CAS Curriculum Committee

I. Structure of the CAS Curriculum Subcommittees:

The work of the CAS Curriculum Committee is conducted almost exclusively at the subcommittee level.

There are currently **4 subcommittees** that review proposed curriculum changes:

- **Curriculum Subcommittee 1**
(Anthropology, Geography, Historical Studies, Philosophy, Political Science)

- **Curriculum Subcommittee 2**
(Applied Communication Studies, Mass Communication, PAPA, Sociology/Criminal Justice, Social Work)

- **Curriculum Subcommittee 3**
(Art and Design, English, Foreign Languages, Music, Theatre and Dance)

- **Curriculum Subcommittee 4**
(Biological Sciences, Chemistry, Mathematics, Physics)

II. Goals of the CAS Curriculum Subcommittees:

The goals of the CAS Curriculum Subcommittees are to:

- maintain the high standards of CAS courses and programs
- facilitate the review of curriculum-related paperwork through the university system

III. Accessing the CAS Curriculum Subcommittees Using SharePoint:

Log into **SharePoint**, using your eid and password
Click on **Administrative**
Click on **CAS - Curriculum Committee**

There will be 2 parts for you to access:

1. Under **Documents**, you will access the materials to review assigned to your subcommittee.
    - If you are the Curriculum Committee representative from the Department of Anthropology, you will access the folder **Curriculum Subcommittee 1_Documents**.
    - Under this folder, you will find the subfolder **Fall 2014_Set 1** (later Fall 2014_Set 2, Spring 2014_Set 1, etc.; materials will be placed into sets by the CAS Curriculum Committee Chair, considering the number of forms submitted for review by CAS departments connected with your subcommittee; the CAS Curriculum Committee Chair will inform the subcommittee chair when a new set is available for review and what is its recommended deadline, and the subcommittee chair will subsequently inform other subcommittee members).
    - In this subfolder, you will find .**pdf documents** containing forms 90 or 91 submitted for review by CAS departments connected with your subcommittee (for Curriculum Subcommittee 1, CAS departments include Anthropology, Geography, Historical Studies, Philosophy, Political Science, as outlined under *I. Structure of the CAS Curriculum Subcommittees* above).
    - You will need to read the forms 90 or 91 currently under review by your Curriculum Subcommittee; when considering the forms, pay close attention to the type of form to review and the documents that should accompany each type of form (see *IV. Work of the CAS Curriculum Subcommittees* below)

2. Under **Discussions**, you will access the Discussion Board designated for your subcommittee.
    - If you are the Curriculum Committee representative from the Department of Anthropology, you will access the folder **Curriculum Subcommittee 1_Discussions**.

- In this folder, your subcommittee chair will have created a discussion thread for each of the forms 90 or 91 currently needing review. The thread will indicate in the title the number of the form, and in the content the deadline for the review of the form.
- Upon reading the materials placed under Documents (part 1 described above), you will need to access the thread specific to the form you are reviewing, and there to submit your vote on the form and eventual comments about the form. You are highly encouraged to write your text containing the vote and comments in a Word document, and then upload it on the thread specific to the form you are reviewing, in order to avoid losing your text (which could happen if you write directly in the thread in SharePoint).
- All members of the subcommittees are highly encouraged to cast their votes on documents under review by the deadlines indicated by your subcommittee chairs. Not voting on time will result in delays in the review process and inconveniences for the CAS departments which have forms submitted for review.

IV. Work of the CAS Curriculum Subcommittees:

CAS Curriculum Committee Forms:
A number of different forms pass through the CAS Curriculum Subcommittees. Below is a description of these forms and of the materials that should accompany them:

Form 90A Request to add a course
    These forms should be accompanied by:
    (1) a rationale for the proposed new course
    (2) a course syllabus
    (3) a letter of collation from other departments or programs *if* they either already offer similar courses or their students would likely benefit from the proposed course

Form 90B Request to drop a course
    These forms should be accompanied by:
    (1) a rationale for dropping the course
    (2) a discussion of the impact on any current students
    (3) letters of collation from other departments or programs *if* they would be affected by the dropping of the course

Form 90C Request to modify a course
    These forms should be accompanied by:
    (1) a rationale for the proposed modification
    (2) an updated course syllabus (especially if the proposed modifications to the course are substantial)
    (3) a copy of **both** the current and the proposed catalog descriptions *if* any changes will be made
    (4) letters of collation from other departments or programs *if* they would be affected by the modification of the course

Form 91A Request for change in academic programs and practices
    These forms should be accompanied by:
    (1) a rationale for the change
    (2) a copy of **both** the current and the proposed catalog descriptions relevant to the change
    (3) arrangements to be made for affected faculty *if* there would be a substantial impact
    (4) letters of collation from other departments or programs *if* they would be affected by the change in academic programs and practices

Form 91B Request for Termination of a Portion of an Academic Program
    These forms should be accompanied by:
    (1) a rationale for the termination
    (2) a discussion of impact on any current students
    (3) letters of collation from other departments or programs *if* they would be affected by the termination of a portion of the academic program

Provost's Office Instruction Manual for New and Modification of Programs and Courses
In 2010, the Office of the Provost developed an instruction manual for the current forms. You may find portions of it a helpful reference. It is available at: http://www.siue.edu/provost/forms/pdf/InstructionManual.pdf

CAS Curriculum Committee Syllabi Guidelines:
The CAS Curriculum Committee generally expects the elements listed below to be included in each syllabus submitted with a Form 90. The purpose is to help facilitate approval of Form 90s through the university system by insuring compliance with CAS and university policies and expectations.

Expectations (not necessarily in this order):
1) Information about instructor
2) Clear statement of purpose and goals of course
3) Expectations from students in course (attendance, participation, etc.)
4) Statement on Disability Support Services
   Recommended wording: Students needing special academic accommodations and who have documented disabilities with an ID CARD from Disability Support Services should make an appointment to discuss these accommodations by the end of the first week. Students with disabilities are encouraged to visit the SIUE Disability Support Services office located in the Student Success Center.
5) Statement on plagiarism
   The syllabus should include a statement on plagiarism and should be generally consistent with the university policy. The current university policy can be viewed here: http://www.siue.edu/policies/1i6.shtml
   If the unit making the proposed change has a program statement on plagiarism or student contract containing verbiage about plagiarism, this should be included instead.
6) Statement on proper use of the English language
7) Textbook and/or reading materials
8) Some discussion of assignments
   The discussion of an assignment should be complete enough to permit a reviewer to understand the educational purpose of the assignment.
9) Assignment/exams due dates (which week of the term is specific enough)
10) Grading policy
   This should include the points or percentages each course requirement will be worth along with how final grades will be determined.

CAS Curriculum Committee Review Guidelines:
When reviewing a form 90 or 91, keep the following questions in mind:
1. Is the correct form used?
2. Is the form complete (all needed items filled on the form; all required accompanying materials provided with the form) and correct (no conceptual errors; free of typos and grammar mistakes)?
3. Is a rationale included? Does the rationale make sense?
4. For forms 90A and 90C, is a syllabus included? Does the syllabus meet CAS and university expectations? (See **CAS Curriculum Committee Syllabi Guidelines** and **Provost's Office Instruction Manual for New and Modification of Programs and Courses** above)
5. For course additions or modifications, several additional questions should be addressed:
   (a) Are the pre-requisites of the course clear and unambiguous?
   (b) Does the coursework seem appropriate for the level (number) of the course?
   (c) Does the course reasonably fit with the general education areas it will fulfill? Are there other general education requirements that the course could reasonably fulfill? (New courses are generally encouraged to try to reach as many general education areas as reasonable given the course material).
   (d) In the case of a 400-level course that can be taken for graduate credit, does the syllabus of the course explicitly state what requirements graduate students will be expected to meet in addition to the requirements for undergraduate students? Does it state how graduate students' grades will be determined? Does it mention that graduate students will need to get their textbooks from the bookstore instead of textbook services?

(e) Does the course help further the CAS Desired Characteristics and Capabilities of Graduates and the CAS Strategic Plan? (links to both are available at: http://www.siue.edu/artsandsciences/about/)

6. How does the change impact the program, its current students, and if applicable its faculty? Has a discussion of such impact been included in the paperwork?
7. Will the change cause confusion for students who have left the program, but might return (for example, reusing course numbers for dramatically different courses)? If so, has the issue been addressed or does it need to be further addressed?
8. For forms 90C (if applicable) and 91A, has a copy of **both** the current and the proposed catalog descriptions relevant to the change been provided?
9. Does the change duplicate the work in other departments or programs? If the change impacts other departments or programs, have those impacted provided letters/emails stating that they understand and support the change?
10. Does the change overall make sense to you?

CAS Curriculum Subcommittee Determinations:

Each CAS Curriculum Subcommittee is responsible for reviewing each curriculum change proposal assigned to the respective subcommittee. Each member of a CAS Curriculum Subcommittee is highly encouraged to read each change proposal assigned to the respective subcommittee, then cast a vote and make eventual comments on the proposal by the deadline indicated by the subcommittee chair. The subcommittee chair will then make the determination regarding the change proposal based on the tally of the votes of the subcommittee members as well as on the comments provided by these members. If the comments of the subcommittee members have revealed issues that need to be addressed through letters of collation, the letters of collations need to be provided before the change proposal can pass the CAS Curriculum Committee, even if the tally of the vote shows that the proposal has passed the subcommittee.

Members of a CAS Curriculum Subcommittee read the proposals under Documents on SharePoint, then they conduct their review of the proposals (casting of votes, accompanied by eventual comments on proposals voted) through Discussions on SharePoint (see *III. Accessing the CAS Curriculum Subcommittees Using SharePoint* above). If discussions among the members of a subcommittee have been conducted via email, the chair of the respective subcommittee will compile the text of the emails and post it under Discussions on SharePoint; however, this is not the preferred means of conducting discussions, rather exchanges between subcommittee members directly under Discussions on SharePoint are recommended. Occasionally face-to-face meetings of a subcommittee's members may be necessary, as determined by the subcommittee chair.

Keeping records of each subcommittee members' vote and comments, the subcommittee determination, and any required changes is vital so that when there is turnover in CAS Curriculum Committee membership or in departments, the work the committee has already done on the proposal remains easily accessible.

When it comes to the substance of proposals, in general the members of CAS Curriculum Subcommittees should trust the judgment of their peers who have initiated the change. After all, the initiating department is comprised of experts in that area. However, if something in the course or program makes you professionally uncomfortable, you should raise your concerns. Additionally, each member of a CAS Curriculum Subcommittee reviewing a proposal should make sure that all questions 1-10 outlined under **CAS Curriculum Committee Review Guidelines** above have been addressed.

Types of Determinations:

Acceptance. The proposal is "perfect." The subcommittee identified no changes that need made. It is a sensible change that is error free and consistent with CAS and university policies.

Revisions Required. The subcommittee requires changes to the proposal. These may be as simple as a box that mistakenly wasn't checked or typos in the form, a rationale, or a syllabus. They may also be more complex such as requests to add a rationale or to include a more developed rationale, to add a discussion of impact on students or to include arrangements to be made for affected faculty, to provide a syllabus, a more developed or a more complete syllabus, or a letter of collation from departments or programs impacted by the proposal. Departments will have to submit these revisions before the curriculum change proposal can move forward.

Rejection. While complete rejection of a proposal is possible, this happens rarely. If the subcommittee finds a proposal has little or no merit, the reasons for this finding should be clearly explained and the subcommittee should be prepared to meet with the chair of the department that submitted the proposal (or a representative from the department's curriculum committee if applicable) to discuss their concerns.

Sometimes it will feel like you are rubber-stamping forms, but this only occurs because you may be reviewing high quality proposals. At other times you may feel like another layer of red tape delaying the process of curriculum change. However, our goal is to make all the forms perfect so we never have forms sent back to CAS departments from other levels of the university. The CAS Curriculum Committee helps protect and project a reputation for excellence in both the courses and programs offered in CAS and in the proposals for curriculum change submitted for university-level review. Further, a report from an AQIP committee on curriculum change has called for a streamlined process where college level curriculum committees to take on more responsibility for the review of proposals.

Responsibilities of CAS Curriculum Subcommittee Chairs:

Each CAS Curriculum Subcommittee Chair will function as a link between the CAS Curriculum Committee Chair and the members of a specific CAS Curriculum Subcommittee.

The CAS Curriculum Committee Chair will post a set of change proposals under the subcommittee's Documents on SharePoint and let the subcommittee leader what the recommended deadline for review of the set of change proposals is. The subcommittee chair will make threads under the subcommittee's Discussion on SharePoint, indicating proposal number and deadline (the subcommittee's deadline should be sooner than the committee chair's deadline, to allow the subcommittee chair time to tally the results and complete the determination form). Then, the subcommittee chair will inform other subcommittee members that the set of change proposals is available for review, and encourage the subcommittee members to submit votes and eventual comments by the assigned deadline. A set of proposals should typically be reviewed within a time frame of two to three weeks. If needed, the subcommittee chair will send reminders to the subcommittee members about the deadlines. After the passing of a deadline, the subcommittee chair will decide if sufficient members have contributed to make a determination on the proposal, or if additional reminders to members need to be sent. When the subcommittee chair decides that sufficient members have contributed to make a determination on the proposal, he/she will complete the form Results of CAS Curriculum Subcommittee Review. The subcommittee chair will upload the completed form on SharePoint, under Documents, in Results of Reviews Subcommittees 1, 2, 3, 4, and will also email the CAS Curriculum Committee Chair and the chair of the department for which the review was made to let them know of the decision of the subcommittee.

In case specific issues arise (e.g. related to participation of subcommittee members in the determination process or related to proposal matters such as syllabi, collation letters, etc.), the subcommittee chair will inform the CAS Curriculum Committee Chair, and the two will work together to facilitate discussions with or among chairs of departments and programs and thus to help address the issues. Additionally, if needed, the subcommittee chair can contact the faculty member in charge of the proposal, the department chair, or the CAS Associate Dean responsible for curriculum review for further clarifications regarding the proposal (and, in this case, the dates and topics of the discussion will be specified on the determination form).

The Current Curriculum Change Process at SIUE:

The typical steps to curriculum changes include:

1. Department Chair
2. School Curriculum Committee
3. Dean of School
4. Office of the Provost
5. General Education Committee/Committee on Assessment – if course will be offered as a general education course or a senior assignment course
6. Governance Office or Graduate School
7. Curriculum Council and/or Graduate Council

8. Director of General Education
9. Academic Scheduling
10. Office of the Provost for permanent retention and recording

This is why we always tell people to expect a change to take at least a year to be enacted.
If your department will be seeking curriculum changes and wants these to move through as quickly as possible, you may want to offer to review a draft of the proposal before it is submitted to CAS since you know what to look for.