



Undergraduate Curriculum Committee

Introduction

University Standing Committees

Annual Report for 2007 - 2008

Policy

Members

Descriptions

Program Subcommittee Representatives

Dr. Ed Crawley (Chair of Program and Curriculum)

Dr. Sue Perlis (Co-Chair of Program and Curriculum)

Dr. Michael Kiel

Sr. Joan McCusker

Alphabetical List

Reporting List

CORE Subcommittee Representatives

Dr. Laurie McMillan (Chair of Core)

Sister Gail Cabral (Co-Chair of Core)

Dr. Martin Donahue

Dr. Chaogiu Zhang

Members

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Deans

Dr. Ronald Bulbulian, CHHS

Dr. Mary Anne Fedrick, RCEHD

Dr. Devorah Namm, CAMM

Dr. Kurt Torell, CLAS

The Curriculum Committee is formed each year after election for the Program and Core Sub-Committees are complete.

The Committee "*reviews matters that require a wider perspective than either the Program Subcommittee or the Core Subcommittee alone can provide.*" It reviews all proposals and forwards them to the appropriate subcommittee and also reviews and approves proposals for new courses.

Meetings

October 26, 2007

December 7, 2007

January 18, 2008

February 29, 2008

Accomplishments

Discussion of Committee Responsibilities

Since the inception of the current Curriculum Committee structure (with two standing sub-committees, Program and Core), the Curriculum Committee has struggled to clearly define its responsibility. Following the currently stated purpose of the Curriculum Committee “*reviews matters that require a wider perspective than either the Program Subcommittee or the Core Subcommittee alone can provide*” at the end of the last academic year, Dr. Crawleysuggested that the Undergraduate Curriculum Committee be more proactive and serve a larger purpose rather simple acting as a clearinghouse for sending proposals to the program and core sub-committees. Thus, he proposed the Committee could begin to assess the Capstone or Closure experiences that currently exist for the Marywood Undergraduate majors with the possibility of creating a model that would allow all students to have such an experience. As examples, Dr. Crawley indicated that all Psychology majors must complete a Research Project, which they present at the Undergraduate Research Forum. Additionally, Art majors have a senior exhibition.

Some concern was raised that the Committee was not supposed to generate proposals but rather review and approve proposals that were submitted to the Committee. Dr. Crawley questioned where such general proposals would originate if not with this Committee.

No action was taken since members of the Committee did not believe that generating new proposals was within the charge of the committee.

Discussion of Committee Structure

The existing organization results in delayed action on new business and there is some confusion about the responsibilities of the Curriculum Committee in particular. The committee discussed if it was time to restructure the Undergraduate Curriculum Committee. Dr. Torell was to consider collapsing the core and program subcommittees if the Undergraduate Curriculum Committee intends to review all course offerings and changes to courses. It was determined that the Undergraduate Curriculum Committee would look at this during the 2007-2008 academic year. During the 2006-2007 academic year a committee was formed (Dr. Broughton, Dr. Crawley, Dr. Donhaue, Mr. O’Brien) to review the structure of the curriculum committees at ICUP and IIA institutions. This committee developed a proposal to restructure the Curriculum Committee (see below).

Restructuring Proposal

The existing organization of three relatively autonomous curriculum committees (Curriculum, Core and Program) results in delayed action on

new business—as proposals move from the Curriculum Committee to the relevant subcommittee—and some confusion over the responsibilities of the Curriculum committee in particular. After (1) reviewing a sample of the way faculty curriculum committees are structured at ICUP and IIA institutions, and (2) considering two alternative structures, we recommend the organization described below. This appears to be a conventional model, commonly in use at other institutions. It establishes a clear charge for the Curriculum Committee and establishes a subcommittee of that committee, with overlapping but not identical membership, to oversee matters pertaining to general education.

We are also recommending that academic policy be added to the charge of the Curriculum Committee. At present there is no faculty body at Marywood with the responsibility to represent faculty wisdom on these matters. We also suggest that the Curriculum Committee and its standing subcommittee on general education be required to make an annual report on their activities to the Faculty Senate.

PROPOSAL

Undergraduate Curriculum Committee (with at least one standing subcommittee, Core)

Charge: to conduct program and general education reviews, approve new courses and programs, modify or establish university-wide major and general education requirements, modify or establish academic policies (e.g., on absences, cheating and plagiarism, graduation, course scheduling). It would make recommendations in all matters to the Academic Vice President and would provide an annual report on its activities to the Faculty Senate.

Membership: three faculty representatives from each of the four colleges elected by their respective colleagues and one librarian similarly elected; all with staggered three-year terms; two undergraduate students appointed by the Academic Council. In addition, the four academic deans, and the Registrar would serve *ex officio* without vote.

Chair: Faculty member elected by the committee members

Assistant Chair: Faculty member elected by the committee members

Secretary: Registrar or staff designee

Standing Subcommittee: Core with the charge to make recommendations concerning undergraduate general education to the Curriculum Committee as a whole. Grants exceptions to general education requirements when necessary.

Membership: One faculty member of the Curriculum Committee from each of the four colleges and additional faculty elected by departments

delivering core courses (i.e., Art or Music, Communication Arts, English, Foreign Languages, Health and Physical Education, Mathematics, Philosophy, Psychology, Religious Studies, Science, and Social Sciences). One student from the Curriculum Committee. In addition, the Dean of the College of Liberal Arts and Sciences and the Registrar serve *ex officio* without vote.

Chair: Faculty member elected by the subcommittee members

Vice Chair: Faculty member elected by the subcommittee members

Secretary: Dean of College of Liberal Arts and Sciences or staff designee

End of restructuring proposal

Action: The proposal to restructure the Curriculum Committee (eliminating the standing Program subcommittee) was approved by the Curriculum Committee as well the Program and Core Subcommittees. It is important to note the representatives of the Library have argued strongly in favor of having a representative on the Core Committee. Under the current proposal the Library Services are represented only on the Curriculum Committee.

The proposal to restructure must be approved by Dr. Cimboric, Provost and Vice President of Academic Affairs, before it can be implemented.

Proposals Reviewed and Forwarded to Program Sub-Committee.

Traditional Philosophy Major

Applied Philosophy Major Changes to English Major

Changes to English Literature Minor

Changes to Writing Minor

Approval of New Courses. During the 2007-2008 academic year, the Curriculum Committee approved several new courses. New courses can be run as “Special Topics” with a 499 course number but must be approved by the Curriculum Committee before they are given a regular course number.

ENGL 170: Gateway Course

ENGL 495: Senior Seminar

ENGL 484: Political Writing and Rhetoric

ENGL 368A: Renaissance Poetry

ENGL 331A: Literature and Medicine

Changes to Existing Courses. During the 2007-2008 academic year, the Curriculum Committee approved several changes to existing courses.

PSYC 451 Internship. The Psychology Department proposed to change their internship experience from individual instruction to include more of

a traditional classroom experience. In the past internships have been supported on an individual basis as an overload. The more common model is to have a class of interns who work in the field and then meet in class to share their experiences. This class would be 3 credits, would enroll 7-10 students, would combine I/O and Clinical students, would be offered once a year, and would require the instructor to act as a liaison with the internship sites.

Submitted by

Dr. Edward Crawley, Chair
May 5, 2008

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Dolores M. Filicko, IHM
Secretary of the University

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Last update May 15, 2008

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