

CHAPTER III

The Curriculum and Courses of Study

Preamble: The Purposes of the College

Whitman College provides a liberal arts curriculum and a residence experience which are designed to encourage students to develop their potential as sensitive individuals and as leaders in society. The College serves these ends by encouraging students to develop certain habits of mind. One of these is the habit of objective analysis; another is sympathy developed to the point that it becomes habitual awareness of the needs and interests of others.

Such habits of mind are fostered by studies and experiences which enlarge the intellectual, esthetic, social, emotional, and moral capacities. Development of these capacities liberates by freeing the mind from the narrow constraints of ignorance and prejudice, by opening new paths to understanding oneself and the world.

Whitman seeks to assist each student in the development of these capacities and these habits of mind through an education that is both liberal and pre-professional, an education that progressively releases the individual from external direction and supervision of the student's studies and personal life in the hope that the student will become self-directed in meeting personal and social commitments.

Diversity is fundamentally important to the character and mission of Whitman College. Diversity enriches our community and enhances intellectual and personal growth. We seek to provide a challenging liberal arts experience for our students that prepares them for citizenship in the global community. By sustaining a diverse community, we strive to ensure that all individuals are valued and respected and that intellectual and personal growth are enriched because of our differences.

Statement on Academic Freedom

The faculty of Whitman College affirm the centrality of academic freedom to the mission of a liberal arts education. We are committed to the belief that an education in the liberal arts is vital to the functioning of a democratic society. We -- as teacher-scholars -- are engaged in the pursuit of knowledge and this pursuit can only flourish in a climate of freedom that encourages critical inquiry, open discussion, and the free exchange of ideas. When we engage in these endeavors in our teaching and scholarship, this freedom is understood as academic freedom. This freedom is central to our ability to provide the best possible education to our students, and thus is central to our institution.

Academic freedom encompasses the freedom for all individuals employed by the college in a teaching role to ask, pursue, and engage with a vast range of ideas and practices in their scholarship and teaching, by virtue of being experts in their discipline. Within the classroom, academic freedom includes freedom of discussion and freedom to select course materials, content, methodology, activities, and sequence within course objectives established in the official curriculum as approved by the faculty. This freedom extends to controversial matters related to the course subject in the reasonable and good-faith judgment of the faculty member, as rooted in the norms and practices within their fields and disciplines.

All educators at Whitman College are accorded freedom of speech, free of institutional censorship and discipline regardless of how that speech is communicated. But our special

position in the community imposes special obligations. As teacher-scholars we should remember that the public may judge our institution by our utterances. Furthermore, faculty should make every effort to indicate that they are not speaking for the institution. However, given that the nature of electronic communication tends to decontextualize meaning and attribution, the College should also recognize that faculty members cannot be held responsible for always indicating that they are speaking as individuals and not in the name of their institution. In the event that the College believes the extramural utterances have been such as to raise grave doubts regarding the faculty member's ability to fulfill the responsibilities of their position, then the College is required to consult the faculty code (reference, Chapter 1, Article 3 Section 4 of the Faculty Code), the College's grievance policy, and the AAUP Statement on Academic Freedom for guidance. The AAUP statement affirms that "a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar."

A diverse and inclusive community will include a range of viewpoints that may at times conflict. But it is not the proper role of the College to attempt to shield individuals from ideas and practices they find unwelcome, disagreeable, or even deeply offensive. While the College affirms a climate of mutual respect, concerns about civility shall not be used as a justification for closing off discussion of ideas. However, behavior from any member of the College community that substantially disrupts the mission of the College denies other members of the community the ability to learn and pursue truth. Such behavior undermines the principles of academic freedom and may thus be subject to review under existing college policies.

The College community as a whole has a responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it. Such an open exchange of ideas is essential to a liberal arts education.

Section 1. Courses

- A. Courses are offered within the structure of departments in the following areas: Anthropology, Art (History and Studio), Astronomy, Biology, Chemistry, Chinese, Classics, Economics, English, French, Geology, German, Hispanic Studies, History, Japanese, Latin, Mathematics and Statistics, Music, Philosophy, Physics, Politics, Psychology, Religion, RWPD (Rhetoric, Writing and Public Discourse), Sociology, Sports Studies, Recreation and Athletics, and Theater. (12/01/2011)
- B. Courses are offered also in the interdisciplinary program areas of: Race and Ethnic Studies, Asian Studies, Biochemistry and Molecular Biology, Dance, Environmental Studies, Gender Studies, General Studies, Interdisciplinary Studies, Library, Linguistics, Science, Studies in World Literature, and Film and Media Studies (01/25/2012).

Section 2. Major Programs

- A. A major program is a coherent program of courses designed to develop mastery of the basic ideas and skills in a particular field or area, and every candidate for a Bachelor's Degree must complete such a program. (See Chapter V, Article VI, Section 5.)

1. The catalog will make clear how many credits a student would have to complete if the student had absolutely no prior college-level preparation in the field. It will also state what distribution requirements can be fulfilled by completing the major.
2. A standard major program may be either a departmental or a combined program.
 - a. A standard departmental program involves courses mainly in one Department, and it is under the supervision of that Department.
 - b. A standard combined major program involves comparable numbers of courses in two or more standard major Departments or in one standard major Department and one or more other Departments or areas of course offerings, or two appropriately related areas of course offerings (see Chapter III, Section 1); it is under the combined supervision of the Departments and areas concerned.
 - c. A major program shall require a minimum number of credits but shall not require more than 36 credits from any one Department.
 - d. No standard major will require more than a total of 72 credits, including supporting classes outside the major areas and courses that are prerequisites for the major.
 - e. Standard major programs are established by the general faculty (as specified in Chapter III, Section 4) and are listed below:

Standard Departmental Programs

Anthropology	Geology
Art	German Studies
Art History and Visual Culture Studies	Hispanic Studies
Astronomy	History
Biology	Japanese
Chemistry	Mathematics
Chinese	Music
Classics	Philosophy
Classical Studies	Physics
Computer Science	Politics
Economics	Psychology
English	Religion
French and Francophone Studies	Rhetoric, Writing and Public Discourse
	Sociology
	Theater

Standard Combined Programs (02/20/2019)

Anthropology-Environmental Studies	Economics-Mathematics
Art and Environmental Studies	Environmental Humanities
Asian and Middle Eastern Studies	Film and Media Studies
Biochemistry, Biophysics, and Molecular Biology	Gender Studies
Biology-Environmental Studies	Geology-Astronomy
Biology-Geology	Geology-Environmental Studies
Chemistry-Environmental Studies	Geology-Physics
Chemistry-Geology	History-Environmental Studies
Economics-Environmental Studies	Mathematics-Physics
	Physics-Astronomy
	Physics-Environmental Studies
	Politics-Environmental Studies
	Race and Ethnic Studies
	Sociology-Environmental Studies

- f. All graded Whitman courses defined by a department or teaching area to be eligible for the major shall be included in the calculation of the major grade point average, including courses completed in excess of major requirements, extra-departmental courses, and failed courses.” The Registrar’s Office will work with all academic major departments and teaching areas to systematically revise records, administration procedures, and catalogue copy where appropriate (04/21/2010).
3. Guidelines for the Construction of an Individually Planned Major.
- a. The individually planned major permits the development of a concentrated study in some area which crosses two or more disciplines or which currently does not offer a standard major, thus permitting an area of concentration not available in other major study programs.
 - b. The process of establishing an individually planned major involves creating an individually planned major committee. With the committee, the student develops a proposal consisting of a title, rationale and a schedule of coursework. The proposal is submitted to the Board of Review for approval and is subject to review by the Curriculum Committee.
 - c. Individually Planned Major Committee: The first step in establishing an individually planned major is selecting at least three faculty members, including at least two tenure-track or tenured faculty, to form an individually planned major committee, which will oversee the construction of the major, the student’s progress and the comprehensive examination. One of the tenure-track or tenured faculty, or a visiting faculty with a contract extending through the student’s senior year, must be designated chair of the committee. Students need to confirm that the members of the committee, or suitable replacements, will be present throughout the entire course of study. The designated chair of the committee must write a letter in support of the application and include therein an indication of the chair’s willingness to be on campus throughout the student’s senior year.

- d. Title and Rationale: With the advice and consent of the major committee, the student must develop a title and rationale for the student's individually planned major.
 - i. The title should be clear, concise, and accurately describe the content of the individually planned major; it should be sufficiently different from existing major programs.
 - ii. The rationale must clearly establish the need for constructing an individually planned major as opposed to a double major, an established combined major or a departmental major plus a minor. It must also include an intellectual justification for the coherence of the proposed program as an academic discipline appropriate to the liberal arts context.
 - iii. The statement should include a clear justification of the appropriateness of each course for the individually planned major.
 - iv. The program must contain work of an interdisciplinary nature.
 - v. In order to insure the rigor of the major, the following guidelines should be observed.
 - (a) There must be a minimum of 32 credit hours.
 - (b) There should be a full range of courses from the introductory to the advanced level. A minimum of 12 credits should be in 300 and 400 level courses.
 - (c) There should be a fully justified capstone course consisting of at least four hours of integrative work. (This course may be one of the courses above the 300 level).
 - (d) At least 12 hours should not yet be completed at the time of application.
 - (e) No more than 2/3 of the courses should come from any one department or program. The individually planned major is not intended to substitute for an established major less one or two courses.
 - (f) No more than 2/3 of the courses may be taken off campus and no more than 1/3 of the courses may be independent studies. Students need to reflect realistically on whether Whitman has the ability to offer an individually planned major in the proposed field. Will the faculty who share the student's interests be available to teach the courses needed for their major? Are there enough regularly offered courses (excluding independent studies) to provide sufficient credit for an in-depth, coherent course of study in the proposed individual major?
 - vi. Oversight: The chair of the individually planned major committee has responsibility for overseeing the progress of the student. A student with an individually planned major must maintain a grade point average of 2.0 in the courses specified for the major.

- vii. Changes: The individually planned major committee evaluates proposed alterations to the individually planned major and submits them to the Board of Review for approval.
- viii. Senior Assessment: As with any other major, the individually planned major must include a plan to complete a senior assessment. The individually planned major committee will administer the examination. The student should work in consultation with the individually planned major committee to determine that a sufficient number of qualified faculty will be available to administer the examination at the appropriate time in the student's course of studies.
- ix. Honors: The student requesting honors in the individually planned major must meet the same requirements (concerning grade point average, etc.) as students in other majors. An honors proposal must receive the support of the individually planned major committee, and be filed with the Registrar by the date specified in the official College calendar.
- x. Diploma and Transcript: Upon successful completion of the course of study in an individually planned major, the student will receive a diploma stating that the student has graduated with an Individually Planned Major, listing the title of the major. The transcript will list the major as an Individually Planned Major, noting the actual title of the major in the notes.

Section 3. Minor Programs

- A. A minor program is a coherent program of courses designed to develop knowledge in some depth of the basic ideas and skills in a particular field or area. Candidates for a Bachelor's Degree may elect to complete a minor program. A minor program shall require between 15 and 20 credits. The required and optional courses in the minor shall be specifically designated.

- B. Minor programs are established by the general faculty (as specified in Chapter III, Section 4) and are listed below (02/20/2019):

Anthropology	Geology
Art	German Studies
Art History and Visual Culture	Global Literatures
Studies	Hispanic Studies
Astronomy	History
Biology	Japanese
Chemistry	Latin American Studies
Chinese	Mathematics
Classical Studies	Music
Computer Science	Philosophy
Creative Writing	Physics
Dance	Politics
Data Science	Psychology
Economics	Race and Ethnic Studies
English	Religion
Film and Media Studies	Rhetoric, Writing and Public Discourse
French and Francophone Studies	Sociology
Gender Studies	Theater

Section 4. Adoption, Deletion, and Alteration of Courses and Standard Major and Minor Programs (11/10/2010)

- A. Adoption, deletion, and alteration of courses and standard major and minor programs must be approved by the Faculty as a whole acting upon the recommendation of the Department or Program, Division or the General Studies Committee and the Curriculum Committee.
1. All proposals for adoption, deletion, and alteration of courses and standard major and minor programs shall be submitted to the Curriculum Committee by the academic Department or Program, or Division, or the General Studies Committee with its recommendation before February 1, if the changes are to become effective in the following academic year. Proposals must be distributed by the Curriculum Committee to the faculty as a whole at least two days in advance of the faculty meeting in which they are to be considered.
 2. No change shall become effective in the academic year in which it is approved by the faculty. The requirements in this paragraph may be waived by the Curriculum Committee if warranted by unusual circumstances.
- B. Proposals concerning adoption, deletion, and alteration of courses and standard major and minor programs shall be accompanied by a rationale and a consideration of demands on staff time and college resources. Proposals for the establishment or alteration of courses shall also contain a complete course description, and any restriction on registration, for subsequent inclusion in the college catalog. A special topics course that has resource or staffing implications must be voted on by the faculty each time the course is offered. Proposals concerning the alteration of major and minor requirements must include a provision for currently declared majors and for minors. (01/25/2012)

- C. Proposals for minimal alterations in number, title, and prerequisites of courses may be submitted without a rationale. If such proposals are recommended by the Division or General Studies Committee and receive the concurrence of the Curriculum Committee, they may be reported to the faculty without ratification, unless requested by a member of the faculty. (01/25/2012)

Section 5. General Studies Committee (11/10/2010)

- A. The General Studies Committee shall supervise and administer the General Studies Program.
 - 1. The General Studies Committee shall function as a Division for the purposes of the introduction of new courses, substantive changes in existing courses, and the alteration of rules and requirements for the General Studies Program.
 - 2. The General Studies Committee shall advise the Curriculum Committee on these matters and shall also advise the Board of Review on waivers of General Studies requirements in the cases of continuing or transfer students.
- B. The General Studies Committee shall consist of a representative from each Division, a representative from each of the offered General Studies Courses, two non-voting students, and the Provost and Dean of the Faculty (or designate), *ex officio*.
 - 1. The three divisional representatives shall be elected by the Faculty as a whole, and may or may not be instructors in a General Studies course. The divisional representatives shall serve 3-year terms.
 - 2. A course representative shall serve a 1-year term.
 - 3. The student members shall be appointed annually by the Provost and Dean of the Faculty from nominations by ASWC.
 - 4. The Committee Chair shall be elected annually by the Committee members.

Section 6. Special Programs

- A. Off-Campus Study Programs
 - 1. Whitman College may maintain affiliations with other universities, colleges and organizations abroad and in the United States under whose guidance, direction and regulations a program of study may be undertaken. These are referred to as approved Whitman Off-Campus Studies Partner Programs. (11/14/2018)
 - 2. A student participating in any of the partner programs shall be considered officially enrolled in an off-campus program of Whitman College and credit will be granted for work successfully completed as reported by the reporting agency of the program concerned, subject to limitations as to certain types of credit (activity, experiential) imposed by the College and provided that the specific program of study was approved by the student's advisor and the Off-Campus Studies Office (in consultation with the Registrar) prior to participation. Acceptance of work completed in these programs toward major requirements is subject to the approval of the department concerned.

3. Work undertaken in these programs shall be recorded as is work at Whitman College including grades reported by the program but with the exception that these grades will not be used in the calculation of semester and cumulative grade averages.
 - a. The general regulations of Whitman College concerning registration, withdrawal, and grading will apply in the absence of similar regulations and procedures for the program.
 - b. Whitman College procedures shall apply for the use of Pass/Fail or Credit/No Credit grade options.
 4. Enrollment in a partner program may not be used to meet the minimum residency and credit requirements for the degree (Chapter V, Article VI, Sections 1 and 3) or for honors in course (Chapter V, Article VII, Section 2). Registration in any of these programs during the final year for completion of degree requirements requires the prior approval of the Board of Review.
 5. Off-Campus Studies Programs fall into two basic categories: those that are consortial or bilateral in nature and those that are administered independently of Whitman by another institution or agency.
 - a. In the case of consortial-type programs or a bilateral relationship with a foreign university (such as the Associated Kyoto Program or our relationship with St. Andrews), affiliation with Whitman requires the approval of the faculty as a whole.
 - i. Benefits from affiliation with this type of program generally include preferential treatment for admission and financial aid for Whitman students who wish to attend the program.
 - ii. Affiliation benefits of consortial-type programs include having a Whitman representative on a board that supervises the program. In the case of universities abroad, benefits may include some reciprocity such as faculty or student exchanges.
 - b. In the case of Study Abroad Programs that are independently run through a sponsoring university or an agency (such as the University of Kansas' programs in Costa Rica) and in which Whitman's relationship is limited primarily to financial arrangements for study abroad students, the decision to affiliate may be made based on the recommendation of the Off-Campus Studies Committee with the approval of both the Provost and Dean of the Faculty and the Treasurer.
- B. Programs Requiring Inter-Institutional Study
1. Whitman College may maintain an affiliation with the School of Oceanography of the University of Washington for the joint offering of a 5-year program in the field of oceanography. This program shall lead to the degree of Bachelor of Arts with major study in either Biology or Geology awarded by Whitman College, and concurrently to the degree of Bachelor of Science in Oceanography awarded by the University of Washington, with the requirements for the Bachelor of Arts

degree under this program established by Whitman College. (Chapter V, Article VI, Section 8.)

2. Whitman College may maintain an affiliation with the Nicholas School of the Environment and the School of Business of Duke University for the joint offering of 5- and 6-year programs in the field of forestry and environmental management. The 5-year program shall lead to the degree of Bachelor of Arts with major study in either Biology or Geology awarded by Whitman College, and concurrently to the degree of Master of Forestry or Master of Environmental Management awarded by Duke University. The 6-year program shall lead to the same degrees plus a Master of Business Administration awarded by Duke University. For both programs, the requirements for the Bachelor of Arts degree under this program are established by Whitman College. (Chapter V, Article VI, Section 8).
3. Whitman College may maintain affiliations with partner institutions (Columbia University, the California Institute of Technology, Washington University in St. Louis and the University of Washington) for the joint offering of a 5-year program in a field of engineering or a related field (exclusive of computer science). *(11/15/2017)* This program shall lead to the degree of Bachelor of Arts with major study in either Chemistry-Pre-Engineering, Physics-Pre-Engineering or BBMB-Pre-Engineering (Biophysics, Biochemistry and Molecular Biology-Pre-Engineering), to be awarded by Whitman College, and concurrently to the degree of Bachelor of Science awarded by the partner school. *(11/15/2017)* Alternatively, with approval of the program committee, students may attend a non-affiliated, A.B.E.T. accredited institution in order to complete the program. Requirements for the Bachelor of Arts degree under this program are established by Whitman College. (Chapter V, Article VI, Section 8.) *(02/20/2013)*

Section 7. Numbering of Courses

- A. Lower numbered courses are designed primarily for students in the early stages of learning and the higher numbers indicate courses with a greater degree of sophistication.

The Curriculum Committee shall scrutinize proposed course numbers to achieve a reasonable degree of equivalence between disciplines.

- B. In accordance with the above, courses offered by Whitman College shall be numbered 100-499 consistent with the designations which follow:

10-199	Introductory level courses
200-399	Intermediate level courses
400-499	Advanced level courses

- C. The first digit of the course number is to indicate the general level of the course and the second digit may be used by a Department to designate type or level of courses within the general level. The third digit is to be used to differentiate individual courses and indicate course sequences as follows:

1, 2, 3, 4: Used for courses which are part of a year-long sequence in which the first course is not the prerequisite for the second.

5, 6: Used for year-long courses in which the first semester course is a prerequisite for the second.

7, 8, 9, 0: Used for one semester non-sequence courses

Thesis courses shall be numbered 491 and/or 492 and honors thesis courses shall be numbered 498.

Section 8. The Academic Calendar

- A. The calendar concerning the opening and closing of the college sessions and the beginning and ending of the college vacations shall be determined by the Board of Trustees upon the recommendation of the President. (Constitution, By-Laws, Article IV, Section 2.)
- B. The Committee of Division Chairs may set particular dates within Board of Trustee rulings and make recommendations for changes in the college calendar to the general faculty for transmission to the Board through the President of the College.

Section 9. Interim Period

- A. The calendar shall consist of two semesters and an intervening period of up to two weeks, following winter vacation and preceding the beginning of the second semester. This intervening period shall be designated as "The Interim Period."
 - 1. During this period, students may initiate their own programs providing educational opportunities of a voluntary nature.
 - 2. No academic credit shall be given for programs undertaken during the Interim Period but, upon request, a student may have an indication of such activity entered in their permanent file.
 - 3. A student coordinator may be appointed jointly by the President of the Associated Students and the President of the College to undertake the direction of programs during the period.
- B. No student who has been dismissed for low scholarship at the end of the first semester may participate in activities of the Interim Period. To be eligible to reside on the campus during the Interim Period a student must register for activities which are part of the program in a fashion prescribed by the Provost and Dean of the Faculty.