Information regarding changes from three-credit to four-credit curriculum, including blanket agreements

In 2017-18, at least five programs converted from 3-credit curricula to 4-credit. Most of those programs presented their proposals in February. In order to avoid many of the problems that programs and the committee encountered, we offer the following guidance to programs planning to propose 4-credit conversions in 2018-19.

**Deadlines**
First, in order to allow programs time to make adjustments before the 2019 Spring catalog deadline, we are requiring all proposals to convert programs to 4-credits to come to us before the end of the calendar year. In the event a program encounters significant problems with their initial proposal, they can bring revised proposals to a subsequent meeting. This is complicated by the fact that the calendar does not permit a Curriculum Committee meeting in December so revised proposals may need to come to our February meeting (which will otherwise be reserved for new program proposals or individual course proposals). As always, our March meeting will be reserved for individual course proposals and other smaller proposals. Thus, programs converting to 4-credits will need to keep the following Fall deadlines in mind:

- **September 14** (4 pm) is the deadline for the **September 21** meeting.
- **October 12** (4 pm) is the deadline for the **October 19** meeting (if you are submitting updated materials from an earlier proposal, you may want to submit them by October 5 for inclusion in our October online voting session).
- **November 9** (4 pm) is the deadline for the **November 16** meeting (if you are submitting updated materials from an earlier proposal, you may want to submit them by November 2 for inclusion in our November online voting session).
- In December we will only have an online voting session for minor curricular changes. However, if you need to submit updated materials from an earlier proposal, you can submit them by December 7 for inclusion in our December online voting session.

**At a glance...**

### Required Documents
- Curriculum Change Proposal(s) for Major/Option
- Curriculum Change Proposal(s) for Minor/Certificate
- Curriculum Change Proposal(s) for Blanket Agreements
- Curriculum Change Proposal(s) for individual converted courses
- New Course Proposal(s)

### Recommended Documents
- Communication to students
- Summary of communication to other departments/disciplines, Lamson Library liaison, and IT
- Cover sheet with document list
- Summary of changes with 4-credit justification
**Required Documents for Proposal package**

Programs converting to 4-credits must include the following documents in their proposal to the Curriculum Committee:

- Curriculum Change Proposal(s) for Major/Option
- Curriculum Change Proposal(s) for Minor/Certificate
- Curriculum Change Proposal(s) for Blanket Agreements (see below)
- Curriculum Change Proposal(s) for individual converted courses
- New Course Proposal(s)

**Recommended Documents for the Curriculum Committee**

While the following documents are not associated with specific proposal forms, we recommend that programs incorporate the following as separate documents to assist them (and the committee) in managing their overall proposal package.

- Communication to students [Example of student correspondence]
  
  In considering these proposals, the Curriculum Committee always seeks to ensure that the proposed changes to the program will be clear to students. To that end, please ensure that your communication addresses the following:
  
  - Description of the new program(s)
  - When the discipline will begin offering the new/revised courses
  - When the discipline will discontinue the old courses
  - Changes to courses in the program core or other key courses (if applicable)
  - Who should consider changing to the new catalog and what implications that may have (see below, consider completing your blanket agreement first).
  - What will happen to students who remain in the current catalog (see below, consider completing your blanket agreement first)?
  - Remind them that converted versions of existing courses will receive new course numbers (and plan to publicize that as soon as those numbers are issued by the registrar). Note that it may take up to several weeks for the registrar to generate new course numbers.

- Summary of communication to other departments/disciplines, Lamson Library liaison, and IT [Example of Communication]
  
  As always, curriculum changes and new courses require that you consult with Lamson Library, ITS, and (if your courses are included in other majors) affected departments. Rather than include such correspondence on each proposal form, it may be simpler to present it in a standalone document.

- Cover sheet with document list [Example 1, Example 2]
  
  The proposal package from the English department included 40 separate files. Communication and Media Studies included 50 files, and the combined Social Sciences proposal included over
100 files. In order for the Curriculum Committee to navigate such a large number of proposals and supporting documents, we request that you include a cover sheet and document list, and that you use some consistent naming convention for those files. Communication and Media Studies prefixed all supporting documents with the numbers 0x (i.e., “02 Summary of CMS Changes.pdf”), overall option or minor proposals with the numbers 1x (i.e., “11 Curriculum Change Proposal Professional Communication Option.pdf”), new course proposals with the numbers 2x (i.e., “22 New Course Proposal CM2xxx Strategic Communication.pdf”), and so on. This made review much easier for the committee, but also made it much easier for the department to manage the large number of files in their proposal.

☑ Summary of changes with 4-credit justification  [Example of change summary]

The Curriculum Committee looks at proposals for courses that are converting to 4-credits to see what is changing in the course to justify another credit. Frequently, the simple answer is, “My new course is pretty much the same course except that we meet longer so we can do more of the same work we were doing in the 3-credit version.” Other courses, though, may be combining content from earlier courses, incorporating new learning experiences, etc. For programs that are converting all (or most) of their courses to 4-credits, it may be helpful to provide an overview of those changes, explain which courses were cut/recombined/reconfigured, and why.

Developing blanket agreements and transition plans  [Example of Blanket agreement for four-credit transition]

When changes occur because courses have changed to 4 credits, as well as for required courses being deleted, we must remember the students that are in the pipeline, working to complete their requirements, and prepare a clear pathway for them. Blanket agreements should clarify for students how new or revised courses will fulfill requirements from earlier catalogs and/or how courses from old catalog will satisfy requirements in new catalog:

Example 1: For English majors and minors following pre-2017-2018 Catalogs, to count the four-credit versions of any of the following courses in place of their three-credit versions for fulfilling the requirements of the relevant major/option/minors: EN 2560; EN 2610; EN 2700; EN 3030; EN 3100; EN 3120; EN 3130; EN 3140; EN 3300; EN 3320; EN 3510; EN 3590; EN 3680; EN 3690; EN 3750; EN 3760; EN 4025; EN 4030; EN 4150; EN 4310; EN 4550; EN 4800

Example 2: For current CM students changing TO 2019-20 CATALOG (all options and minors) OR for CM students remaining in current catalogs after Fall 2019 (all options and minors): CM3xxx Analyzing Screen Media (new catalog) equivalent to CM3800 or CM3810 (previous catalogs); CM2xxx Public Speaking is EQUIVALENT to CM2400 Public Speaking in previous catalog; CM 2xxx Media and Cultural Studies is EQUIVALENT to CM2770 Introduction to Media and Cultural Studies in previous catalog; CM 2xxx Communication and Leadership is EQUIVALENT to CM2910 Human Communication and Conflict in previous catalog

Note that blanket agreements cannot specify that a requirement from an earlier program will be waived. Instead, your blanket agreement must indicate which course(s) may substitute for the former requirement.
If blanket agreements will not cover all scenarios for students, you may also want to include a plan for how you will transition or teach out the current program.

Example:

<table>
<thead>
<tr>
<th>CURRENT EN MAJOR</th>
<th>4 CREDIT CHANGES</th>
<th>SUBSTITUTIONS/Adoptions Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN3690 Critical Theory</td>
<td>EN3XXX Critical Theory</td>
<td>Most students still need this, so we can request this to fulfill their requirement.</td>
</tr>
<tr>
<td>EN3510 Currents in Global Lit</td>
<td>EN 3XXX Currents in Global Lit</td>
<td>Many current students may still need this; we can SR this course to count or have them chg catalog</td>
</tr>
<tr>
<td>Introductory EN Elective Complete one of the following:</td>
<td>No longer required for several reasons, including moving the Currents courses down to the 2000 level and adding more depth throughout the curriculum;</td>
<td>We will still be offering EN2250 as a 3 credit course through the transition, and EN2610 will be a 4 credit course but can still be requested to fulfill this requirement. (We’d also like to keep EN2350 for just one more fall to help with the transition but this wasn’t on our original requests, fyi.).</td>
</tr>
<tr>
<td>EN 2250 Identity and Difference in American Literature (DICO)</td>
<td></td>
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</tr>
<tr>
<td>EN 2350 Decades in Literature</td>
<td></td>
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<tr>
<td>EN 2410 Shakespeare's (St)age</td>
<td></td>
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<tr>
<td>EN 2450 Prize Winners</td>
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<tr>
<td>EN 2610 Introduction to Film</td>
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<tr>
<td>Currents - complete three of the following, one of which must be Global Literature and one of which must be Technology in the Discipline Connection (TECO):</td>
<td>The Currents courses, as a group, have been deleted and replaced with the 2XXX/3XXX level “Rethinking” courses. Rethinking—complete three of the following, one of which must be TECO: EN2XXX Rethinking Early American Lit (DICO/TECO) EN2XXX Rethinking Modern Am Lit (DICO) EN3XXX Rethinking Medieval and Renaissance Lit (INCO) EN2XXX Rethinking Mod British Lit, 1660-present day (TECO)</td>
<td>This will be the most complicated as most current students are in the middle of these requirements. Our plan is to SR a Rethinking course to substitute for required Currents courses as needed or to have students chg their catalog, depending on how early they are in the program.</td>
</tr>
<tr>
<td>EN 3611 Currents in British Literature I (INCO)</td>
<td></td>
<td></td>
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<tr>
<td>EN 3621 Currents in British Literature II (TECO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN 3715 Currents in American Literature I (DICO) (TECO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN 3720 Currents in American Literature II (DICO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN Electives Above 3000 (15 credits)</td>
<td>Changed to 16 credits in new program; students will have almost the same list of classes they have now but classes will have more depth of content, more emphasis on skills, and more opportunities for project-based learning and collaboration.</td>
<td>Again, this seems like an easy fix if we focus on the number of CREDITS. We will still aim for 15-16 credits minimum at the Advanced level; we will adjust to meet the student’s needs based on where they are in the curriculum. Early students (first year/sophomore) will likely take all four credit Advanced classes (i.e., 16 credits), while current juniors and seniors may have a combination.</td>
</tr>
</tbody>
</table>