

## EDUCATIONAL POLICIES COMMITTEE

October 20, 2009

4:30 – 5:30 PM

Hellstedt Conference Room

### MINUTES

**Members Present:** Jeff Abernathy, Faria Ahmed, Lindsey Bell, Patrick Crawford, Ann Ericson, Liesl Fowler, Rick Jaeschke, Taddy Kalas, Adam Kaul, Nick Wedderspoon, Ritva Williams

**Guests Present:** Kristin Douglas, Mary Koski

The meeting was called to order at 4:35 PM by Ritva Williams, filling in for Mark Vincent.

#### AGENDA ITEMS I – APPROVAL OF MINUTES

A motion was made:

**“To approve the minutes of the October 13, 2009 Educational Policies Committee meeting as presented.”**

**Motion-Ericson, Second-Crawford APPROVED**

#### AGENDA ITEM II – NEW BUSINESS

A. ENGL 239 (G): A Medley of Voices: South Asian Women Writers

ENGL 239: Women in Literature already exists as a PL special topics course and is taught by various members of the English Department. Umme Al-wazedi is proposing a G suffix for one section only. The Gen Ed committee is recommending Umme change the title from: A Medley of Voices: South Asian Women Writers; to: Women in Literature: South Asia, or something to that effect. Since the G suffix will apply to this section only, the registrar said the course number will be ENGL 239G. Academic Affairs will ensure the title and course number is revised as recommended before sending the proposal on to faculty senate.

A motion was made:

**“To approve a G suffix to special topics course ENGL 239 taught by Umme Al-wazedi, with a recommended title of: Women in Literature: South Asia and a course number of ENGL239G.”**

**Motion-Jaeschke, Second-Kaul APPROVED**

B. Evergreen II Proposal from General Education Committee

Kristin Douglas explained that the Evergreen II document was designed to provide more flexibility in learning communities in order to increase faculty participation in offering them so that there are no more shortages of learning communities for students. This proposal

- Expands definition to mean more than a cohort of students enrolled in two three-credit courses together
- LCs range from four to six credits
- LCs involving co-curricular activities, service learning, and interdisciplinary majors and minors are included as structural design options
- Intradepartmental LCs are included, provided the courses involved represent distinct approaches to themes, questions, or material.

Comments from EPC as follows. Responses in italics:

- Proposal should be reworded in last sentence of last paragraph on page 1 to clarify that should Evergreen II fail to provide enough LC seats offered each term over the next two years, that the faculty would decide whether or not it remain a requirement of graduation.
- Question the appropriateness of calling this proposal “Evergreen II” ....to what degree is it based on the Evergreen State College model?  
*Called Evergreen II because it is a modification of the original Evergreen document. Not a problem to rename it—suggestions are welcome.*
- Need to provide research evidence on what constitutes a LC in the literature, and if an interdisciplinary requirement is in the literature for LCs. Original idea for LC was termed Integrative Learning.  
*Last page of proposal indicates that Gen Ed will set the bar pretty high and will be looking for courses/experiences that take two distinct approaches to themes, questions, or materials.*
- What about proposed service learning experience where students receive 1 cr. for an Internship experience as piece of a LC versus students required to complete a service learning requirement in a 3 cr. course with no additional credit given. Should this really be called a learning community?  
*In order for it to be a LC, it can't be just service learning as is happening currently; has to be a much more concerted effort with an established leader.*
- Aren't two faculty members required for a LC? If community person is teaching, does that person get compensated?  
*Will be a community person and a campus person. Person directing course on campus is the one making ties to the community member. Community member connects students to the community, like an internship would. Haven't discussed compensation for community person; but what they hope to get accomplished in the community, which is being done by the students for free, would perhaps constitute compensation.*
- Timing of courses would need to be coordinated for co-curricular LCs; i.e. for choir the course would have to be offered first and then the activity in the 2<sup>nd</sup> term. If there are only 30 seats and 60 students want the experience, how are students selected for the LC?  
*Might be based on 1<sup>st</sup>-registered, 1<sup>st</sup>-accepted-into-the-class basis. Liesl said could be registered by permission of instructor also.*
- With the new model, will all summer language courses count, or only Ecuador?  
*Ecuador was approved because a core set of students was taking these courses together. In the new document, 10 was defined as the lowest number in a community. There's nothing that would keep us from saying other language programs are a LC as long as there is a critical mass taking courses together. Jeff feels minimal units are not necessary to define at this time.*
- The committee suggested Jeff should begin to think about how to assign credit to two faculty members that is worth four credits, as it will be a question that will be asked. How does this split out and does it go into overload. Also, what will happen to the \$1,000 payment for LCs they get currently.

### **AGENDA ITEM III – OLD BUSINESS**

#### **A. New program/major Proposals**

Remarks made by Kent Barnds at the last meeting where he stated there is no rush to move the new proposals through the approval process, as they would not impact the entering class of 2010/2011 caught some members by surprise, as it was understood admissions was depending on some of these

majors being offered for the coming year. Kent subsequently corresponded with Mark clarifying that he was referring to only the proposals on the agenda of the 10-13-09 meeting—not the ones from the prior meeting, which include Graphic Arts, Engineering Physics, International Business—the stronger proposals which would definitely have a benefit for 2010 enrollment. Jeff added that both he and Steve Bahls take the stand that those proposals would have a definite impact on 2010 enrollment, especially in the matter of Graphic Design.

Several EPC members support Mark Vincent's e-vote to streamline the process. Those proposals that are further along in the completion process would get through the process faster with Mark's proposal, and also EPC would not be wasting time considering proposals that the division doesn't intend to approve at this time. Jeff reiterated that he ultimately hopes that EPC has the opportunity to fully consider these proposals without feeling burdened by the pressure of time.

The committee's understanding is that they will evaluate the divisionally-approved proposals as a bundle, rather than separately, and will select 2-4 new majors/programs to go forward to faculty senate. If more than 4 merit approval, they likely will be asked to wait a year.

Ritva explained that the divisions are trying to get approvals done quickly, and suggested EPC set an extra meeting for finals week so that proposals could get on the faculty senate agenda in November. The committee agreed to meet finals week on Wednesday, November 4<sup>th</sup> from 3:00 – 5:00 PM in Hellstedt Conference Room—food has been promised by the Dean.

**ADJOURNMENT** – The meeting adjourned at 5:35 PM.

Respectfully submitted,

Mary Koski