**KANSAS WESLEYAN UNIVERSITY**

**\_\_\_\_Curriculum\_\_\_\_\_Committee**

**\_\_Sept.\_\_\_\_\_ (Mo) \_10 (Day), 2019**

**Minutes**

**Present:** L. Wright (Chair), L. Booker, A. Specht, K. Sweeney, S. Welter, D. Kraft, J. Dauner

**Absent:** L. Booker, K. Weber

**Call to Order:** Wright called the meeting to order at 3:30 am/pm in \_FA 122\_\_\_\_\_\_\_\_\_\_

**Unfinished Business:**

A. Reviewed the revisions to the Course Form. It has a check box to confirm that the registrar’s office has reviewed the proposal for catalog errors.

Motion. *The motion to approve the change to the Course Form was made by Sweeney. Seconded and approved.*

Fillable pdf forms are not working. This was an issue when the committee wanted electronic signatures. Now, the committee believes it is sufficient to wait until the end of the process for signatures.

The Program Form now has a checkbox confirming that the registrar has checked the proposal for catalog errors. The checklist of required documents in item 8 includes the submission of minutes from the heads of departments that would also be affected by curricular changes. The committee believes that minutes from departments are needed for program changes. Members should discuss the form with their division members to see if other changes are needed which will be approved at the next meeting.

B. The committee discussed the training necessary to achieve accurate responses to the SLO/ILO assessment forms. The committee did not like the samples of benchmark to capstone projects that was distributed because it seemed to imply that these samples were the only types of assessments that could fulfill the requirements of the form. The committee felt that any training on this topic should be a conversation about the way assessments that a faculty member chose could relate to the benchmark to capstone levels. The committee had the following questions about this:

How does a faculty member show that the levels are met? What types of assessments are appropriate?

Where does an individual class sit on the benchmark to capstone continuum?

Some faculty will think that the assessment report for this will require a tally of student grades.

Do faculty submit multiple assessments to gauge the benchmark to capstone levels or just a single assessment?

**New Business:**

A. The Quantitative Reasoning and Writing Intensive requirements were not on the Canvas Curriculum Committee site and have not been reviewed in at least two years. Someone needs to oversee those documents. However, they were created by the math and English departments based on the standards for those disciplines.

The committee recommended that the documents be sent back to those departments for review and any updates if appropriate.

**Next Meeting:** \_24\_\_\_ (Day), \_Sept.\_\_\_ (Month) \_24\_ (Day), 2019 (Year) at 3:30 pm in

\_FA 122\_\_\_\_\_\_\_\_ (meeting room location).

**Adjournment:** With no further business to address, L. Wright adjourned the meeting at 5:00 pm.

Submitted,

*A.Specht*

Title and Meeting Recorder