

Discussion-Starter Models for CCI 10-3-08

Background: workload breakdowns from last year (curricular items)

Majors: 17 revisions (not including 1 interdisciplinary proposal)

Minors: 7 new (not including 1 interdisciplinary proposal), 3 revisions

GEC Proposals:

62 (approved 44): New: 32, Change: 24

Several went through 2 separate subcommittees due to multiple category requests which had different disciplinary areas (i.e. a course applying for Diversity U.S. [sub C] and Cultures and Ideas [sub B])

Interdisciplinary:

14 course requests; 1 new major; 1 new minor

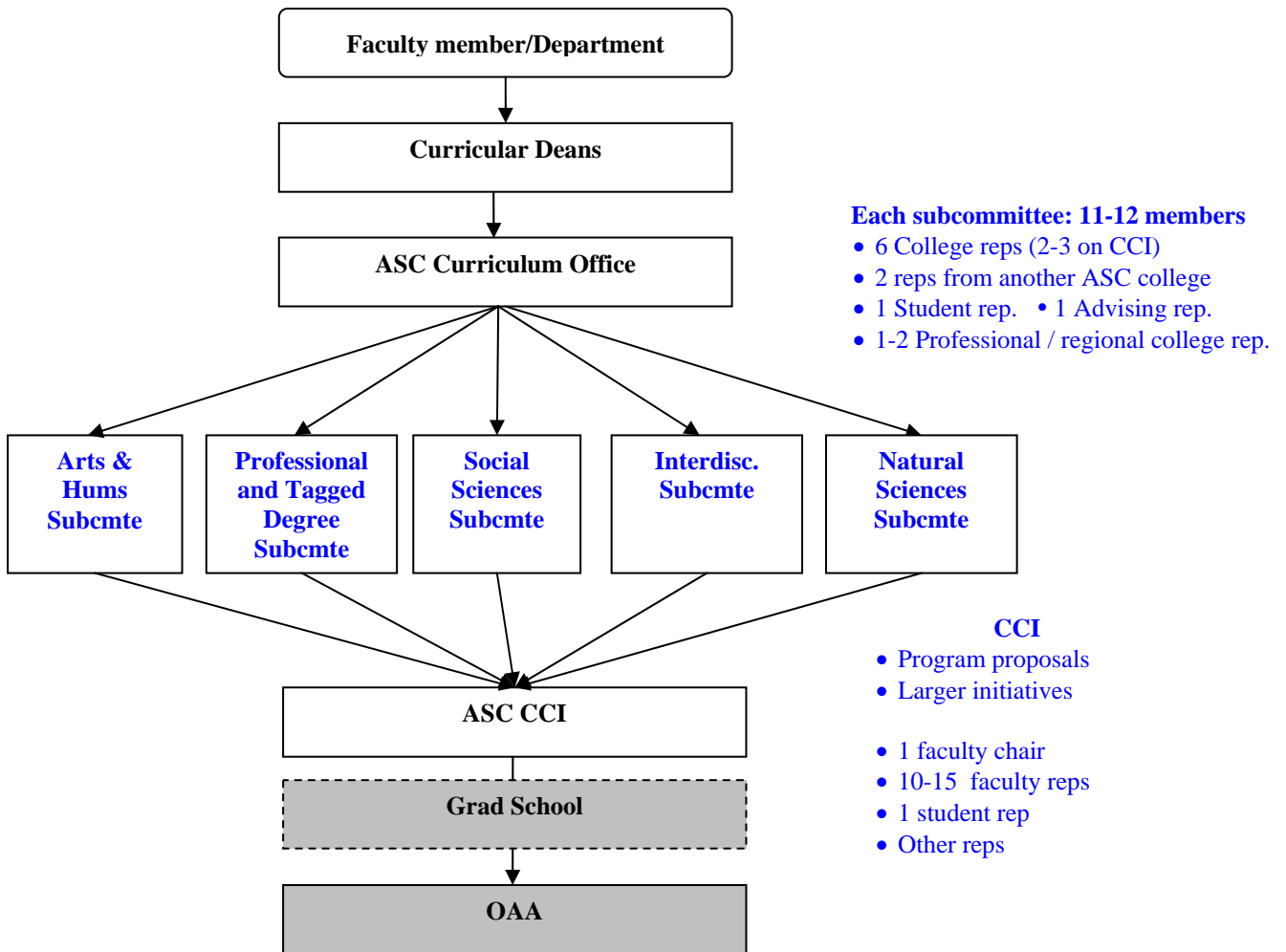
Clusters, Freshman seminars and pathways

Individual Courses – new and changes only (non-GEC, non-Interdisciplinary, non-Group Studies/Flex Scheduled)

New: 118, Change 108

TOTAL = 226, many of which were contained in program proposals.

CURRICULAR APPROVAL PROCESS For non-honors courses and curricula
Hypothetical Model 1 -- Discipline-Based Model



Discipline-Based Model

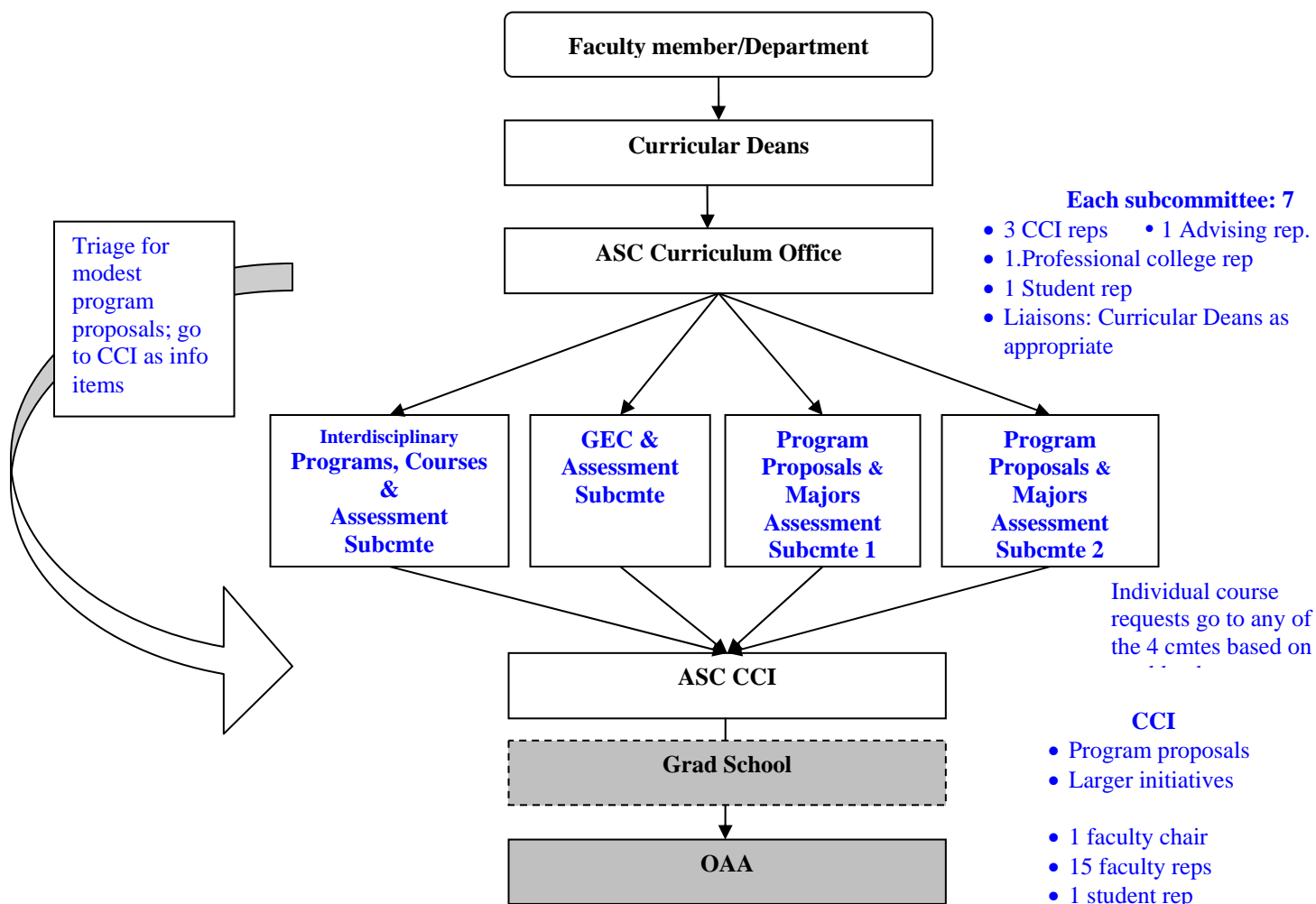
Each subcommittee would be responsible for all individual course requests, most majors, minors and 2-3 pertinent GEC categories/courses within area.

Each subcommittee would be responsible for majors assessment and GEC course and categorical assessment within area.

Example:

Natural Sciences Subcommittee would handle natural science programmatic (majors and minors) proposals and assessment of majors, individual course requests, GEC course requests for Natural Science and Quantitative (Skills) GEC categories, as well as assessment for courses in these categories and the categories themselves.

CURRICULAR APPROVAL PROCESS For non-honors courses and curricula
Hypothetical Model 2 -- Function-Based Model



Function-Based Model

Each subcommittee would be responsible for all fields within a particular type of request.

Individual course requests (non-GEC/non-Interdisciplinary/not embedded in a major or minor program proposal) would be divided among 4 subcommittees based on workload. Majors and minor program proposals would be divided between the 2 program subcommittees based on workload and content (i.e. a proposed revision to the Japanese major and minor would go to the same subcommittee).

All committees would be responsible for assessment as is pertinent to their area(s).

Majors/Minors subcmtes might also handle issues regarding semesters, guidelines for majors, minors tracking/enrollment, usage, assessment, guidelines for minors.

Interdisciplinary subcmte might also handle evaluation and reexamination of special programs, assessment and development of existing interdisciplinary majors and minors, and development of new programs.

GEC subcmte might also handle ongoing examination of GEC, semester transition issues.