

Curriculum Committee Minutes September 12, 2001

Present: Barry, Beck, Clark, Derryberry, Greene, Hannaford, Kerrick, Kline, Kontogeorgopoulos, Mehlhaff, Neff-Lippman, Oldes, Pasco-Pranger, Sackman, Tomhave, Warning (chair), Washburn, Weinman-Jagosh.

Warning called the meeting to order at 8:01 a.m.

Minutes were approved for 9/5/01.

Subcommittee assignments and process:

Washburn distributed subcommittee assignments. Barry suggested that subcommittees use e-mail to handle routine course approvals and to reserve meetings for hammering out more complex questions. Barry suggested that meetings were warranted when considering department and program reviews. He pointed Committee members to the Self-Study Guide and explained that the subcommittee's role in considering a curriculum review is to evaluate how carefully and thoroughly the department or program answered the questions in the Guide.

Washburn asked that the chairs of subcommittees considering department or program reviews keep a record of any correspondence with the department or program under review; this record should be submitted to the Associate Deans' Office along with the final report on the review.

Proposed minor revisions to Curriculum Statement:

Barry proposed a series of minor amendments to the new Curriculum Statement which will go into effect in 2003-2004. He characterized these revisions as "housekeeping" and explained that they had been suggested to him by members of the faculty and the administration.

1) Barry proposed that in section I, General Considerations, second paragraph, the penultimate phrase ("to meet the demands of a vocation") be amended to read: "to meet and adapt to the changing expectations of a career." The rationale behind this proposal was that "vocation" sounds like a call to the ministry. Greene suggested simply substituting "career" for "vocation" in the original statement. Sackman observed that "vocation" and "career" have very different connotations, and observed that no one raised this issue when the placement of this phrase was under consideration by the faculty last spring. Barry agreed and assured the Committee that any suggestions it made would go to the Faculty Senate. After the merits of both possible wordings were thoroughly discussed:

Action: Barry M/S/P the revision of I, General Considerations, second paragraph, the penultimate phrase ("to meet the demands of a vocation") to read: "to meet the demands of a career."

2) **Action: Barry M/S/P revising section III.F by adding at its end: "(Courses taken pass/fail will not fulfill University Core Requirements.)"**. This revision brings the Curriculum Statement into accord with the Logger.

3) **Action: Barry M/S/P revising section III.I by adding at its end: "(Courses counting towards the major may not be taken pass/fail unless they are mandatory pass/fail courses.)"**. This revision brings the Curriculum Statement into accord with the Bulletin.

4) **Action: Barry M/S/P revising the heading in section IV.B reading "The First Year Experience" to read "The First Year: Argument and Inquiry."** This revision makes this heading more consistent with the other two headings in the chart.

Discussion of course substitution in cases of disability waiver of Foreign Language Requirement:

Barry presented the following question: we expect that there will be some students who request waivers of the Foreign Language Requirement in the new Core; Ivy West, in consultation with the Foreign Languages Department, will make the determination whether a waiver is in order; in these cases, do we want to impose a substitute requirement which might accomplish some of the purposes of the Foreign Language Requirement? Warning suggested dividing the question into two issues: 1) Should a substitute course be imposed? 2) What should that course be? General discussion ensued in which concerns were raised about the process of disability certification and faculty notification thereof, the likelihood of waiver requests for other graduation requirements including Core requirements, the possibility of accommodations for students with learning disabilities within the context of foreign language classes, and the role of the Academic Standards Committee in issuing waivers of degree requirements. Barry agreed to raise the question again after providing the Committee with information on the process of disability documentation.

Action: At 8:50 Kerrick M/S/P adjournment.

Respectfully submitted,
Molly Pasco-Pranger