EDUCATIONAL POLICY COMMITTEE (EPC)

Minutes for the Feb. 18, 2009 Meeting

Present: Professors Ted Lossowski, Ernie Olson, C.J. Koepp, and Sandy Shilepsky; Student Representative Martina DiMeglio ’10; Dean Leslie Miller –Bernal, and Associate Dean Cindy Speaker; guests John Place and Dean of Students Anne Lundquist and former trustee Gail Kitch via phone.

The meeting began at 10:05

1. Approval of the Minutes.
2. First Topic = continued discussion of P. E. requirements = two questions: a) how they currently exist and b) how we might want to modify them.

-To begin, Anne Lundquist provided us with some background information and recent history.

-Blurring of the boundaries = we had recreation and sports and we tended to blur them together = this is a problem

-we actually have **three** separate things:

1. P.E. for credit (swim text, Wellness course, and 2 P.E. classes)

2. Varsity athletics

3. Intramurals and recreation (run out of Student Life)

**Discussion of Number 1:**

It was suggested that we either clearly articulate learning objectives of the swim text OR drop the requirement

At the same time, we could retain P.E. courses (including swimming classes) for P.E. credit but drop the requirement for graduation AND clearly articulate learning objectives for those courses

(at the same time, there was some verbal support for keeping the Wellness requirement)

The point was made that without a P.E. major Wells is in a bit of a “weird” place with its P.E. requirements

An additional point = P.E. is costly = some discussion of support for dropping swimming as a requirement (followed by some argued support for retaining the swimming requirement) & of cutting P.E. requirements as gen. ed. Requirements but keeping the more popular courses as electives

(**NO SUBSTANTIAL DISCUSSION OF NUMBER 2: VARSITY SPORTS)**

**Discussion of Number 3.**

At the same time as discussion of the possibility of dropping P.E. gen. ed. Req. there was some discussion of keeping Number 3: Intramurals & recreational activities.

Major point = these are popular and involve a high percentage of the students

**FURTHER DISCUSSION OF THE SWIM TEST**

-if we keep it = we need to “sell it” and articulate its place, purpose

-history = a swim test is a typical liberal arts req. since WWI

-imp. Of the swimming as a life long skill

BROADER QUESTION OF DROPPING ALL PE REQUIREMENTS

-Question = how would lessening of P.E. req. fit with a liberal arts education?

-Answer = there is lots of variety out there among liberal arts colleges

**PRESENTATION BY JOHN PLACE, CURRENT INSTRUCTOR OF WELLNESS, ABOUT THE WELLNESS COURSE AND ITS IMPORTANCE FOR WELLS**

Major point = the Wellness Class does a variety of good things that have short –term and long-term benefits

Learning about the body

Learning some simple tools for stress relief, better health, fitness

Learning how to use the rec. center

Learning the importance of physical activity

Learning how to adjust to college life

Learning that wellness is more than a lack of disease

Learning how to use exercise to fight obesity and a shortened lifespan

Learning how to have energy and be energetic

Arguments =

Wellness should be included in the mission statement

Wellness should be credit bearing

In addition, there should be a “life-long learning” academic credit tied to physical activity, broadly defined (examples = bird watching, working out at the rec. center w sign in and wellness journal, nutrition program with a weight loss plan, golfing, hiking, camping).

Develop more non-competitive activities

Make baby aspirin, vitamins, tea available on campus

Make sure campus is quiet so adequate sleep is possible

Have the Wells curriculum “tilt” toward highly functioning individuals

There should be inclusion of wellness counseling (for depression, unhappiness)

There should be ways to move the student toward physical activity programs

There should be the development of peer support groups for “healing” environments

(yoga, meditation groups run by “peers” and could be for credit)

**GENERAL DISCUSSION OF PE. GEN. ED. REQ. AND THEME OF WELLNESS**

IF Wells were to adopt any of the above HOW would it articulate or be part of the curriculum? Part of advising? Would this be part of the faculty’s role or outside of it? How would credit be given with ensured accountability?

Any of these ideas would need coaching, need a framework in order to foster positive thinking, good habits and practices

= SUMMARY = WE WILL KEEP WORKING ON THIS! IMPORTANCE OF THINKING ABOUT OBJECTIVES AND OUTCOMES FOR OUR DISCUSSION OF ALL GEN. ED. REQUIREMENTS

**UPDATES ON SUB-COMMITTEES OF EPC**

Formal Reasoning Sub-C. (S. Shilepsky Chair) has meet three times and is moving along nicely with a proposal.

English Lang. Writing Sub.-C (C. Speaker Chair) has also met more than once and has begun a full discussion.

Foreign Languages Sub.-C. (C. Ernie Olson) has not met yet but is scheduled to meet Thursday, Feb. 19).

Meeting ended at 11:00

Respectfully Submitted,

Ernie Olson