited to):

1. A new faculty member submits a new course proposal during their first semester at Westminster for the following semester
2. A faculty member receives an award, stipend, or grant that includes the development and teaching of a new course
3. A new initiative for the spring semester or summer is developed for implementation during the following spring or summer

New Course Proposals

All new course proposals approved by the committee need to be approved by the full faculty.

See the new course proposal form (located on the public Curriculum Committee page on my.westminster) for information on the elements of a new course that are generally considered by the committee. The signature page can also be found on the form in my.westminster. Program coordinators must sign for interdisciplinary programs. In all other cases, the signature of the relevant department or school chair is required.

IP Proposals

All new IP proposals approved by the Curriculum Committee need to be approved by the full faculty. See Appendix B for a list of IP-specific objectives.

Cluster Course Proposals

All new cluster course proposals approved by the committee also need to be approved by the full faculty. If already approved, individual courses do not need to be re-approved by the committee before being included in the cluster course proposal.

See the cluster course proposal form (located on the public Curriculum Committee page on my.westminster and on the V: Drive) for information on the elements of a new course that are generally considered by the committee.

Travel Course Proposals

All new travel course proposals approved by the committee also need to be approved by the full faculty.

See the travel course proposal form (located on the public Curriculum Committee page on my.westminster and on the V: Drive) for information on the elements of a new course that are generally considered by the committee.

New Major/Minor Proposals

All proposals for new majors or minors approved by the committee will be sent to the full faculty for approval.

The Curriculum Committee will be looking for the following elements in a proposal for a new major or minor:

1. Program rationale
2. Program objectives
3. List of required and elective coursework
 - a. New course proposals for all courses needed for students to complete the major
4. Feasibility of the major/minor
 - a. Financial implications, including staffing, programming, materials, etc.
 - b. Need/demand for this new major/minor
5. Assessment plans

Academic Program and Degree Policies

Minimal changes to courses or to program/degree requirements will be considered by the Curriculum Committee. If approved, these changes do not also need to be approved by the full faculty. Significant changes will need to be sent to the full faculty for approval. Changes, whether minimal or significant, to program/degree requirements cannot be implemented mid-year. If a change is approved by the committee, it cannot be included in the catalog nor considered policy until the following academic year.

The Curriculum Committee will decide on a case-by-case basis whether a change is minimal or significant using the following basic guidelines:

Minimal Change	Significant Change
Programmatic renumbering	Adding or deducting hours from the major
Editorial changes	Changing required courses
Changing prerequisites*	
Adding or eliminating electives*	

*Any changes made to a program that might impact other programs should be voted on by the faculty.

Document Location and Retention Policy

All proposals submitted to the committee will be posted on the group's my.westminster page. These will be available only to members of the committee. Membership to this page will need to be updated each year.

An online form will be used for new course proposals (including new IPs) starting in Spring 2018. The chair of the Curriculum Committee will be notified via e-mail when proposals are submitted. This notification e-mail address will need to be updated each year.

Course proposals for cluster and travel courses will be retained in print and will be located on the V: Drive (V:\ACAD\All_ACAD\ACADDOC\FORMS IP, New Course, Travel, Cluster, Honors Proposal Forms).

Committee meeting minutes and faculty meeting reports will be posted on the V: Drive (V:\ACAD\All_ACAD\FacultyGovernance\YEAR Commit, Council, Board Reports and Minutes\Curriculum Committee).

Electronic Communication Policy

The Curriculum Committee conducts its deliberations primarily in a face-to-face manner, but e-mail or other forms of electronic communication are acceptable for committee business. Voting should occur in person.

Appendix A: Calendar Principles

Prepared by the Curriculum Operations Committee (January 2013)

Approved by the faculty (February 6, 2013)

Modified by Curriculum Committee (with point-of-information to faculty) (January 2015)

Fall Term

- A. Fall term will start on the last Monday of August.
- B. The fall semester will include a midterm break, which will last from Saturday-Tuesday and start on the 7th Saturday after the start of the semester. If the 7th Saturday of the semester is the day of a home football game, midterm break will start on the first Saturday after the 7th Saturday of the semester that is not the day of a home football game.
- C. Thanksgiving break will last from Wednesday-Sunday.
- D. Final period will run from Monday-Thursday.

[Logic of Fall Revisions]

The same 5 days when classes will not meet every semester:

- a. Monday of Midterm Break
- b. Tuesday of Midterm Break
- c. Wednesday of Thanksgiving Break
- d. Thursday of Thanksgiving Break
- e. Friday of Thanksgiving Break

By systematically having one of each day of the week when classes do not meet, there will be 14 of each day of the week every semester. There is no longer a need to hold a different day's classes on a different calendar day (e.g. Monday classes on Tuesday).

[Logic of 2015 Fall Revision]

Previous calendar principles had the midterm break starting on the 8th Saturday. This was a holdover from when the semester started on a Tuesday and thus the first 7-week period ended on the Monday after the 7th Saturday. Now that the first 7-week period ends on the 7th Friday of the term, we can start midterm break on the 7th Saturday. This not only seems like the logical location for the break (between the two 7-week periods) but also prevents the break from ending up very late in the semester (given one or two Saturdays of home football games).

Spring Term

- A. Spring term will start according to the following scheme:
- Monday if Monday falls between 1/12 and 1/14.
 - The following Tuesday if Monday falls between 1/15 and 1/18 (because that Monday will be Martin Luther King Day.)
- B. No classes will be held on Martin Luther King Day.
- C. A five-class-day spring break (Monday-Friday) will be scheduled according to the following scheme:
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|------------------------|----------------------------------|
| <u>Easter falls on</u> | <u>Spring break begins after</u> |
| April 1 or before: | 7 th week of semester |
| April 2 or after: | 8 th week of semester |
- D. Final period will run Monday-Thursday.
- E. The Undergraduate Research Symposium will be the penultimate Wednesday in April (classes will not meet).
- F. Easter Break will be held from Thursday through Monday. Monday classes will be held on the first Tuesday following the Easter break.

[Logic of Spring Semester Revisions]

Same 5 days when classes will not meet every semester:

- Monday of Martin Luther King Day
- Thursday before Easter
- Friday before Easter
- Monday after Easter (on the following Tuesday, Monday classes meet)
- Wednesday for Undergraduate Research Symposium.

By systematically having one of each day of the week when classes do not meet, there will be 14 of each day of the week every semester.

Appendix B: Intellectual Perspective (IP) Proposal Requirements

IP (ST)	IP (FL)	IP (HC)	IP (QR)	IP (RP)	IP (SD)	IP (VP)
1. Please provide an explicit statement addressing how you will meet and assess each of the 3-5 outcomes for the IP category (or direct us to the appropriate section of your syllabus).						
Demonstrate how historical change and continuity, as well as cultural context, influence individual, group, and/or institutional behavior.	Demonstrate intermediate speaking, writing, and listening skills in a foreign language.	Analyze and evaluate texts and artifacts that reveal the human condition.	Evaluate the validity of numerical and critical arguments.	Identify religious and/or philosophical traditions and their specific conceptions of and responses to God, the sacred, or ultimate reality.	Investigate scientific discoveries in the natural world.	Demonstrate an understanding of the arts as a form of intellectual, creative and spiritual expression.
Evaluate the impact of group and/or institutional processes on individual behavior.	Develop increased global awareness by acquiring knowledge of cultural similarities and differences through language study.	Determine and evaluate major influences on the evolution of culture and its structures.	Develop, apply, analyze and draw inferences from mathematical models.	Identify symbolic, historical and normative dimensions of religious and/or philosophical expressions.	Apply scientific methods used in problem solving, which include formulating and testing hypotheses, using deductive and inductive reasoning, and making objective and quantitative observations.	Recognize and use the basic vocabularies, materials, tools, techniques, forms, structures, and intellectual methods of a visual or performing art in a performance or studio-based experience.
Evaluate the dynamic role of individuals on group and/or institutional processes.	Develop an improved understanding of one's own language through the study of a foreign language.	Develop the skills to research, write and speak effectively about humanity and cultures.	Use appropriate tools to process, evaluate, and present data.	Demonstrate the critical skills necessary to engage one's tradition.	Consider the natural sciences in their ethical and societal contexts.	Define and explore with insight, reason and technical proficiency those problems that each student's artistic production

						generates.
Demonstrate an understanding of relevant research strategies, appropriate methodologies, interpretations of data, and implications of results.			Demonstrate problem-solving and critical-thinking skills.	Demonstrate problem-solving and critical-thinking skills.	Draw conclusions from data collected in laboratory and/or field (30 hours or more beyond regular class meeting time) and communicate the work and results in an appropriate format.	Reflect upon and assess the characteristics and merits of his/her work as well as the work of others.
Practice and improve collaborative skills.						Create and evaluate artistic expression through a visual or performing art.

2. Please explain how you will meet and assess the fundamental outcome for this course's IP:

Practice and improve collaborative skills.	Develop an increased global awareness.	Develop effective written and oral communication skills.	Demonstrate problem-solving and critical thinking skills.	Demonstrate problem-solving and/or critical thinking skills.	Conduct research, including: <ul style="list-style-type: none"> a. defining a question, b. identifying and using appropriate sources, c. constructing and evaluating answers, and d. understanding and using proper documentation. 	Create and evaluate artistic expression.
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3. Please explain how you will meet and assess two or more of the other fundamental IP outcomes:

Develop an increased global awareness.		Develop an increased global awareness.				
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