

GUIDELINES FOR PROPOSING CHANGES IN THE CURRICULUM

Curricular review and revision are essential in maintaining the quality of the College's educational program, and departments and interdepartmental programs are asked to review regularly the effectiveness of their curricula in serving the needs of students. Minor changes in title and course description may be indicated at the end of each academic year when copy for the *Catalogue* is given to chairs for review. Proposals for more substantial curricular revision should be submitted to the Educational Policy Committee. The Committee will be interested primarily in the contribution the proposal would make to the quality of education at Wooster and will consider the following questions:

- Does the course or curricular proposal contain a coherent and consistent set of educational goals?
- Are the methodologies (and pedagogical techniques) of the course or curricular proposal appropriate to teach and reach those educational goals?
- Are the assignments and requirements of the course appropriate given the educational goals?
- How does the course or curricular proposal contribute to the quality of education at Wooster?

The Committee asks faculty preparing proposals to observe the following guidelines:

A. Proposals for any new curriculum or program should be submitted **no later than February 1 of the year previous to when such change is to be instituted** to allow sufficient time for review. In preparing these proposals, chairpersons should provide a detailed rationale for the changes and a careful description of how they will be reflected in the *Catalogue*.

B. Proposals for existing courses to be counted toward the College's general education requirements can be submitted at any time. The appropriate form is available on the Academic Affairs website and in Section 8 of this Handbook. The criteria for a course to meet a certain Wooster Education designation can be found on the Academic Affairs website.

C. Proposals for new courses should be submitted to allow time for review and presentation to the Faculty so that changes can be included in the *Course Schedule* for the following semester; specific deadlines for each year are indicated in the "Annual Schedule of Department/Program Chair Responsibilities." The Educational Policy Committee asks that proposals for new courses provide relevant information according to the following format:

1. The proposed title and number of the course and the description exactly as it should appear in the *Catalogue*.
2. A rationale, including discussion of course goals and objectives and the needs of the department or program.
3. A proposed syllabus, including learning objectives for the course, typical readings, assignments and method for calculating final grades.

4. A description of the relation between the course and the structure of the department or program. What is the level of the course? Is it intended for majors or non-majors? If for majors, is it required or elective? Indicate any prerequisites for the course.
5. An indication of how frequently the course is to be taught and whether it will replace any of the current offerings in the department or program. Indicate any courses that will be dropped or offered less frequently as a result.
6. An indication of any general education requirements for which the course is appropriate. (Specific proposals should be attached that address the criteria for the designation requested – see 'B' above.)
7. A description of any effect the course may have on other departments and interdepartmental programs. Have appropriate department and program chairpersons been advised of the proposal? If it is anticipated that the course will be cross-listed into other departmental or interdepartmental programs, it will be helpful to invite statements of support from relevant chairpersons.
8. An indication that the instructor has investigated the resources available in the Libraries and has either found them adequate or received assurances from the Director of Libraries that the necessary materials can be acquired.
9. A model of department or program staffing for a three-year period indicating any effect the changes will have on course rotation, teaching load, and the ability of the department or program to meet its responsibilities to majors, non-majors, and the College's interdepartmental programs.

D. Normally, course proposals for permanent addition to the curriculum are to be submitted by the department or program chair. If the proposal is prepared by a faculty member other than the chair, a signed statement from the chair indicating the support of the department or program for the proposal must be included.

E. Requests that courses be counted in fulfillment of general education requirements should come from the department or program chair.

F. Inquiries about the established criteria for general education courses should be directed as appropriate to the Dean for Curriculum and Academic Engagement, the Director of Writing, or the Chairperson of the Subcommittee on the program in Interdisciplinary Studies; as necessary, the Dean, the Director of Writing, and the Chair of the Subcommittee will consult with the Educational Policy Committee, the Writing Advisory Board, or the Subcommittee on the program in Interdisciplinary Studies. *However, all proposals should be submitted to the Dean for Curriculum and Academic Engagement on behalf of EPC.*

G. Inquiries that have significant curricular or staffing implications should be shared with and discussed by the relevant department or program before being submitted. The Chair should be included in such communications and is encouraged, as appropriate, to provide the perspective of the department or program.

The Educational Policy Committee asks that persons submitting proposals for curricular changes prepare them as carefully as possible and make every effort to ensure that information is complete, correct, and professionally presented.