CURRICULUM COMMITTEE

PROCESSES DOCUMENT

LATEST REVISION:
07/18/23

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PROCESSES MAINTENANCE

THE CURRICULUM COMMITTEE SHALL MAINTAIN THIS DOCUMENT IN THE CURRICULUM COMMITTEE'S SHAREPOINT DOCUMENT FOLDER:

http://monmouthcollege.sharepoint.com/sites/acad/committees/curi/Documents/

ALTHOUGH THE SECRETARY OF THE COMMITTEE, OR OTHER COMMITTEE MEMBER SELECTED, IS RESPONSIBLE FOR ITS MAINTENANCE AND POSTING, THE CHAIR OF THE COMMITTEE HAS THE ULTIMATE RESPONSIBILITY TO ENSURE THAT IT IS CURRENT AND POSTED.

MAINTENANCE OF THIS DOCUMENT ENSURES CONTINUITY OF PROCESSES THROUGHOUT THE YEARS AS MEMBERSHIP OF THE COMMITTEE CHANGES. WITHOUT A PROCESSES DOCUMENT, DISORGANIZATION, CONFUSION, CONFLICT, TIME WASTE, AND CHAOS ENSUES.

Important:

Secretary or other party of the Curriculum Committee maintaining the Processes Document:

As policies are being added to this document, it is important to include the date from the Committee's minutes in which that policy was adopted. If there has been an approval from the faculty, the date from the faculty minutes should be included. If there has been any process determined by Faculty Senate, the date from the Faculty Senate minutes should be included.

There are 5 levels of headings tabbed to the table of contents (Each time a change is made to this document, you MUST update the table of contents. Click on References, click on update table, and then click on update entire table. You will then need to go through the document and more than likely make formatting changes, especially spacing between pages. The major headings (the ones in bold in the Table of Contents) are to start on a new page. The Appendices should be on separate pages also. All of the blue and red headings are in Cambria font 12 and the rest of the document is in Calibri font 12. Ensure that when changes are made that you update the footer for the revised date as well as the date on the front cover. Do not let a chart be divided between pages.

FACULTY STATUTES

The following is excerpted from the Monmouth College Faculty Statutes, Section 4, Article 7:
[latest update to this statute was approved by the faculty on November 11, 2014]

The Curriculum Committee shall be responsible for recommending to the faculty changes in curriculum and policies governing academic courses, standards and programs, including teacher education.

Concerning curriculum matters the committee shall: recommend to faculty approval of new courses, approve pilot courses, consider changes in graduation requirements, oversee the academic calendar, consider changes in curricular policy and standards, establish the organization of academic units, approve various academic programs, recommend to faculty approval of major programs and **approve applicants for off-campus programs**.(Note: This process is not currently followed; while curriculum reviews off-campus programs and short term courses, it has not (for the past two years at least) approved individual applicants for off-campus programs. Since the reorganization of the off campus studies/global engagement curriculum has been somewhat disconnected from the committee—and curriculum probably should have more of a voice in the process. See Appendix H for previous processes.)

A member of the Teacher Education Subcommittee shall serve as an ex-officio member of the committee. This member shall follow the charge of the Teacher Education Subcommittee and communicate concerns regarding the effects that changes in courses or curricular structure may have on the Teacher Education Program and Monmouth College.

The Curriculum Committee will approve candidates for student teaching. If approvals need to take place when classes are not in session, a designee of the Committee will assume that responsibility. The process provides a second layer of approval that supplements the work of the Teacher Education Subcommittee. This due diligence process was submitted to the Illinois State Educator Preparation and Licensure Board in the spring of 2014 as a good faith effort in ensuring that students are not student teaching in programs that are unapproved or when they have not fulfilled the requirements of the program. This process must be maintained as part of Monmouth College's ability to license teachers. A member of the Teacher Education Subcommittee, who is also an ex-officio member of the Curriculum Committee, will periodically provide documents related to students who have applied to participate in the student teaching clinical experience. The specific procedures and documentation for this approval are contained in the Curriculum Committee Processes document.

The Curriculum Committee shall consist of five faculty members, and two students. **(For the year 2021-22, and 2022-23, at most one student attended the committee meetings.)** The Director of Teacher Education (or her or his designee from the Teacher Education Subcommittee), the Registrar, the C.A.C. Coordinator, and the Q.A.C. Coordinator shall be *ex officio* members. **(Revision Note: As the CAC coordinator and the QAC Coordinator are not in existence currently, the statutes need to be updated to reflect that.)**

The following is excerpted from the Monmouth College Faculty Statutes, Section 4, Article 2, #2:

The President of the College and the Vice President for Academic Affairs or his/her designee shall be *ex officio* members of all committees of the faculty.

SUBCOMMITTEES OF THE CURRICULUM COMMITTEE

The following subcommittee needs to be selected at the first meeting of the Committee:

- **Academic Calendar Subcommittee:** The membership includes the Registrar, Associate Dean of Academic Affairs, Director of Alumni, Athletic Director, Associate Dean of Students-Campus Events, and one member of the Curriculum Committee. The task is to work on the academic calendar for the second year following the current year. After the calendar is approved by the Curriculum Committee, it is sent to the Faculty Senate to be included at a faculty meeting for a vote.

The following "subcommittees" are not composed of Curriculum Committee members but are associated with the work of the Curriculum Committee.

- **Teacher Education Program (TEP) "Subcommittee":** The membership includes the tenure track faculty of the Educational Studies Department, its two staff administrators, and two outside faculty members. The outside faculty members are appointed by the Faculty Senate and the appointment constitutes the committee assignment for those two faculty members for the year. A member of this committee does serve ex-officio on the Curriculum Committee.

- **Core Curriculum "Subcommittee":** The membership of this includes Associate Dean of Academic Initiatives who meets with the Coordinators of the different parts of the Core Curriculum that are shown below:

Area	Coordinator for 2023-24
Inquiry Areas, Quantitaive Reasoning in Practice (QRP)	Michael Prinsell
Global Learning (GL)	Amy De Farias
Identity, Diversity, Equity (IDE)	Shweta Srivastava
Community Engagement (CE)	Lori Walters-Kramer
Languages and Culture	Robert Simmons

The coordinator of each part of the curriculum reviews requests for addition of a label to a new or existing course. In doing so, they review the syllabus and application (for GL, IDE, and CE) to determine whether the course meets the stated learning goals for each area and work with the faculty member who has submitted the application if revision is needed.

More detail on the application process is given in section on the Course approval process.

ACTIVITIES OF THE CURRICULUM COMMITTEE

The Faculty Senate, the Dean, or any faculty member may direct the Curriculum Committee to investigate <u>any curricular issue</u> of the College and make a proposal to the faculty. Some examples of the issues the Committee has dealt with in the past concern: dual credit, course scheduling, communication across the curriculum, quantitative literacy across the curriculum, transition to the 4-4 curriculum, and a final exam policy, to name just a few. These types of issues, once resolved, tend not to circulate through the Committee on an ongoing basis.

The following activities of the Curriculum Committee are not exhaustive but are the <u>ones that are repeated monthly or annually</u>. The purpose of this list is an attempt to organize them so there is continuity from year to year. These activities should in no way contradict the faculty statutes, but provide processes as to how the Committee should conduct itself.

ACTIVITIES OCCURING EARLY IN THE FALL SEMESTER:

- The Committee needs to select its Chair and its Secretary. The Chair then needs to inform the Dean's Administrative Assistant and Faculty Senate of this selection and to allow the Chair and the Secretary to post to the Committee's SharePoint site. Other members should also be allowed to post to the Sharepoint folder if this facilitates the work of the committee.

- The Committee needs to select a member for the Academic Calendar Subcommittee and inform the Registrar of this selection.

- The committee should inquire (of the Associate Dean of Academic Initiatives) about any changes in the criteria for the Core Curriculum that the committee needs to be aware of.

- The Committee Chair needs to remind faculty by the October faculty meeting that all course/major/minor/program proposals need to be submitted by approximately mid-January to assure review by the Curriculum Committee and approval the faculty early enough to be included in the schedule of courses for the next year. This typically means that new courses that require faculty votes should be on the agenda of the February faculty meeting. Some flexibility should be allowed in this process to accommodate new faculty and unexpected, but necessary, curricular changes. Some of these changes occur as late as the final faculty meeting of the year.

For courses requesting an Inquiry, GL, IDE, or CE designation, the forms and syllabi should be submitted to the appropriate coordinator by the middle of December to allow time to work through any necessary revisions prior to the submission of the course/modification of the course to the Committee.

The Chair should also remind the faculty that pilot courses can only be run twice before they must be evaluated as permanent new courses. The Committee Chair should have the Registrar run a report that

indicates the pilot courses that have been offered over the last few years and use this report to remind faculty teaching these courses to submit a new course proposal if they plan on continuing that course.

ACTIVITIES THAT OCCUR WITHIN PRIOR TO/DURING EACH FACULTY MEETING:

- The curriculum agenda for the faculty meeting should be sent to the Chair of Faculty Senate and the Dean's administrative assistant no later than the Thursday before the faculty meeting.
- The Committee Chair needs to submit an electronic report of the Committee's activities since the last faculty meeting to the faculty at least one day prior to the meeting.
- During faculty meetings, the Committee Chair presents its items for approval to the faculty with any pertinent comments occurring during the Committee's deliberations. Additionally, informational items are reported to the faculty.

ACTIVITIES THAT OCCUR ON THE FIRST MEETING DAY, OR SHORTLY THEREAFTER, OF THE SPRING SEMESTER:

The Academic Calendar Subcommittee begins work on the academic calendar. The discussion usually occurs two years prior to the calendar that is being created. Typically, the Registrar puts together an initial draft based on previous years' calendars, working with the Academic Calendar Subcommittee. A goal is to have the same number of days both semesters, and as close to the same number of days before and after breaks. Scholars Day should be placed near the end of April to allow students plenty of time to finalize their projects for presentation. Spring semester now should always begin the day after MLK day. [Faculty vote: October 2022]. The calendar should be voted on by the faculty in the May meeting (approximately 1.5 years before the calendar that is being implemented begins).

Since the pandemic, the timing for this schedule has been not optimal and the calendar has been approved by the faculty early in the Fall, less than one year before the start of the calendar. This has occurred for a variety of reasons, including the fact that the calendar committee also needs to work with Development (for Homecoming) and Athletics when proposing the Calendar. The committee should attempt to return to a schedule that give more lead time for the calendar.

ACTIVITIES THAT OCCUR ON THE LAST MEETING DAY, OR SHORTLY THEREAFTER, OF THE ACADEMIC YEAR:

A member of the Committee needs to volunteer to be the Committee's designee (possibly a subset of the Committee if it can be assembled) for the approval of student teacher candidates when classes are not in session. That individual will provide a transcript of the approval(s) to the Teacher Education Program (TEP) ex-officio member on this Committee and to the Committee's SharePoint Folder (designee may need to get approval from the Dean's Secretary to post to this folder if this individual is not the Committee Secretary). Alternately these approvals can be collected and included in either a set of summer minutes or in the first minutes of the fall. The process should be determined and how it will be carried out at this last meeting. Times that have been identified when candidates might be put forth for approval: every Friday for the last three weeks in May and every Friday in August until classes resume for the fall semester. More details are provided in the next section of this document.

The Committee Chair will ensure that the year-end report (written by the Chair) has been forwarded to the Dean's secretary and to the members of the Curriculum Committee. The Chair's year-end report should include what items are in the Committee's SharePoint folder.

The Committee Secretary will ensure that the following items are in the Committee's SharePoint folder:

- Approval of the final minutes (approvals obtained via email and those approvals indicated in those minutes).
- The latest Processes Document.
- The Chair's year-end report.

APPROVAL PROCESS OF STUDENT TEACHER CANDIDATES:

The Curriculum Committee will approve candidates for student teaching using the approximate timeline as described below. If approvals need to take place when classes are not in session, a designee of the Committee (possibly a subset of the Committee if it can be assembled) determined at the last formal meeting of the academic year, will assume that responsibility which can take place via email. The process provides a second layer of approval that supplements the work of the TEP Subcommittee. This due diligence process was submitted to the Illinois State Educator Preparation and Licensure Board in the spring of 2014 as a good faith effort in ensuring that students are not student teaching in programs that are unapproved or when they have not fulfilled the requirements of the program. This process must be maintained as part of Monmouth College's ability to license teachers. A member of the TEP Subcommittee, who is also an ex-officio member of the Curriculum Committee, will periodically provide documents related to students who have applied to participate in the student teaching clinical experience. The documentation (a sample copy is presented in Appendix B) will list each of the students, the approved program and major, the date the student took the ILTS Content Test, the ILTS Contest Test #, the ILTS Content Test for the student's approved program, answers (yes or no) to the six questions below, whether the student meets all of the criteria to student teach, and approval columns for the TEP Subcommittee and the Curriculum Committee.

Before the documentation is viewed by the Committee, it will excuse its student member for this portion of the meeting so as not to violate FERPA rules.

Questions 1, 2, 3, 5, and 6 must be answered "no," and question 4 must be answered "yes" for the student to be approved. Any exception to this portion of the process will require evidence provided by the Educational Studies Department (as reported to the Curriculum Committee by the ex-officio member) that the student has fulfilled the criteria in a satisfactory manner. The Curriculum Committee does not view the evidence (source documents or files). The process is to ensure that the questions are answered to the Committee's satisfaction. Those questions are:

1. Have any of these candidates changed majors since being accepted in the Program?
2. Have any of these candidates had any professional education courses waived?
3. Have any candidates met requirements through independent studies?
4. Have all candidates passed the appropriate content area exam for their approved program and is there documentation to verify it?
5. Are there any programs under review by the Illinois State Educator Preparation and Licensure Board?
6. Are there any special cases or anomalies in this group of candidates applying to student teach?

If the candidates are approved by the Curriculum Committee, the minutes will state using this formal language (this is the transcript referred to earlier):

Based on the information given to us by the Educational Studies Department, the Curriculum Committee affirms that the (mention the # of candidates) presented at this meeting satisfy the requirements set forth in the six questions.

Based on the information given to us by the Educational Studies Department, the Curriculum Committee affirms the Teacher Education Program Subcommittee recommendations that the (mention the # of candidates) presented at this meeting be granted admission to the Student Teaching Clinical Experience.

Student names will not be listed in the Curriculum Committee minutes so that the Committee does not violate FERPA rules. The ex-officio member will maintain in the Educational Studies Department:

- the documents, which include the approvals
- the minutes of the TEP Subcommittee (for the date in which the approvals for the candidates occur)
- the minutes of the Curriculum Committee (for the date in which the approvals for the candidates occur)

If classes are not in session, the designee will provide a dated transcript of the approval(s), with the required language to the TEP ex-officio member. The transcript can be provided separately to the Committee's Minutes SharePoint Folder or it can be combined in a separate set of summer minutes or to be included in the first fall minutes (determined the last meeting of the academic year).

Ideal Timeline:
1. TEP Subcommittee meets in late February (sometimes early March) to vote on candidates who have applied for admittance to the student teaching clinical experience during the upcoming academic year.
2. At Curriculum Committee meetings during early March (possibly late February), votes are cast on candidates who have met all criteria and received an "admit/approval" vote from the TEP Subcommittee.
3. Remaining student teacher candidates will continue to come before the Curriculum Committee as they meet all criteria and receive an "admit/approval" vote from the TEP Subcommittee.
4. After the 3rd week in May (approximate) the Curriculum Committee will no longer need to meet to cast votes on student teacher candidates (until next August) as the Educational Studies Department will be unable to work on student teacher placements with school districts since the K-12 teachers will be on summer break. For any stragglers that need approving after classes are no longer in session, this process will take place with the Committee's designee, as described earlier in this section.
5. Curriculum Committee meets starting the first week in August (approximate) to cast votes for student teacher candidates who have met all criteria and received an "admit/approval" vote from the TEP Subcommittee. This is for students who intend to student teach in the current academic year. Before classes begin in August this process will take place with the Committee's designee, as described earlier in this section.
6. Curriculum Committee will continue to meet all fall semester and through January (if needed) to cast votes for student teacher candidates that have met all criteria and received an "admit/approval" vote from the TEP Subcommittee. This may, and most likely will, require a meeting or two over the winter break. This is for students who intend to student teach in the spring semester of the current academic year.

REVIEW OF CURRICULAR PROPOSALS ON AN ONGOING BASIS:

The bulk of the Curriculum Committee's work during the year includes reviewing new courses, new majors, new minors, and programs. Additionally, the committee reviews changes to courses, including (after recommendation of the appropriate coordinator) the addition of an Inquiry Area to the course, or addition(s) of a GL, CE, or IDE designations. Changes in courses descriptions, course names, and prerequisites should also be screened by the committee. This screening is particularly important for courses that have a GL, IDE, or CE designation, as the committee has determined the description/title should reflect the designation(s) given to the course to ensure continuity when the instructor of the course changes. The following criteria should be examined for any major, minor, program, or course that is being evaluated for addition, removal, or revision.

a. Contribution to the educational experience for students/potential for attracting students.
b. Staffing and resource implications.
c. Core Curriculum Implication

The sections below describe the processes for addition and removal of majors/minors/ programs; revision of majors/minors/programs; the addition/removal of courses; the revision of courses; and the additional of labels (Inquiry Areas, QRP, GL, CE, IDE).

Evaluation of New Major/Minors/Programs. The application form for a new major/minor/program is located on the registrar's website https://www.monmouthcollege.edu/offices/registrar/forms-policies/faculty-forms/. This form asks for information necessary for implementation of the new programs (Program Goals, Learning Objectives, Course Requirements) and for justification of all the criteria necessary for the Committee to judge the value of the new major/minor/program including:

a. The academic value of the new program
b. The potential to attract students
c. Resource and Staffing implications

Faculty submitting this document often include the Course Requirements for the new major/minor/program as a separate list. The guideline below should be used when looking at the course requirements.

Guidelines for number of courses allowed for a major/minor:

a. For Bachelor of Art majors: A maximum of 12 course credits in the **major** can be required within a single department and a maximum of 14 course credits total (including courses outside the department) can be required, except for the "exceptional programs" listed below in **c**. No minimum number of courses has been established. To complete graduation requirements for the college, students need to have 31.0 course credits.

b. For Bachelor of Science majors: These majors may require more than 12 courses within a department and more than 14 courses overall. The only limitation is that students are only allowed to take up to 17 credits that are within a single discipline and can have no more than 20 credits from a single department. To ensure breadth of their education, students graduating with a BS typically need to have accumulated more than 32 total credits to graduate (up to a maximum of 36); the specific number is different for each major. BS majors are allowed to take up to 5.0 academic (non-participation) courses without petitioning AASC. Current majors that have been approved as BS majors (Accounting, Biochemistry, Chemistry, Engineering, Health Science and Human Movement, and Neuroscience) should be used as example programs for any new BS majors.

c. Exceptional majors: Exceptional majors/programs require more courses either because of the need to meet the requirements of an external body such as an accrediting body, a licensure board, or the requirements of graduate programs. The requirements of Exceptional Majors/Programs will be specifically approved by the Curriculum Committee and any changes to these brought to the Faculty either as an information item or if the Committee thinks appropriate, for vote.

This updated definition [prior definition was provided October 4, 2011 when the final 4-4 curriculum proposal was approved in its entirety] was provided as an information item at the March 14, 2017 faculty meeting. No concerns were raised.

Currently, the following fall under the category of Exceptional Majors/Programs:
- Pre-professional Health Programs (Dentistry, Medicine, Nursing, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Veterinary Medicine). The committee does not generally look at these requirements, as they are designated prerequisites for external professional schools. These programs are designated exceptional "majors" so that the student can take up to 5.0 course credits per semester without petitioning AASC.
- 3-2 programs (Atmospheric Science and Engineering)
- Teacher Licensure Programs
- Music (voted at the December 5, 2017 faculty meeting)

For the Registrar to track students in Exceptional Majors/Programs and ensure proper adherence to the College's rules, students should declare their participation in the Exceptional Major/Program via a form that can be downloaded from MC Forms under the Registrar's Office. Students should accomplish this task before registration and work with their advisors and the pre-professional advisor. This declaration form will be maintained in the Registrar's Office. This does not apply to students in the Teacher Licensure Programs or Music as there is already an established tracking mechanism in place.

d. For Minors: Minors require 4.0-6.0 courses barring an exceptional circumstance [approved by the faculty on November 11, 2014]

All new majors, minors, and programs are vetted by the Curriculum Committee, and then brought to the faculty for a **vote**. If the Committee does not endorse a proposal, the proposer may be asked to amend the document. The Chair of the Committee (or committee member they designate) should contact the proposal writer to explain the Committee's reasoning.

Removal (Sunsetting) of a Major/Minor Program
The following is the process for removing Major/Minor/Program from the college catalog and website. This process will officially discontinue the program. *Note: There is no form for the sunsetting process; since this is likely to be a rare occurrence, it is unlikely that a form is needed.*

- The department that houses the program submits a request to discontinue the program to the curriculum committee. If a department that houses this program no longer exists or has no permanent faculty, the request for discontinuation may come from the Dean of the Faculty. This request should include:
  a. The rationale for discontinuing the program.
  b. The current number of students in the program.
  c. The number of graduates for the past 5 years.

d. A plan to teach out any remaining majors in the program

For interdisciplinary programs, the request should be signed off by all departments involved in the Major/Minor/Program.

- The Curriculum Committee will discuss the request and either
    a. Recommend removal of the program or
    b. Recommend continuation of the program or
    c. Have no recommendation.

- The request will be brought to the full faculty for a vote. If the request is approved by the full faculty, the program will be removed from the college catalog, website, and will no longer be an option in the registration system.

[Process developed Fall 2022; presented to faculty Nov 2022]

Revisions to a Major/Minor/Program

The application form for revisions to a major/minor/program is located on the registrar's website https://www.monmouthcollege.edu/offices/registrar/forms-policies/faculty-forms/. Even for changes that appear minimal, the form should be completed to ensure the registrar's office has a complete record of the changes that can be easily entered into the registrar's database. Proposals for changes must be approved by the chair of the department or the head of the program; this approval can be obtained through an email.

The form asks the proposer to indicate whether the change to the major/minor/program is a significant revision. Examples of changes to majors/minors that the committee has considered insignificant in the past include: addition of courses to the list of electives for the major/minor, substitution of courses in the requirements because the course offerings have been changed; addition or removal of a one or two courses. Significant revisions would include those in which the program goals and the student learning objectives change. The Committee will make its own determination if a change is significant enough to come before the faculty for a vote. If the Committee determines that it truly is minor, the change(s) will be brought to the faculty as informational items.

If the Committee does not endorse the proposal, the proposer may be asked to amend the document. The Chair of the Committee (or committee member they designate) will contact the proposal writer to explain the Committee's reasoning.

Evaluation of New Courses.
All new courses must be reviewed by the Curriculum Committee – but not all courses need to be voted upon by the Curriculum Committee or the faculty. The following describes the processes of the various new courses to be proposed:

New permanent course offerings: These courses must be submitted to the Curriculum Committee on the New Course Proposal Form. https://www.monmouthcollege.edu/live/files/106-new-course-proposal . If an Inquiry label is desired for the course, question 4 on the new course proposal form should be filled out and the Inquiry Coordinator should be consulted. For a GL, IDE, CE, or QR label, the appropriate application(s) should be filled out and submitted to the appropriate coordinator. A course can only have one Inquiry label but may have up two designations. More details on this process are described later in this document.

A rough draft of the course syllabus also needs to be submitted to the Curriculum committee with the proposal. At a minimum, a rough draft syllabus needs to include:

- Course name and a *place holder* for the number if not known (Registrar will assist with the number)
- Instructor's name, and a *place holder* for office hours and contact information
- A *place holder* for meeting days and times
- At least a start-up list of required textbooks and other relevant course materials
- Workload expectations, as required by the U.S. Dept. of Education (see below)
- Course learning objectives (appropriate for course level)
- A *place holder* for final examination date and time (as set by the Registrar)
- A *place holder* for the basis on which grades are determined.
- A *place holder* for the approximate date of major examinations, papers, projects, etc.
- Topics proposed to be covered in the course.
- A *place holder* for attendance policy.

A checklist that the Committee members can use as they are reviewing the course syllabus is provided in Appendix C.

Criteria that the proposals should be vetted by are represented by the questions in the new course proposal: the need for the course, how it fits into the academic program, the resource implications. The syllabus should be used to support the answer to these questions. Some specific considerations for the student workload expectations and the definition and approval of participation courses are listed in the sections below.

If the Committee cannot endorse the proposal with the information provided, the proposer may be asked to amend the document. The Chair of the Committee (or committee member the Chair designates) will contact the proposal writer to explain the Committee's decision and provide suggestions for improvement.

New permanent courses endorsed by the committee <u>will be sent to Faculty Senate to be voted on by the faculty</u> at the next faculty meeting.

Student Workload Expectations: When reviewing the rough draft syllabus, the Curriculum Committee should take note of the workload expectations that are required to be on the syllabus in order to be in compliance with Dept. of Education's federal credit hour rule. The model was approved by the faculty on January 24, 2012. We adopted the "weekly hours presentation" as our way of complying with the federal credit hour rule. Examples of how workload expectation can be given in a syllabus are shown in Appendix A.

Generally speaking, each 1 credit course will be the equivalent of <u>10-14 hours</u> of work per week for the student; this includes time spent in class (lecture, discussion section, lab, studio, etc.) as well as time spent outside of class for preparation, reading, papers, etc. Some projects (major papers, experiments, etc.) will likely take more time some weeks.

Minimally, courses will meet for 150 minutes a week (3 x 50 minutes or 2 x 75 minutes, or potentially another combination) but an instructor may decide that more class time is needed (e.g., for labs or an additional 50 minute session).

So, for example, a standard lecture course might meet for 150 minutes a week with the expectation that students are spending a minimum 7.5 hours outside of class on reading, paper-writing, etc. OR a lecture course might meet 200 minutes a week with the remaining hours outside, etc. Courses that have previously only met for 150 minutes a week might add an additional "fourth hour" - this time could be used for additional lecture, or paper consultation, small group discussion, etc. Faculty are encouraged to think about ways to use this "fourth hour" in pedagogically creative ways to help enhance student learning, in the spirit of increased rigor and supporting academic excellence.

Participation courses: Participation courses are "credit-bearing courses in which there is little to no work outside of the required participation meeting times." This definition was developed by the Curriculum Committee at its October 7, 2015 meeting. It was circulated by the Registrar to the department chairs and AASC along with a list of the known participation courses to be vetted. The result of that vetting was that the definition was flexible enough to cover courses where meeting times were uncertain at the start. Thus, at its October 21, 2015 meeting, the Curriculum Committee affirmed this definition. The following guideline and a list of participation courses appeared for the first time in the 2016-17 catalog to ensure both student and faculty understanding of these courses. It includes the definition developed by the Curriculum Committee as well as wording from the Summer 2011 Calendar Committee Report (August 17, 2011) that was approved by the faculty October 4, 2011 about how it applies to a student's schedule. The wording has a few changes from that Calendar Report for clarification purposes only but does not change intent.

Participation courses are credit bearing courses in which there is little to no work outside of the required participation times. Participation courses listed below will not count toward the normal 4.0 course credits per semester load. Students may take the equivalent of 1.0 participation course credit per semester, up to a total of 5.0 course credits without advisor or AASC permission. Anything above this amount will require approval of AASC. Students in exceptional majors and programs are allowed to go above this limit only with advisor approval. **No more than 2.5 participation course credits may count toward graduation**. Departments may have further restrictions as to what counts for a particular major. Internships do not fall under the scope of participation courses.*
*See section above

The new course proposal form includes a box that would be marked by the proposer if the course is to be considered a participation course. The Curriculum Committee does not need to vet the educational value of the course, as the experience itself is the educational component. Because of these special criteria, the 2022-23 Curriculum committee also has stated that the participation courses cannot be used to meet the Inquiry requirement (or any of the designations—QRP, CE, IDE, GL) (Dec 1, 2021 CC minutes). The Committee will determine, based upon the syllabus presented, whether or not the course meets the definition above. Because students may add participation courses to their semester schedules that could increase the overall semester load to a total of five courses (or 5.25 for BS) without advisor or AASC permission, it is important that participation course be vetted carefully for the workload requirements. The Committee can help this situation by ensuring that the course is not operating outside of the definition above.

An updated list of participation courses will remain with the Registrar. Like all new courses, new participation courses that the curriculum committee approves are sent to Faculty Senate to include at a faculty meeting for a vote.

Off-Campus Trips (290 Courses):

Courses with a 290 number fit within the College's two-week short term (either January or May). The trip itself is the major vehicle for academic study. Since 290 travel courses fit within the short terms, in early summer 2018 the Curriculum Committee developed in Appendices D-G for development of courses for the short terms.

If a 290 course does not exist within a department or program, it must first be approved via a New Course Proposal Form and it will be approved via the same mechanism as other courses. (See Appendix E) While it is possible for an off-campus trip to be given a number other than 290, this should be avoided and only should occur if the department already has the number 290 being used for another course. The Curriculum Committee as well as the Registrar should always be on the alert to not allowing the 290 designation to be used for other than its original intention described here (similar situation for the 250 designation for topics courses and the 88 suffix for pilot courses). It should be noted that the department may not wish to include the 290 course in the college catalog. If the course is not being offered on a regular schedule, it is preferable to leave it out so that prospective students are not misled about the deliverance of the department's curriculum.

Below are the 290 courses currently approved by the Curriculum Committee and the faculty <u>for off-campus study</u>. As new 290 courses are approved for departments, this list should be updated.

- ARTD290 (approved by the faculty 10/06/09)
- BIOL290 (approved by the faculty many years ago)
- BUSI290 (approved by the faculty 03/04/03)
- CHEM290 (approved by the faculty 09/04/18)
- CLAS290 (approved by the faculty many years ago)
- COMM290 (approved by the faculty 09/04/18)
- EDST290 (approved by the faculty 11/01/16)
- ENGL290 (approved by the faculty 10/03/17)
- HIST280 (approved by the faculty 10/06/15)
- INFO290 (approved by the faculty 09/04/18)
- INTG390 (approved by the faculty 03/13/18)
- MUSI290 (approved by the faculty 10/06/15)
- PHIL290 (approved by the faculty (02/2020)
- PSYC290 (approved by the faculty many years ago)
- RELG290(approved by the faculty in 2014)
- SLAS290 (approved by the faculty many years ago)
- SOAN290 (approved by the faculty 11/01/16)
- THEA290 (approved by the faculty many years ago)

Student Workload Expectations for Short Trips: Short trips can be proposed as either .25 or .50 credit, not both for the same trip. Previously, the Off-Campus Studies Selection Committee worked on establishing sound workload expectations that would reflect the integrity of the credit awarded. The difference between workload expectations between .25 trips and .50 trips is not necessarily the research paper. Faculty need to carefully plan each component of the trip so that all aspects of the trip add up to the hours

required: a .25 course is between 37.5 and 52.5 hours in total, and a .50 course is between 75 and 105 hours in total (a weekly breakout as occurs for full-credit courses does not make sense for this type of activity). The Curriculum Committee finalized the template on March 22, 2016, and this went to the faculty at its meeting on April 5, 2016 as an informational item (attachment 3). No objections were noted from this meeting. Examples of workload expectations for both full credit courses and short trips are given at the end of this document. These examples are periodically distributed to the faculty.

The Curriculum Committee sends all its newly approved course (including new 290 courses) to Faculty Senate to include at a faculty meeting for a vote. If the 290 course already exists, the Curriculum committee will examine the proposed trip for its academic value and workload expectations. If the committee approves the proposal, the proposed trip will be sent to Faculty Senate to include at a faculty meeting for informational purposes only.

Topics courses:

Topics courses are courses in which departments (programs in the case of Honors) intend to change course content from year to year. The Committee and the Registrar should not allow a non-topics course to be designated as a 250. **Note that some departmental topics courses may have been approved at another level, such as 350, in order to distinguish the level of intensity of the course. However, the 50 suffix was not originally reserved for topics courses and there are some non-topics courses that end in 50.** A new topics course must be approved via a New Course Proposal Form with a rough draft syllabus attached. Once a department has established the 250 course, the topics within the course (which may change from time to time) do not need to formally come to the Committee on a New Course Proposal Form, but the Committee would like to be given the name of the new topic, its description, and its author as a courtesy so that it can relay this information to the faculty as an informational item. The same treatment would apply to HONR210-Selected Topics course. **The establishment of a framework for 250 courses (or 350 or 450) for a department requires both Curriculum Committee approval and faculty approval.**

With the implementation of the new core curriculum, the 2022-23 Committee decided that since topics courses can change the topics, they should not be given a GL, IDE, or CE designation unless the description/title of the topics course is permanently changed so that the designation is reflected in the description. [CC minutes 2/15/22] Ideally, courses with GL, IDE, or CE designations will have a separate number from the department's topics course. Topics courses are allowed to have an inquiry tag, because Inquiry designations typically fall within a specific discipline.

For students that wish to repeat a topics course to improve a grade in which the topic content has changed and the original topic is not available to them in a timely manner that fits their schedule, the students need to get approval from the Chair of the specific department (departments if cross-listed) involved who would then relay that information to the Registrar. It is up to each individual department to make its own policy regarding this issue. (The Curriculum Committee discussed this issue fully at its January 16, 2018 meeting when this situation arose for the first time. Out of a number of alternatives, the Committee came to the consensus that this was the best strategy.)

After endorsement by the Curriculum Committee, any new (250) topics course will be sent to Faculty Senate to include at a faculty meeting for a vote. New topics themselves (not a new 250 course) will be sent to the Faculty Senate as informational items for faculty.

Pilot Courses:

Pilot courses are courses that a department is trying out before making the course a permanent part of the department's offerings. The Committee and the Registrar should not allow a non-pilot course to use the suffix 88. Proposals for pilot courses must be submitted to the Curriculum Committee on the New Course Proposal Form with a rough draft syllabus attached. Pilot courses are approved by the Curriculum Committee, but not the faculty. A course with this designation can be offered twice, after which it must be proposed as a new course in order to be continued.

- Pilot courses should not be given a GL, IDE, CE, or QR designation. They may be given in Inquiry tag.
- As noted earlier, the Committee Chair needs to have the Registrar run a report early in the fall semester that indicates the pilot courses that have been offered over the last few years and specifically remind faculty teaching these courses to submit a new course proposal if they plan on continuing that course. The Committee needs to check this report often to see that those courses do come before the Committee for vetting.

The Curriculum Committee sends all its approved pilot courses to Faculty Senate to include at a faculty meeting for <u>informational purposes only</u>.

Short-term on-campus Courses:

The short terms (January and May) were approved by the faculty at its May 2018 meeting. To date, the short terms have only been used for travel courses, but it is possible that on-campus courses could be developed. In early summer 2018, the Curriculum Committee developed a set of Appendices for development of these courses. Those appendices (F and G) are at the end of this document. Future Curriculum committees should use these as a starting point to develop a process. However, since no process has been tried for these courses, if/when on-campus short-term are proposed, the sitting Curriculum Committee may wish to amend the procedure.

Internships

Many, but not all departments at Monmouth College, have internship courses on the books. The table listed below lists the current internship courses.

Major/Minor/ Department/ or Program	Internship Course #	# of Credits	Required/ Not Required	Count Retakes for Credit?	Is there a Coordinator?	Count as CE? (If 1.0 cr)
Accounting	ACCT-400	0.25-1.50	Not required	No	No	
Art	ARTD-440	0.50-1.00	Not required	No	No	
Biology	BIOL-390	0.25-1.00	Not required	No	No	
Business	BUSI-400	0.50-1.50	Not required	No	No	Yes
Chemistry	CHEM-450	0.50-1.00	Not required	Yes	No	
Communication Studies	COMM-494 (Comm) COMM-495 (Print) COMM-496 (Elec Media)	1.00-2.00	Internship or independent study	Yes	Yes	
Computer Science	COMP-450	0.25-1.00	Not required	No	No	
Economics	ECON-400	0.50-1.50	Not required	No	No	
Global Public Hlth Studies	GPHS-410	1.00	Not required – may substitute research project or study abroad	No	Yes	
History	HIST-390 HIST-450	0.25-1.00 0.5-1.00	Not required	Yes Yes	No No	No Yes
Journalism (minor)	COMM-494 (Comm) COMM-495 (Print) COMM-496 (Elec Media) or PUBR-493	1.00-2.00	Required	Yes	Yes	
Kinesiology	EXSC-450	0.5-1.0	Required for Exercise Science majors and PE (not required if seeking teacher licensure). Option for HSHM major (0.5 of Internship or Research)	No	Yes	Yes
Spanish and Latin America Studies	SLAS-494	0.25-1.00	Not required	No	No	
Political Science	POLS-420	0.50-1.00	Not required	May be repeated 2x	No	
Psychology	PSYC-352	0.25-1.00	Not required	Yes	No	
Public Relations	PUBR-493	1.00-2.00	Required	Yes	Yes	
Sociology/ Anthropology	SOAN-310	1.00	Not required	Yes	No	
Sociology/ Anthropology – Human Services	SOAN-310	1.00	Required	Yes	Yes	
Theatre	THEA-497	0.50-1.00	THEA-490 Independent Study or THEA-497 Internships in Theatre Arts is required for the major	Yes	No	

For departments that wish to add an internship (or a separate internship course that satisfies different requirements), the criteria listed below should be in the New Course Proposal and Draft Syllabus. In addition to the criteria used for all new courses, Internship courses must also submit the Learning Contract form that will be used by the course. A common Learning Contract form is available on the College's website in MC Forms under the Registrar's Office; this can be used if the department wants to use it. A Learning Contract that a department or program or office has designed on its own is acceptable as long as it includes all of the following minimum requirements:

- The NACE definition and criteria (must be displayed on the Learning Contract itself, not just a link) (See Appendix I)
- Department and Course #, or Program - (not required for noncredit-bearing internships arranged by the Wackerle Center)
- Student and Contact Information
- Internship Site Name and Address

- On-Site Supervisor and Contact Information
- Semester and Credit Information (Course Credit Amount; Grade/Pass-Fail) – (not required for noncredit-bearing internships)
- Beginning and Ending Work Dates
- Workload Expectations that are tied to Monmouth College's Course Engagement Policy – (not required for noncredit-bearing internships)
- Basis for Grading and Evaluation Methods – (not required for noncredit-bearing internships)
- Learning Goals
- Student Responsibilities at the Work Site that relate to the Learning Goals
- Other Student Responsibilities of the Internship Including Submission Dates of Work (optional, and not required for noncredit-bearing internships)

In addition, the Learning Contract for all internships arranged by the College is to be signed by the:

- Student (for all internships)
- Site Supervisor (for all internships)
- MC Faculty or Program Sponsor/Coordinator (for all credit-bearing internships and those that are noncredit-bearing but required for a program)
- Department Chair (for all credit-bearing internships if the department chair is not also the sponsor/coordinator)
- Wackerle Center Sponsor (for non-credit bearing internships arranged by that office)

Completed Learning Contracts for credit-bearing courses and those that are noncredit-bearing but required for a program are to be submitted to the Registrar's Office. For credit-bearing internships, the Learning Contract must be accepted before enrollment of the student. These Learning Contracts are stored by the Registrar's Office. Noncredit-bearing Learning Contracts arranged by the Wackerle Center are stored by that office.

Note that students engaged in off-campus travel (i.e., study abroad or short travel trips) will frequently engage in the "application of their academic knowledge in work settings." These internships are variable and tailored to the off-campus site. If these internships are arranged by the College, they must follow its academic policy for internships as described here. Note that service-learning activities are not internships.

With the implementation of the new Core Curriculum, there has been a push to include internships for the Community Engagement requirement. However, for an internship to count for CE, the objectives and assignments must fulfill the Community Engagement learning objectives. Some departments have created more than one internship course: one that fulfills CE and another that does not. If an internship is to be counted for CE, can either be 1.0 cr for 1 semester or 0.5 cr for each of 2 semesters.

A non-credit "internship" arranged independently by the student may be referred by the student as an internship but may not necessarily follow the definition and criteria of an internship as described by NACE.

The Curriculum Committee sends all its approved courses to Faculty Senate to include at a faculty meeting for a vote. Once an internship course is approved, curriculum does not review the individual internships.

Cross-listing Courses
New courses may be crosslisted if there is sound reasoning why the courses should be crosslisted. Cross-listing should be used in cases where it makes sense for the class—that is the class content straddles to disciplines; and when possible, the same number should be used for the crosslisted prefixes. Department chair(s) of the crosslisting department(s) must endorse the proposal.

Cross-listed courses are of two varieties: (#1) there is one instructor and one course, (2) there are two separate courses each with its own instructor. In the case for (#2), this sometimes occurs with travel courses. Two separate departments want to share the experience of a trip, but each instructor has content that is unique to the department in which the instructor teaches. A question may arise in the #2 structure if a student can receive credit for both of the cross-listed courses if they register for both, since the content is somewhat different. The question could also arise in the #1 structure, but in that case it is clear that it is the exact same course, and the student should not receive double credit. The Curriculum Committee made a decision on November 21, 2017, when a question arose concerning the #2 structure that a student cannot receive credit for both of the cross-listed courses even if the content is different. The purpose of the cross-list is to share the trip which is <u>foundational and significant</u> to both courses. Thus, it is not appropriate for the student to register for the two courses that are cross-listed and receive double-credit.

Removal of Courses

There is no specific process/form for the removal of courses from the curriculum. If a new course is replacing another course, the old course should be listed for discontinuation on the new course proposal form and the registrar will remove the old course from the curriculum. In the future, the committee may want to consider how to remove courses that are no longer taught from the database.

Revision of Courses

Reactivation of a Course

When a course has been requested to be reactivated after it has been removed from the College Catalog, the Curriculum Committee must receive that request with an updated syllabus and justification for how the course will fit into the department's teaching schedule (the Dean will be helpful in providing input on this aspect). The Committee will use the syllabus to determine if all currently required information is present as indicated in the Processes Document. Once the Committee determines that all of those aspects are present and that the course fits within the department's teaching schedule, the syllabus will be presented to the faculty as an informational item with an indication that the course is being reactivated. Proposals for reactivation must be approved by the chair of the department or the head of the program.

Courses making a weight change only but not a content change. For example: a ½ course going to a full course, or a full course splitting into two courses. This may or may not require new course number(s). The Curriculum Committee will proceed with these situations as follows:

1. The proposing department chair contacts the Registrar's office for the original approved course proposal.
2. The proposing department chair discusses with the Registrar the proposed changes. Changes would be made on a <u>COPY</u> of the form which would also be kept on record in the Registrar's office.
3. The proposing department chair submits the changes to the Curriculum Committee for approval. A syllabus <u>indicating the new workload expectations</u> is submitted along with the course proposal as indicated in step 1.
4. If approved, the Curriculum Committee would send the course(s) to Faculty Senate to include at a faculty meeting for <u>informational purposes only</u>.

Cross-listing a new course with an existing course

In order to cross-list a new course with an existing course, the department proposing the new course number must fill out and submit a New Course Proposal (NCP) form to the Curriculum Committee. Once the committee

approves the cross-listing, the newly cross-listed course will be sent to Faculty Senate to include at a faculty meeting for <u>informational purposes only.</u>

Changes to description, title, number, or prerequisites.

If there is a slight change in the description or title, the chair of the department should email the changes to the curriculum committee for approval with the rationale for the change. It is expected that this is only a description change and that the course objectives are not significantly different. If there is a change in prerequisite courses, the chair of the department should email the changes with the rationale to the committee for approval. If there is a change of number (for example, 200- level to 300 -level), the proposer should consult with the registrar about the proposed new number and fill out a New Course Proposal Form. Once the committee approves the changes, they will be sent to Faculty Senate to include at a faculty meeting for <u>informational purposes only.</u>

Core Curriculum: Addition of Inquiry, QRP, CE, IDE, or GL label to a new or existing course

Addition of the Inquiry or Engagement tags requires the approval of the Coordinator of each area.

Inquiry:

To add Inquiry label to a new course, question 4 on the new course proposal form should be filled out, answering how the course fulfill the learning goals of the appropriate inquiry area (See Appendix J). For existing courses that wish to add or change the Inquiry area of the course, the Chair of the Department should send an email to the committee, explaining the rationale and answering how the course fulfills the learning goals. The Chair of Curriculum will consult with the Inquiry/QRP coordinator for approval before it the course is discussed in Committee.

The Inquiry areas are typically tied to a discipline if the learning goals can be assessed, the committee has approved the label. The only constraints that the committee has put on these courses are:

1) Courses may have only one Inquiry designation. [Core Curriculum Committee guidelines]
2) Participation courses cannot be used for Inquiry because the learning goals will be difficult to assess.
3) Inquiry classes must be 0.5 cr or 1.0cr. This allows the student to complete the requirement by taking 2 classes in 2 different semesters. Four 0.25 classes cannot be used to add up to 1.0 cr of Inquiry.

The Curriculum Committee sends all its approved new courses to Faculty Senate to include at a faculty meeting for a vote. However, if the course already exists and it is just approved for Inquiry by the Curriculum Committee, it will be sent to the Faculty Senate to include at a faculty meeting for <u>informational purposes</u> only.

Quantitative Reasoning in Practice (QRP) Courses:

Overview: All students are required to complete a QRP course (one course credit) designated by their department of major. In the past, incoming students (freshman and transfer) who earn less than a Math ACT of 22 were required to enroll and complete FYQR110 (statistical) or FYQR120 (algebraic) before taking a QRP class. Since we are test optional now, students who have completed 4 years of high school math with a B-average or better are exempted from FYQR. Additionally, students may place out of the FYQR courses with a high enough score on the Accuplacer exam.

QRP Course Criteria: For consideration by the Curriculum Committee, QRP courses should satisfy the following four components through exercises, assignments, and topics (as shown by the QRP learning goals in Appendix J).

QRP   Application   Process: The   QRP   Course   Application   Form https://www.monmouthcollege.edu/live/files/108-quantitative-reasoning-in-practice-course should be filled out with as much detail as would be necessary for the QRP coordinator and the Curriculum Committee to determine

whether or not the course fits the QRP criteria. The QRP coordinator more than happy to assist in this process and will give feedback that will allow for success in submission approval. When submitting the application, the QRP proposal should be sent to both the curriculum Committee and the QRP Coordinator. Please note that if this is a new course then a New Course Proposal Form will need to be submitted to Curriculum Committee along with this QRP Course Application Form...

The Curriculum Committee sends all its approved courses to Faculty Senate to include at a faculty meeting for a vote. However, if the course already exists and it is just approved for QRP by the Curriculum Committee, it will be sent to the Faculty Senate to include at a faculty meeting for informational purposes only.

CE, IDE, and GL Courses:
To include a designation on a new course or an existing course, the appropriate CE, IDE, or GL application (https://www.monmouthcollege.edu/offices/registrar/forms-policies/faculty-forms/)
must be completed and sent with a rough draft syllabus to the appropriate coordinator. The proposer should work with the coordinator to ensure the materials and assignments can meet the learning goals of the engagement area (see Appendix K). Once the coordinator has approved the GL, IDE, or CE application, the application should be forwarded to the committee for review and approval.

A course may apply to have up to two engagement designations. The same course may also have an inquiry tag. Approximately 50% of the content in the courses should be related to the engagement designation, and, if the course has more than one designation, the instructor should be prepared to assess the course for each individual area.

The Curriculum Committee sends all its approved new courses to Faculty Senate to include at a faculty meeting for a vote. However, if the course already exists and it is just approved for CE, IDE, or GL by the Curriculum Committee, it will be sent to the Faculty Senate to include at a faculty meeting for informational purposes only.

FORMS OF THE CURRICULUM COMMITTEE

The following forms described below will be maintained <u>ONLY</u> in the Registrar's Office in order to eliminate the circulation of outdated forms. Most forms will be on the Registrar's website. When forms are revised, the date in the footer of the form should be updated.

- The Curriculum Committee is in charge of the format and content of the *NEW COURSE PROPOSAL FORM.*

- The Curriculum Committee is in charge of the format and content of the *MODIFIED COURSE PROPOSAL FORM* (to change an existing course to fit the short-term). THIS FORM SHOULD BE REVISED FOR ACCODOMATING ANY COURSE ALTERATION THAT NEEDS A FORM.

- The Curriculum Committee is in charge of the format and content of the *QRP, IDE, GL, and CE COURSE APPLICATION FORMS.*

- The Curriculum Committee is in charge of the format and content of the *INDEPENDENT STUDY AGREEMENT.*

- The Curriculum Committee is in charge of the format and content of the *NEW MAJOR/MINOR/CONCENTRATION/PROGRAM PROPOSAL FORM*. THIS FORM SHOULD BE REVISED—AMONG OTHER THINGS IT MENTIONS A CAC COORDINATOR and DIRECTOR OF GLOBAL ENGAGEMENT. IT DOES NOT HAVE A REVISION DATE ON IT.

- The Curriculum Committee is in charge of the format and content of the *REVISED MAJOR/MINOR/CONCENTRATION/PROGRAM PROPOSAL FORM*.

- The Curriculum Committee is in charge of the format and content of the *CREDIT-BEARING INTERNSHIP LEARNING CONTRACT FORM.*

- The Curriculum Committee is in charge of the format and content of the *NONCREDIT-BEARING BUT REQUIRED FOR A PROGRAM INTERNSHIP LEARNING CONTRACT FORM.*

- The Curriculum Committee is in charge of the format and content of the *DECLARATION OF PRE-PROFESSIONAL HEALTH PROGRAM/3-2 PROGRAM FORM*.

APPENDICES TO THE CURRICULUM PROCESSES DOCUMENT

APPENDIX A: EXAMPLES OF WORKLOAD EXPECTATIONS

Sample Course Engagement Syllabus Disclosures
August 2012 Faculty Meeting

Instructor: Frank Gersich
Course: ACCT 393, Designing and Auditing Financial Reporting Systems

This course is scheduled to meet 3 days per week throughout the semester. The course design provides learning opportunities and activities totaling approximately 12.3 hours per week over the 15 weeks of the course (including finals week)*. The assigned activities may take each student a different amount of time to finish, however, the weekly average for all students in the course should be 12.3 hours. Further estimates include:

In class activities		
(3 days x 50 minutes x 14 weeks) / 60) + 3 hour final) / 15 weeks)		2.5 hours
Reading and homework assignments		
(3 days x 120 minutes) x 14 weeks) / 60) / 15 weeks)		5.6 hours
REA Modeling and Access Assignments		
Assignment #1	2.5 hours	
Assignment #2	3.5 hours	
Assignment #3	4.0 hours	
Assignment #4	2.5 hours	
Assignment #5	4.0 hours	
Case Analyses:		
Central Florida Emphysema Foundation Audit	12.0 hours	
A Perfect Storm: A Case in Nonprofit Financial Reporting	14.0 hours	
Learning to learn assignments (Exam wrappers, learning journal, and semester learning reflection essay):	8.0 hours	
Additional preparation for exams	12.0 hours	
Total	62.5 hours	
Divide by semester length	15 weeks	
Average per week		4.2 hours
Total		12.3 hours

*A semester course meeting 3 days a week normally has approximately 42 meeting days for the semester (or 14 weeks of instruction) after various breaks are considered.

Instructor: Stacy Lotz
Course: ARTD 223/323, Construction and Foundry

This course is a four credit course which meets 2 days per week, 2 hours 45 minutes each for a total of 5.5 hours/week. It is expected that you will dedicate to this course the hours indicated below. Understand that these are weekly averages (some weeks will demand more than others; some students will need more time than others).

In class activities: 5.5 hours
Sketchbook and Writing Assignments: 2 hours
Outside working time for a studio course: 3 hours

Instructor: Rob Hale
Course: ENGL 200, Intro to English Studies

Most students should expect to work an average of fourteen hours each week for this class, including the three hours of class time. On average you should devote eleven hours out of class each week to activities such as closely reading and analyzing texts; reviewing model essays; pre-writing, planning, drafting, revising, peer reviewing, and editing essays; researching and developing your final project in the library; conferencing with me; and studying for exams and quizzes.

Instructor: Audra Sostarecz
Course: CHEM 220, **Introduction to Analytical Chemistry with Lab**

Hours per Week Work Expectations: I will expect that you dedicate to this course at least the hours indicated below. These are predetermined weekly averages. Obviously, the hours per week could fluctuate if, for example, you have a lab report due and an exam in one week.

Class Lectures	2.5
Reading/Homework	2.0
Quizzes/Exams/Final - preparation for	1.5
Lab Lecture and Lab	4.0
Lab Report Sheets/Lab Reports	2.0
Lab Notebook	0.5
Lab Journal Articles/Quizzes/Homework	1.0
Lab Final Group Presentation – preparation of	0.5
Total Hours per Week*	14

*This is the average amount of time that a student needs to spend per week to complete the coursework.

APPENDIX B: STUDENT TEACHER DOCUMENTATION TEMPLATE

Updated	App. Program / Major	Grade Level	Last	First	Q1	Q2	Q3	Q4	Q5	Q6	APROVED PROGRAM			Meets criteria	Approved TEP Subcommittee	Approved CC
											ILTS Content Test Date	ILTS Content Test #	ILTS Content Test for Approved Program			

	# of students in each App. Program	ILTS CONTENT TEST #
ELEM	0	110
Sec/Sp	0	
ENGL	0	111
FREN	0	127
HIST	0	114
LATN	0	133
MATH	0	115
MUSI	0	143
PHED	0	144
SPAN	0	135
THEA	0	141
TOTAL SEC/SP	0	

Q1. Have any of these candidates changed majors since being accepted into the Program?
Q2. Have any of these candidates had any professional education courses waived?
Q3. Have any candidates met requirements through independent studies?
Q4. Have all candidates passed the appropriate content area exam for their approved program and is there documentation to verify it?
Q5. Are there any programs under review by ISBE?
Q6. Are there any special cases or anomalies in this group of candidates applying to student teach?

APPENDIX C: NEW COURSE PROPOSAL SYLLABUS CHECKLIST

Course: _____   Submitter: _____

At a minimum, a rough draft syllabus needs to include: (a *place holder* is used if the item is unknown)

_____ Course name and number (contact the Registrar's office).

_____ Semester/Term and year when the course will first be taught.

_____ Instructor's name, and a *place holder* for office hours and contact information.

_____ A *place holder* for meeting days and times.

_____ A course description.

_____ At least a start-up list of required textbooks and other relevant course materials.

_____ Workload expectations, as required by the U.S. Dept. of Education.

_____ Course goals (contact the Rubric Coordinator for INTG course goals).

_____ A *place holder* for final examination date and time (as set by the Registrar).

_____ A *place holder* for the basis on which grades are determined.

_____ A *place holder* for the approximate date of major examinations, papers, projects, etc.

_____ Topics proposed to be covered in the course.

_____ A *place holder* for attendance policy.

It is recommended that the following information be either included in the syllabus or made readily available through some other means (for example, a course website) described on the syllabus:

_____ A course schedule.

_____ Information about the Writing Center.

_____ Information about Academic Support Services (tutoring, coaches, etc.).

_____ Information about the Academic Honesty Policy.

APPENDIX D: Proposing an academic travel course with an existing course number (a 290 course)

Step #1 – Develop a proposal for your travel course that includes:

1. A brief description of the trip and course.

2. Coursework (i.e., academic expectations, required readings, and other requirements). Be sure to include course credit. Courses can be offered for .25 or .5, but not both. Coursework should reflect the amount of credit earned.

3. Workload expectations (see next page).

4. A detailed itinerary, including dates and places, travel method, lodging, etc. Include pre- departure meetings (these can be for trip preparation or academic work). A typical travel course has 2-5 pre-departure meetings and then embarks on their trip.

5. A budget based upon a specific number of students. Include budget lines for airfare, food, transportation, lodging, fees for sites, group tips for guides, and incidentals. This should include the expenses of the staff and a $12.50/week (not prorated for less than a week) travel insurance fee (required by the college even if a tour company offers it) for each student. The budget should be approved by the Comptroller before the course can be listed with the Registrar and before recruitment starts. For trips taken with an established tour company such as EFTours, the total cost and a breakdown of percentages is requested (ie. Plane fare 15%, Meals 20%, etc.). Be sure to include the required MC travel insurance fee, even if the tour company offers it.

6. Staff (i.e., who else would go with you based upon enrollment goals). Faculty are strongly encouraged to have two faculty (or one faculty and one full-time guide) on all college sponsored trips. Trips through a tour company who provides a full-time guide may be led by one faculty member.

7. Targeted Disciplines/Majors: List academic disciplines for which your trip would be appropriate. This does not mean that we will limit the enrollment to those disciplines, but that we may want to target those disciplines in promoting the trip.

Step #2 – Submit the proposal to the Curriculum Committee mailing list.

Step #3 – Once your proposal is approved by the Curriculum Committee:

1. Notify the Financial Aid Office about the trip and its cost.

2. Notify the Registrar to get the course on the schedule and begin recruitment.

3. When you have your list of committed travelers, notify the Business Office of all student and faculty travelers so that they can issue the required travel insurance.

Workload Expectation Guidelines:
These guidelines have been developed by the previous Off-Campus Studies Selection Committee working with the Curriculum Committee (faculty informed of these guidelines at the April 5, 2016 faculty meeting).

1. Course-based trips can be proposed as either .25 or .5, but not both.
2. For workload expectations for each trip, faculty develop the various components of the trip that reflect the nuances of that trip (keeping in mind their requirements for pre-departure meetings).
3. Faculty also determine the percentages that each component carries within the trip: a .25 trip is between 37.5 and 52.5 hours; a .50 trip is between 75 and 105 hours. If more than
37.5 hours of work is expected of students prior to departure on a .50-credit trip, faculty should
split the course into two co-requisite .25-credit halves – one during the 2nd half of Fall/Spring
Semester and one during the January/May Scots Term (splitting a course was an informational item at the February 12, 2019 faculty meeting).

The following is an example workload expectation guideline for a .25 trip:
This .25 course requires 52.5 hours of academic engagement. The breakdown of these engagements is as follows:
Academic instructional activities 32% = 17 hours
      - Pre-departure lectures/meetings
      - Faculty teaching during the trip
      - Local expert teaching during the trip
Academic cultural activities 60% = 31.5 hours
      - Active immersion in the culture under various exploratory/situational activities
Academic reflection (typically via a journal or paper) 8% = 4 hours

The following is an example workload expectation guideline for a .50 trip:
This .5 course requires 75 hours of academic engagement. The breakdown of these engagements is as follows:
Academic instructional activities 25% = 18.75 hours
      - Pre-departure lectures/meetings
      - Faculty or local expert teaching during the trip
Academic cultural activities 45% = 33.75 hours
      - Active immersion in the culture under various exploratory/situational activities
Academic reflection (typically via a journal or paper) 5% = 3.75 hours
Research Paper 25% = 18.75 hours
      - The active process of researching sources, writing, and revising.

Since the course already exists, the trip itself will be sent to Faculty Senate to include at a faculty meeting for <u>informational purposes only.</u>

APPENDIX E: Creating a NEW academic travel course (a 290 course)

Step #1 – Develop a proposal for your travel course that includes:

1. A brief description of the trip and course.

2. Coursework (i.e., academic expectations, required readings, and other requirements). Be sure to include course credit. Courses can be offered for .25 or .5, but not both. Coursework should reflect the amount of credit earned.

3. Workload expectations (see next page).

4. A detailed itinerary, including dates and places, travel method, lodging, etc. Include pre- departure meetings (these can be for trip preparation or academic work). A typical travel course has 2-5 pre-departure meetings and then embarks on their trip.

5. A budget based upon a specific number of students. Include budget lines for airfare, food, transportation, lodging, fees for sites, group tips for guides, and incidentals. This should include the expenses of the staff and a $12.50/week (not prorated for less than a week) travel insurance fee (required by the college even if a tour company offers it) for each student. The budget should be approved by the Comptroller before the course can be listed with the Registrar and before recruitment starts. For trips taken with an established tour company such as EFTours, the total cost and a breakdown of percentages is requested (ie. Plane fare 15%, Meals 20%, etc.). Be sure to include the required MC travel insurance fee, even if the tour company offers it.

6. Staff (i.e., who else would go with you based upon enrollment goals). Faculty are strongly encouraged to have two faculty (or one faculty and one full-time guide) on all college sponsored trips. Trips through a tour company who provides a full-time guide may be led by one faculty member.

7. Targeted Disciplines/Majors: List academic disciplines for which your trip would be appropriate. This does not mean that we will limit the enrollment to those disciplines, but that we may want to target those disciplines in promoting the trip.

Step #2 – Complete a New Course Proposal Form.

Please answer all the questions (with N/A if necessary) and obtain e-mail affirmation from the necessary department chair(s) or program coordinator(s).

Step #3 – Submit both the proposal and NCP form to the Curriculum Committee mailing list.

Step #4 – Once your new travel course is approved by a faculty vote:

1. Notify the Financial Aid Office about the trip and its cost.

2. Notify the Registrar to get the course on the schedule and begin recruitment.

3. When you have your list of committed travelers, notify the Business Office of all student and faculty travelers so that they can issue the required travel insurance.

Workload Expectation Guidelines:
These guidelines have been developed by the previous Off-Campus Studies Selection Committee working with the Curriculum Committee (faculty informed of these guidelines at the April 5, 2016 faculty meeting).

1. Course-based trips can be proposed as either .25 or .5, but not both.
2. For workload expectations for each trip, faculty develop the various components of the trip that reflect the nuances of that trip (keeping in mind their requirements for pre-departure meetings).
3. Faculty also determine the percentages that each component carries within the trip: a .25 trip is between 37.5 and 52.5 hours; a .50 trip is between 75 and 105 hours. If more than
37.5 hours of work is expected of students prior to departure on a .50-credit trip, faculty should
split the course into two co-requisite .25-credit halves – one during the 2nd half of Fall/Spring
Semester and one during the January/May Scots Term (splitting a course was an informational item at the February 12, 2019 faculty meeting).

The following is an example workload expectation guideline for a .25 trip:
This .25 course requires 52.5 hours of academic engagement. The breakdown of these engagements is as follows:
Academic instructional activities 32% = 17 hours
  - Pre-departure lectures/meetings
  - Faculty teaching during the trip
  - Local expert teaching during the trip
Academic cultural activities 60% = 31.5 hours
  - Active immersion in the culture under various exploratory/situational activities
Academic reflection (typically via a journal or paper) 8% = 4 hours

The following is an example workload expectation guideline for a .50 trip:
This .5 course requires 75 hours of academic engagement. The breakdown of these engagements is as follows:
Academic instructional activities 25% = 18.75 hours
  - Pre-departure lectures/meetings
  - Faculty or local expert teaching during the trip
Academic cultural activities 45% = 33.75 hours
  - Active immersion in the culture under various exploratory/situational activities
Academic reflection (typically via a journal or paper) 5% = 3.75 hours
Research Paper 25% = 18.75 hours
  - The active process of researching sources, writing, and revising.

The Curriculum Committee sends all its approved courses to Faculty Senate to include at a faculty meeting for a vote.

APPENDIX F: Creating a new course to be taught in the May or January Short-Term

Step #1 – Develop a draft syllabus.

At a minimum, a rough draft syllabus needs to include:
- Course name and number (e-mail registrar@monmouthcollege.edu to ask what number you should use).
- Course credit.
- Term and year when the course will first be taught.
- Instructor's name, and a place holder for office hours and contact information.
- A place holder for meeting days and times.
- At least a start-up list of required textbooks and other relevant course materials.
- Workload expectations applicable to the course credit, as required by the U.S. Dept. of Education (see below).
- Course goals (appropriate for course level).
- Final examination date and time.
- A place holder for the basis on which grades are determined.
- A place holder for the approximate date of major examinations, papers, projects, etc.
- Topics proposed to be covered in the course.
- A place holder for attendance policy.

Workload expectations:

A .25 credit-course requires between 37.5 and 52.5 hours and a .5-credit course requires 75 hours of academic engagement (this can fit anywhere within the range, and just needs to be indicated).

For an example of on-campus contact hours and workload calculation, see Attachment E.

Step #2 – Complete a New Course Proposal Form.

Please answer all the questions (with N/A if necessary) and obtain e-mail affirmation from the necessary department chair(s) or program coordinator(s).

Step #3 – Submit both the syllabus and NCP form to the Curriculum Committee mailing list.

The Curriculum Committee sends all its approved courses to Faculty Senate to include at a faculty meeting for a vote.

APPENDIX G: Modifying an existing course to teach during the May or January Short-Term

Step #1 – Develop a draft syllabus.

At a minimum, a rough draft syllabus needs to include:
- The existing course name and number.
- Course credit.
- Term and year when the course will first be taught.
- The current catalog course description.
- Instructor's name, and a place holder for office hours and contact information.
- A place holder for meeting days and times.
- At least a start-up list of required textbooks and other relevant course materials.
- Workload expectations applicable to the course credit, as required by the U.S. Dept. of Education (see below).
- Course goals (appropriate for course level).
- Final examination date and time.
- A place holder for the basis on which grades are determined.
- A place holder for the approximate date of major examinations, papers, projects, etc.
- A place holder for attendance policy.

Workload expectations:

A .25 credit-course requires between 37.5 and 52.5 hours and a .5-credit course requires 75 hours of academic engagement (this can fit anywhere within the range, and just needs to be indicated).

For an example of on-campus contact hours and workload calculation, see Appendix E.

Step #2 – Complete a Modified Course Proposal (MCP) Form.

Please answer all the questions (with N/A if necessary) and obtain e-mail affirmation from the necessary department chair(s) or program coordinator(s).

Step #3 – Submit both the syllabus and MCP form to the Curriculum Committee mailing list.

Even though this is a modification of an existing course to fit the short-term, if approved by the Curriculum Committee, it will send it to Faculty Senate to include at a faculty meeting for a vote.

APPENDIX H: Old processes that could be reinstated/reformed if necessary.

The Global Engagement Advisory Committee

The Global Engagement Committee replaced the Off-Campus Studies/Coordinator sometime before 2019. However, after reestablishing the travel/off-campus studies after the pandemic, Global Engagement is now part of the Student Success and the Curriculum Committee has not had input on this (other than approving short-term courses as Curriculum Committee) since before 2020. (No new off-campus semester programs have been established since 2020.) The Global Engagement Committee is in the process of being reestablished, and it would be good to have curriculum involved in this process, especially to be able to consider how many trips are schedule each year and the resource implications of those trips.

Below is the description of the committee's duties taken from the 2019 Processes document. The older Off campus program description are also included.

- **The Global Engagement Advisory Committee/Forms for Off-Campus Study:**(This committee replaces the Off-Campus Studies Selection Committee as of May, 2018. This committee is headed by the Director of Global Engagement. Per email 05/15/18 from the Director, as roles and responsibilities for the committee are determined, the Director will submit revisions for this Processes Document subject to our approval. It will need to be determined how the members of this committee will be selected. At this time, the Off-Campus Studies Selection Committee will remain on this document until those roles and responsibilities are determined. Working with the Advisory Committee is the Global Engagement Executive Board which will handle non-academic issues, such as risk management. This Board is made up of the Vice-President of Academic Affairs, The Vice-President of Finance, and the Vice-President of Student Affairs.

All materials developed by the Curriculum Committee or this subcommittee in regard to these tasks (applications, guidelines, procedures, criteria) are under the purview of the Curriculum Committee, but will be maintained only in the Director of Global Engagement's Office in order to eliminate the circulation of outdated forms.

All new Off-Campus programs need to be vetted by the Curriculum Committee which is then voted upon by the faculty. The guidelines for the establishment of such programs and the Curriculum Committee approval process are maintained on the Off-Campus Studies website: http://www2.monm.edu/offcampus/faculty.aspx. These guidelines, which are owned by the Curriculum Committee, will be maintained by the Off-Campus Studies Coordinator. The first paragraph of these guidelines reads:

> New Off Campus programs (domestic or international) can be proposed as Pilot Programs by an individual faculty member, an academic department, or a group of faculty. After a three-year period as a pilot program, the program can be reviewed for permanent status.

The Off-Campus Studies Coordinator should ensure that all criteria for the establishment of such a program are met before it is submitted to the Curriculum Committee for vetting. The Committee Chair should ensure the Committee has the guidelines, as described above, when the program is being vetted.

Note: The establishment of a course location at either an international location or at a location outside the institution's home state at which the institution **offers five or more courses per year** requires prior Higher Learning Commission notification. The Committee needs to be attentive to this and alert the Dean of the Faculty to make that notification.

The following forms/criteria will be maintained <u>ONLY</u> by the Director of Global Engagement in order to eliminate the circulation of outdated forms/criteria:

- The Curriculum Committee is in charge of the format and content of the **MONMOUTH COLLEGE APPLICATION TO STUDY OFF-CAMPUS.** <mark>The Committee has not seen this form for 2 years, it may need to be reinstated/revised.</mark>

- The Curriculum Committee is in charge of the format and content of the **SELECTION PROCEDURES AND CRITERIA FOR OFF-CAMPUS STUDY.** This is used by the Curriculum Committee's Off-Campus Studies Selection Committee in selecting students to study off-campus. <mark>The Committee has not used this for several years.</mark>

- The Curriculum Committee is in charge of the format and content of the **MONMOUTH COLLEGE GUIDELINES FOR APPROVING OFF-CAMPUS PROGRAMS.** <mark>WILL NEED TO BE REVISED</mark>

Academic Operations Subcommittee: has not been formed for many years. We are unsure of the need for this subcommittee, as communication with the registrar and AASC has not been an issue.

Academic Operations Subcommittee: The membership includes the Registrar, one member of the Curriculum Committee, and one member of the AASC Committee. This subcommittee was established in the 2012-2013 academic year when the Registrar's Office underwent an outside review. The task is to work with the Registrar to resolve activities of that office. An example would be how policies appear in the catalog.

The PostBac Program has been discontinued. The processes below are given in case the program is reinstated in the future.

- The Committee Chair needs to remind the Dean's Secretary to send notice to the faculty that the Curriculum Committee will be accepting up to two post-baccalaureate fellowships (although the Committee may recommend more). The application form, including its instructions, will be maintained by the Dean's Secretary. The application deadline is typically in mid-April although the exact date may vary based on the committee's meeting schedule that semester. Be sure to clarify the application deadline with the Dean's secretary and ensure it is correct on the instructions as well. The Curriculum Committee will review the applications after that date and make a determination of the award winners. The email to the faculty usually reads:

  > Monmouth College makes available annually two Post-Baccalaureate Fellowships for up to two additional semesters of participation in the academic life of the campus beyond the receipt of the B.A. The program recognizes outstanding students who propose an academic or service-based campus project which will enrich the applicant's undergraduate education.
  >
  > Post-Baccalaureate Fellowships are awarded on a competitive basis by the Curriculum Committee of the Faculty. If you know of graduating students for whom this would be an appropriate opportunity, please make them aware of the program. The deadline for application is April 15.
  > A document with a complete description of the program and application process is attached.

  <mark>**NOTE:** For 2018, the Dean's Secretary <u>ONLY</u> sent a link to the faculty to the application and its instructions: (**https://ou.monmouthcollege.edu/_resources/pdf/academics/advising/post-bacc-app.pdf**). The only other information given was to send the application to the Curriculum Committee by a certain date. This document is the property of the Curriculum Committee and we</mark>

need to decide if we want to include the above paragraphs in the instructions document. Some of the information is already given, but not all.

Guidelines for approval include a combination of the strength of the letter from the applicant (especially indicating how the post-bac will strengthen future academic work such as graduate school), the strength of the letter from the participating faculty member, and academic ability (GPA can be used as an indicator). The letter should be written in a professional manner, which would indicate the caliber of work the candidate will be expected to perform. Weight should not be given to solely helping a faculty member complete his/her own research.

Appendix I: NACE INTERNSHIP DEFINITION.

Monmouth College accepts the following definition and criteria for all internships arranged by the College as recommended by the National Association of Colleges and Employers (NACE):http://www.naceweb.org/advocacy/position-statements/united-states-internships.aspx?intlftnav

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

To ensure that an experience – whether it is a traditional internship or one conducted remotely or virtually – is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

1. *The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.*
2. *The skills or knowledge learned must be transferable to other employment settings.*
3. *The experience has a defined beginning and end, and a job description with desired qualifications.*
4. *There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.*
5. *There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.*
6. *There is routine feedback by the experienced supervisor.*
7. *There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.*

If these criteria are followed, it is the opinion of NACE that the experience can be considered a legitimate internship.

Appendix J: INQUIRY and QUANTITATIVE REASONING IN PRACTICE LEARNING GOALS

Artistic Inquiry courses allow students to create or engage with works of arts and explore the relationships that exist between arts and cultures.

Learning Goals

1. Students will learn and apply strategies for engaging with works of art.
2. Students will explore the dynamic relationships that exist between arts and cultures.
3. Students will explore how people make meaning through creating or engaging with works of art.
4. Students will understand artistic processes.

Inquiry in the Humanities courses explore the diversity of human experiences by analyzing texts and allowing students to creatively express their own ideas.

Learning Goals

1. Students will explore the diversity of human experiences, identities, communities, cultures, ethnicities, arts, and ideas, learning to engage narratives and perspectives of others and understand their contexts and complexities.
2. Students will employ tools and methods of the humanities to pursue knowledge and analyze texts (broadly understood), ideas, and experiences.
3. Students will synthesize knowledge, ideas, and language, and respond imaginatively and creatively.
4. Students will learn to express their own ideas with rhetorical, linguistic, logical, and ethical clarity

Scientific Inquiry courses develop students' skills of data collection and analysis using scientific instruments, and to consider how science is involved in their daily lives.

Learning Goals

1. Students will understand the expansiveness and limitations of scientific ways of knowing and how they apply to their daily lives.
2. Students will develop basic skills of observation, verification, collection and analysis of data, including the use of scientific instruments.

Inquiry in the Social Sciences courses allow students to analyze evidence to come to informed conclusions about the various ways that people interact with one another in cultures and societies across human history.

Learning Goals

1. Students will explore how the principles of social science disciplines are applied to human history, culture, society, institutions, behavior, and/or ideas.
2. Students will understand and apply social science concepts to analyze evidence and come to informed conclusions.
3. With a broad understanding of the complexities of the past, students will develop an appreciation for the diversity of human experience by learning about the various ways that people make decisions, interact with one another, live in communities and societies, and/or develop worldviews

Quantitative Reasoning in Practice courses allow students to explain, analyze, and interpret quantitative data to create effective arguments, propose specific solutions, and draw appropriate conclusions.

Learning Goals

1. Students will understand how to interpret and create effective arguments supported by quantitative data.
2. Students will understand how to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
3. Students will understand how to apply appropriate quantitative reasoning as a resource for proposing solutions to specific problems in their relevant contexts.
4. Students will understand how to explain information in mathematical forms (e.g., equations, graphs, diagrams, charts, tables, etc.), and use quantitative evidence in support of their own ideas and conclusions

APPENDIX K: ENGAGEMENT (IDE, GL, CE, and LANGUAGES & CULTURES) LEARNING GOALS

Community Engagement courses allow students to learn about the course topic as well as their own personal and professional identities through immersion in a project that aims to serve a community.

Learning Goals

1. Students will have a reinforced and clarified sense of civic and/or vocational identity.
2. Students will connect knowledge gained from the course to a community engagement project.
3. Students will better understand community and/or cultural structures and how to communicate within, across, or against these structures to advance the common good

Global Learning courses allow students to learn about arts, cultures, history, ideas, politics, and/or societies in places outside of the United States. Students will also consider the perspectives of others and reflect on their own identity and social location in a global context.

Learning Goals

1. Students will learn about arts, cultures, history, ideas, politics, and/or societies in places outside of the United States.
2. Students will consider the perspectives of others and reflect on their own identity and social location in a global context

Identity, Diversity, Equity courses allow students to recognize the histories, perspectives, and contributions of socio-cultural groups in the United States, and to consider how these groups are affected by societal forces while considering their own complex of identities.

Learning Goals

1. Students will recognize the contributions, histories, and perspectives of multiple and overlapping socio-cultural groups in the U.S.
2. Students will understand how societal forces, such as structures of inequality and privilege, affect diverse socio-cultural groups in the U.S.
3. Students will understand and consider their biases as well as the complexities of group identities, recognizing that individuals, including themselves, simultaneously belong to multiple groups.

Languages and Culture courses develop students' competence in a language other than English and allow them to understand key elements of cultures in which the language is or was used.

Learning Goals

1. Students will develop sufficient competence in a language other than English to understand, analyze, and/or employ both its structural and semantic features.
2. Students will understand key elements of cultures in which the target language is or was used.