

EDUCATIONAL POLICIES COMMITTEE MINUTES
WEEK 4: Tuesday, Sept. 17, 2013; in Old Main, Room #127

Members in attendance: Ellen Hay, Taddy Kalas, Reuben Heine, Tim Bloser, Dave Dehnel, Umme Al-wazedi, Greg Domski, Mike Reisner, Danilo Bruno, Catherine McDermott, Liv Reinacher, Jeff Ratliff-Crain, Carrie Hough

Others present: Shanan Pettifer

The meeting was called to order at 4:32 p.m. by Committee Chair Dave Dehnel

I. Minutes from September 10, 2013: Approved no objections

II. Consent Agenda from General Education: LSFY 102 Courses with supporting material: Approval forms and syllabi was approved no objections

III. Old Business:

- Tabled on 9/10/13: A proposal to make changes to MU 320 and 330 including going from two to three credits for each course. Further information from Jacob Bancks has been provided (syllabi for both courses that include the rationale for three credits).
Motion to take of the table for consideration: Ellen Hay
Seconded by: Catherine McDermott
Motion passed with no objections

- Motion to approve changes to MU 230 and 330: Taddy Kalas
Seconded by: Greg Domski
Motion passed with no objections

IV. New Business:

A. New course, French 212 Professional French for Global World with supporting material.

Recommendation to add a course form and syllabus

Motion to approve: Ellen Hay

Seconded by: Greg Domski

Motion passed with no objections

B. Continued Discussion of Certificate Programs

- Supporting Material: "Certificate Information for Discussion"(Jeff); "Certificate Program Conversation Starter" (Liesl); "Certificate Program Models" (Dave)
- Common elements – Nothing or little in common across the board
- Question about confining them, what a certificate is and is not. Major and Minors have some limiting factors. Certificate should maybe have experiential component, which is interesting qualification but don't see it in all certificates
- Accounting has a Major, Minor and Certificate: Certificate targeted at post grad students preparing for the CPA exam. Accounting certificate was a way to keep Augustana students here and not have to go elsewhere to get remaining credits for the CPA exam. Accounting certificate doesn't sound like a model for other certificates because it is a post-graduate program.
- A difference between Certificate and Minor id that there is no requirement for upper level courses
- Student comment: "don't really see a greater challenge having a certificate over having another minor."

- Several draft proposals for possible certificate programs were discussed. These are not yet formal proposals. Some questions raised included:
- Why a Minor vs. Certificate: Certificate more flexible, beyond traditional course work, allowing community service projects for example .
- What do certificates mean to outside constituencies? A certificate for international students might be useful in their home countries.
- Thinking about ways of addressing problem of proliferating as well as making certificate genuinely distinct. Having fewer but emphasis on need for flexibility perhaps due to the experiential component
- Non-Profit Leadership program, in addition to internship, students have to have a student organization that they operate and have regular interacting with professionals. They have to attend National Convention and see what professionals in the area are doing. Students actually do the fundraising.
- Something special about certificate, can demonstrate that it helped a student achieve something. Example: Certificate in writing computer code with a Chemistry Major, may not have time to achieve a Computer Science Minor. A certificate could state that the student was fluent in JAVA, giving student an edge in the job market
- A way to address criticism from media about Liberal Arts Colleges not preparing students for the real world, with certificate this could help address this with specific skills. Certificates can represent "Know how."
- Certificates should be very special, may draw interesting students
- There is a consensus that Liesls' suggested guidelines are a good start.
- There are questions on quantifying the experiential components on figuring out what that counts for.
- Students could catalog their hours spent for certificate, with a reflection paper or would counting hours revert students attention away from main goal
- Might be most difficult for the whole notion of internships that are credit bearing. We want students to primarily do internships in their major fields and not necessarily in their certificate program. If there is a limit, does that make the certificate program more difficult to complete or do you experience without any sort of credit, internship is 9 credits for degree.
- Next step would be to bring a draft document in front of entire faculty, would Friday Conversation be best place to do so or would a global on what EPC is rest ling with throughout online stuff? Jeff will check with Margaret Farrar.
- Draft document should be based on minutes of our discussion and Liesls' report to capture ideas for certificate program
- Is there a demand for certificates? Is certificate something we really want to pursue? The push for creating guidelines is that proposals are coming.
- Students should have to go through an application process and supply a reflective statement as what they gained from the certificate program.
- How would a certificate come across on a student's resume? How to make Augustana's certificate stand out?

Motion to adjourn meeting @ 5:29 p.m.

Next EPC meeting, Tuesday, Sept. 24th, 2013 @ 4:30 p.m.; Old Main, Room #127