

Faculty Meeting
4 April 1996

**Keystone Council addresses the question,
“What should a liberally educated University High School graduate look like?”**

The Keystone Council continues the momentum established by the collaborative planning process, and specifically by the Core Planning Team, that identified our curriculum as one of the primary areas needing immediate attention. In an attempt to respond to this mandate, we began by asking ourselves just what characterizes a well-educated high school graduate. Underlying this question is our belief that because U-High is a unique and special school, curriculum too is unique and special here. That means a willingness to move beyond tradition, as long as that movement is grounded in our vision and mission.

As a result of asking the question, “What should a liberally educated University High School graduate look like?”, the Council identified the following themes. A U-High graduate should be:

- A scholar grounded in all academic areas, to include English, math, science, social studies, fine arts, foreign language, wellness, and vocational education.
- Passionate about life-long learning.
- A strong and articulate communicator, able to share ideas both orally and in writing. This trait includes the intrapersonal (knowing oneself) and the interpersonal (working with others) realms.
- An effective problem-solver, able to access, use, and analyze information. This trait is grounded in a facility with continuous technological developments.
- An ethical and responsible person who understands the virtue of service to the community.

Before moving forward with these ideas, we invite you to share your thoughts and views with us. The strength of our curriculum is dependent upon the extent to which we as a community of educators contribute to and ultimately agree upon its definition. This morning, we look forward to your feedback as we move toward creating a definition of curriculum that will undergird our future decisions at University High School.

**UNIVERSITY HIGH SCHOOL CURRICULUM STRUCTURES COMMITTEE
POLICY**

Proposal Process Form

1. Originator or Department Name:
2. Date Submitted:
3. Date of Curriculum Structures Committee Review (1st Hearing) includes student input:
4. Presentation to Keystone of the 1st Hearing
5. Outcome of the Curriculum Structures Committee Review, 1st Hearing (see attachment):
6. Date of Additional Input from Faculty and Students(2nd Hearing):
7. Presentation to Keystone of the 2nd Hearing
8. Date for Consideration of the Effects of the Change on the Total System:
9. Back to Departments for further review.
10. Date for the Final Department Proposal to be submitted to the Curriculum Committee:
11. Presentation to Keystone
12. Date of the Final Recommendation/Approval of the Curriculum Structures Committee to be submitted to the Principal:
13. Administrative Approval (signature) _____ Date _____
14. Date for Implementation of the Principal's decision to Keystone and Presentation to Keystone
15. Faculty notified of the approved curriculum proposal.
16. Documentation Archived at Location _____ Date _____

Approved by Keystone Council, October, 1998.

**UNIVERSITY HIGH SCHOOL CURRICULUM STRUCTURES COMMITTEE
POLICY**

New Course Proposal Form _____
Old Course *Reactivation* Proposal Form _____

Department:

Date:

Overview of Present Curriculum:

Student Target Population:

Prerequisites:

Course Sequencing: (Will the new course rotate with other courses in the department?)

Course Rationale including relationship to professional standards: (add additional pages)

Course Outline including Goals and Objectives: (add additional pages)

Proposed Texts or Other Materials:

Costs: A. To the Students:

Fees _____ Materials _____ Textbooks _____ Field trips _____

B. To the School: (include start-up and annual costs)

Materials & Supplies _____ Equipment _____ Faculty _____

Staff development _____

Department Evaluation/Assessment of the Course: (criteria and follow-up evaluation procedures)

Approved by Keystone Council, October, 1998.