DRAFT Minutes
9/25/14
Educational Policies Committee

 *Members present: Tim Wandling (TimW), Melinda Milligan (MM), Patricia Kim-Rajal, Armand Gilinsky (AG), Tia Watts (TiaW), Nathan Rank (NR), Laura Watt (LW), Felicia Palsson (FP), Chiara Bacigalupa (CB), Elaine Sundberg (ES), Steve Winter (SW), Dennis Goss (DG)*

Called to order 11:05am
Approval of minutes from 9/11: Approved as submitted

Approval of Agenda: Approved as submitted

**Reports**
1. Chair of EPC--M. Milligan
    a. Follow up on taskforces and working groups for EPC
        i. Laura Watts, Nathan Rank and Melinda Milligan met and decided to ask for more clarification about Schedule 25 and classroom computer lab assignment policy from Dennis Goss
        ii. MM contacted Ann Steckle to get written clarification on her concerns regarding the online/hybrid course policy
        iii. Request from ExCom to develop a certificate policy: No time to do so this semester
    b. Request from Dean Merickle to certificates in pipeline for SEIE until the committee is formed and up and running
    c. Have been contacted by chairs of University Studies Curriculum Task Force (C. Works, S. Miller) to clarify whether their charge extend beyond University studies (UNIV) to other programs (ex. ITDS) that have no academic home.
    Discussion
    TimW: I think the primary job of that taskforce is to answer this question. It seems like we are not just asking that taskforce to create a curriculum committee but also department that addresses things such as staffing issues.

    MM: Yes, that came through. That if this is to be in charge of University studies then it really is more than a curriculum issue.

    FP: I think that this is something that does require some thought as to the structure and hiring. It is something that comes up every time this committee is discussed

    ES: It seems that developing the official charge should be the priority unless there is a pressing need to review proposals

AG: So what we want to know from EPC is whether this is solely for University Studies courses or should we be thinking about it as an expanded forum?

LW: It seems to me that the goal should be to establish a permanent committee for more than just University Studies rather than create a permanent solution for just one program.
ES: Last year the GSS did review the ITDS program at the graduate level. As far as the Career minors, I don't feel comfortable bringing this into University Studies.

TiaW: I was on the ITDS committee and there were a number of undergraduate students who were creating their own majors and a lot of interest in creating more defined interdisciplinary programs. I think that there is a lot of potential for this if we have more of a structure for ITDS. I would support bringing ITDS and Career minors into this.

MM: I think that this would not be about folding ITDS and career minors into University Studies. I think this would lead to a committee with a different name.

TimW: I think that I think we should create this structure for University studies and then ask specific programs if they want to bring their program in
MM: It sounds that the instruction from the committee to the taskforce should be to focus on curriculum only if pressing. It also seems that the consensus is they should focus on University Studies and then create a list of recommendations on how to handle the other programs.

CB: Do we consider issues beyond curriculum?

MM: I think that maybe you can issue a list of recommendations on how to address issues other than curriculum as part of your report.
TimW: I still want direction on whether we need to address staffing, faculty reviews, etc. It is not just a matter of whether we should focus on something besides University Studies.

MM: So the question is whether the taskforce should expand their charge to think about structure. Are you comfortable with expanding the charge for the taskforce to address issues like staffing, faculty reviews, hiring pools and other issues pertaining to structure?
- EPC recommends that committee only address curriculum if pressing and focus on creating a structure for University Studies and create a list of recommendations on how to handle other programs (ITDS, career minors)

**Information Item**
WGS 301: Queer Studies Lecture Series (C2, ethnic studies) to be run as experimental for S15 because of increase in class size

**Consent Item**
LIBS 209: Bollywood and Globalization (C1, 4 units, permanent)
- Approved as consent item

**Discussion**
### 1. KIN: Curricular Inactivity Options (S. Winter) TC 11:30
MM: Steven is here because of his inquiry on how to list certain portions of the Kinesiology program as currently inactive, not an officially recognized status. Since the first step of the discontinuation policy is to consult with EPC I asked him to join us.

SW: The issue is about two concentrations within the major, the PE and adapted PE concentrations, which make up about 3% of our major. We have been allocating 35% of our resources to serve 3% of students. Furthermore, the Dean has indicated that she would not approve a hire in this area. I think these concentrations should be discontinued rather than declared inactive. If we do nothing, it will just die a slow death because we would start missing reaccreditation deadlines.

TimW: I want to support what the faculty wants to do. What will happen to adaptive PE? Where can it be found in the area?

SW: I think Elaine McCuan is working with Carlos Ayala to make it an add-on certification to the credential.

TiaW: Do PE teachers have to have a certification in this field?

SW: They do at the high school level but they no longer need to have a single subject credential in PE to teach physical education.

TiaW: Based on that it seems unlikely that demand for this is likely to go up in the near future

LW: Like Tim I want to support what the faculty does. However I think that we are here largely because the "currently inactive" designation is not an official one.

SW: I think the faculty should have voted to discontinue. I realize the issue with the currently inactive status, which is why I am here to consult with EPC

ES: From the perspective of what we put out to the public, if we don't fully discontinue something, it is still listed as available.

TimW: I think the program discontinuation policy is intended to ensure that all stakeholders get to have a say. I don't know who else would be stakeholders for your program besides the faculty.

TiaW: It seems that putting it on hiatus would make it easier to bring it back in the unlikely event that PE certification requirements should be brought back. I want to ask Elaine what other campuses do.

ES: I am going to an AVP meeting and I can put this on the agenda. I imagine that everyone does it differently. My point is that I can't go into the catalog database and delete a concentration that is no longer being offered unless it goes through the formal discontinuation process.

AG: When EPC drafted the discontinuance policy I don't think we anticipated having situations like this. I think that what EPC should do is revisit the policy and decide, after Elaine gets back from AVP meeting, whether or not we want to have a status for programs that are in limbo.

MM: But even if we create that status internally it won't meet anything. We can't remove it unless it is discontinued.

AG: But you can hide it from the catalog.

ES: I just want to know when these things are happening and I think this committee wants to know

TimW: I think discontinuance is de facto happening given the changes you have made and so you should go ahead and discontinue formally.

MM: I think we need to follow the current policy. The recommendation would be to pursue discontinuation instead.
- EPC recommends that Kinesiology take steps to formally discontinue the PE and adapted PE concentrations

## 2. Schedule 25 (D. Goss) TC 12 (12:04)
MM: Dennis is here to get clarification on Schedule 25 and also on his request for a computer classroom policy. Last year ExComm authorized ACT and EPC to form a taskforce to gauge reaction from faculty and staff to the new scheduling software. Before EPC goes ahead with that we want your input and whether there is anything you want us to incorporate in the survey

DG: I think the software is working pretty well. It has brought to light the issue of lack of tech2 classrooms. As a result by next summer all classrooms will contain some kind of technology. We are also discovering that sometimes the cap listed for a room (based on square footage) is higher than the number of students that

the room can really accommodate.  We have had an issue where the program schedules classes back to back in the same room but I am going to address.

AG: Schedule 25 may be going through some growing pains.  Should we be surveying people now?  Are you likely to get a lot of ticked off and crying people?  Do we want to give the system and the departments a little more time to work things out?

**Various committee members ask DG specific questions about the software**

NR: Why survey?  What are we hoping to find out?

MM: I think the survey is to continue the dialogue and get feedback from the faculty and staff

NR: What if it is all complaints?

MM: Useful because it lets us know where the glitches are.

## 3. Computer Classroom Scheduling Policy (D. Goss)

DG: We have allowed to submit requests for computer labs by a certain deadline and then tried to schedule them manually.  However, the number of requests is increasing.  My issue is: If I can't fit everything in, how do I prioritize?  I need some input letting me know how these things should be prioritized.

NR: I had a class in a computer lab and I recall that the frustration was that people would book the lab for the entire semester early on even if they didn't use it everyday.  Does a class really need a lab all the time?

DG: Most of them are 50%.  There are some classes that, because they are labs, really need to be there all the time doing research

NR: Could schedule 25 be used for this?

DG: Sure but then it would be first come, first serve

LW: I wonder if knowing how/when courses need the lab would be helpful so that you can match them up to maximize access to the labs

TimW: I would suggest that DG get a group of heavy users together to write a guiding document and bring it back to us.

AG:  Since you are going to be doing a survey anyway, why not add that to the survey and report back?

NR: I think that we should be involved with that.  This problem will definitely grow

- EPC recommends that Dennis include a question about this on the survey and also get together an informal group of heavy users and bring the results back to us.

**New Business**
1. **First Reading WordPress Website Development Certificate (E. Sundberg for M. Weisman)**

ES: Proposed over the summer to be run next spring.  It includes a letter of support from the Dept. of Communication, where this certificate will be housed.  They will be sponsoring department and accept responsibility for hiring and review of program.  It is a non-credit certificate for 8 CEUs intended for community members and SSU students.

TimW: It seems like this would be incredibly popular among our students too, barring the cost.  Is it likely to be offered to them?

ES: I imagine that at some point, if it runs successfully in this modality, it could get incorporated into a school or department.

NR: Overall I think this is nicely put together. I do have a content question: The social media class had a service-learning component, will this one have that?

LW: My question does go back to the equity issue that Tim raised.  Are the provisions to create funding for those students who receive financial aid so that we don't create an elite group of students based affordability

ES: I think that would be a question for SEIE and maybe the Provost

TimW: I do think this is a valuable certificate and I think that students will want it but I am concerned about the question that Laura raised.  Not specifically for this proposal, which I approve, but that I think this is something we need to monitor

ES:  So what should I bring back to Merith?

AG: Please provide a glossary of acronyms.  Also, the learning objectives are the same as the sample syllabus

NR: Maybe some of the concerns about inclusion could be mollified by including a service learning component to the class so students have access to the knowledge.

Meeting adjourned at 12:51pm

Minutes submitted by P. Kim-Rajal