

Guidelines for Five-Year Curricular Reviews of the
Academic Programs and Annual Reports to the Committee
on Curriculum and Academic Planning

I. FIVE-YEAR REVIEWS:

1. Mission and Philosophy:

(a) Program's curriculum in the context of Old Westbury's Mission;

(b) Curricular and educational philosophy:

the ideas and principles underlying the structure of the curriculum (core requirements, particular tracks/options, electives, course sequencing etc.); curricular innovation (any departure from the traditional);

(c) Changes in (a) and/or (b) in the last five years, and their rationale.

2. Goals and Objectives:

(a) Long term curricular goals:

new courses/sequences/degrees to be developed in the next five years with justification (e.g., changes in student demand/interest, in the discipline(s), in professional/graduate school requirements); and the resources available (or required) for meeting the goals;

(b) Shorter term objectives: specific steps for achieving (a), i.e., phasing in of long term curricular plans, including any grant proposals contemplated to aid development;

3. Present Curriculum:

(a) Degree requirements, if different from the current catalogue;

(b) Courses which have been discontinued, changed, or added since the publication of the current catalogue, with explanations; course descriptions and syllabi for new courses, with the name(s) of instructor(s).

(c) Frequency of course offerings: any changes from the current catalogue; ratio of day:evening courses; summer courses; reasoning behind evening and summer course offerings;

(d) General education courses: impact on recruitment of majors to the liberal arts and on quality of service to majors;

3.(e) Curricular arrangements with other programs; articulation agreements with programs at Long Island's two-year schools.

(f) Number of courses taught by full-time faculty, number taught by adjunct faculty, and the ratio between them, in each semester during the period under review.

4. Pedagogy and Related Professional Development:

- (a) Program's teaching methods; innovations introduced and/or planned, including the use of the computer and multimedia systems;
- (b) faculty initiatives taken or planned (including grant proposals) to develop expertise in the new technologies available for classroom use.

5. Students/Graduates:

- (a) Analysis of changes in the number of (i) majors and (ii) students enrolled in program courses over the last five years;

- (b) Quality of student performance:

Minimum GPA (if any) expected of majors in required courses and advice to students who fail to meet the minimum; standards (including writing, reading and reasoning skills) required of students at different course levels; strategies used for improving performance; attrition and retention of majors;

- (c) Graduates: numbers graduating in each of the last five years; graduate achievements (jobs/graduate school).

II. ANNUAL REPORTS:

To be submitted to the CAP Committee every year, except in the year in which a full five-year review is completed.

1. Section 3 above, parts (a), (b), (c), and (d).
2. Curricular impact of any changes (additions, subtractions, professional development) in program faculty.
3. Changes in number of majors and students served from previous year.