

Educational Policy Committee (EPC)  
December 15, 2010

Present: Professors Siouxsie Easter, CJ Koepp, Ernie Olson, Tom Stiadle; Student Representative Alex Schloop '12; Provost Leslie Miller-Bernal (chair); and Associate Provost Cindy Speaker

The meeting began at 9:07 a.m.

1. Review of Minutes

Motion made and seconded to approve the minutes of the December 1, 2010 meeting as corrected.  
Approved.

Motion made and seconded to approve the minutes of the December 8, 2010 meeting as corrected.  
Approved.

2. Discussion of the Open Meeting Held on December 13, 2010

- What do we mean by “sustainable” in the name of the proposed minor? Sustaining vs. sustainable. Concerns that a prospective student would have a false sense that it refers only to ecological sustainability.
- The “community” part of the title seems to be the more important element. We want to create community for students but also have them realize that community is not necessarily a fuzzy warm place. Conflict is included in community. Should we emphasize “learning communities” and the different kinds of learning that takes place? Incorporate experiential learning.
- No matter what the minor is named that name is likely to be a bone of contention. Consideration of adjective vs. verb form for title.
- Issue of why NMS was not included in the writing attentive themed seminars. Concerns that including them would make it harder to get approval of the curriculum. If scientific literacy is not included within a themed seminar, should others also be separated out (e.g., aesthetic literacy).
- Concerns about getting faculty buy in for writing attentive courses. Is it that faculty don’t want writing attentive courses required or is it that they don’t think they can do them? Connection to major fields should hopefully minimize the difficulty. Students would appreciate an emphasis on writing. Need to define what writing attentive would be. The subcommittee that recommended such courses did suggest some criteria for writing attentive courses. What would it take for hesitant faculty to participate in writing attentive courses? Need to be clear that writing attentive courses are not remediation courses. Any workshops for faculty should be given at multiple times as 4:30 is difficult for some people.
- Student feedback is important. Alex is planning on presenting at Rep Council.
- Overall sense of the open meeting was that there was acceptance of the approach EPC has taken. But people are interested in the details.
- Revisiting why some areas are pulled out and separate such as modern languages, quantitative reasoning, CAR, scientific literacy. Can these be put into themed seminars? What’s expected to be taught across the curriculum? How do we avoid a “one and done” approach?

3. Task List for EPC

- Develop descriptions of the different themes for the themed seminars
- Charge a subcommittee to explore scientific literacy (Tom to chair)
- Brainstorm as a committee of the whole on the January week idea and then charge a subcommittee to develop it

- Survey faculty mid-January on senior thesis/capstone requirements in their programs
- Develop plan for getting student feedback and input
- Consider assessment elements including the use of portfolios
- Further develop the concept of the fourth-year multidisciplinary course

#### 4. Next Meeting

The first meeting of the second semester is currently scheduled for Thursday, February 3, 2011 at 9:30. However, it is possible that it will be changed at the request of a member of the committee.

The meeting adjourned at 9:58 a.m.

Respectfully submitted,  
Cindy Speaker, Associate Provost for Academic and Student Life