

UEPC

Minutes from meeting, March 14

Recorded by: Asbjorn Moseidjord

Reviewed by: David Gentry-Akin

Present: Norman Bedford, Ken Brown, Steve Cortright, Catherine Davalos, Sue Fallis, David Gentry-Akin, Charles Hamaker, Christa Kell, Asbjorn Moseidjord, Kathy Porter and Linda Wobbe.

Absent with notice: Cynthia Van Gilder.

I. Reports.

David Gentry-Akin accepted being the back-up minutes recorder. There were no requests for amendments to the minutes from the February 21 meeting. The Senate report was moved to agenda item VI. The Chair reported that he had been approached by CILSA regarding special studies courses offered by CILSA and had responded that CILSA needs to work closely with the new Core Curriculum Committee and its working groups to develop appropriate boundaries between itself and the regular academic offerings. The Chair noted that there may be issues here that will come back to the UEPC next year. The Chair has received proposals for experimental courses from Ethnic Studies and the Integral Program and expects to approve them. Linda Wobbe requested that experimental course proposals be forwarded to her as the library representative, to which the Chair agreed. The Chair reported having approved one individualized major in Human Ecology Economics. Lastly, the Chair noted that he would enforce the decision from the previous UEPC meeting: That final deliberations and voting on agenda items would be in closed session.

II. Department of Art and Art History: Revised Major.

Peter Freund presented a revised proposal, which is strongly supported by the Dean and the Department of Communication.

The UEPC was unanimously in favor of the proposal (vote: 11-0-0), but attached certain conditions. The UEPC would like to see the proposal modified as follows:

- (1) That a learning objective be inserted to the approximate effect that students learn to access and appropriately evaluate relevant, outside information.
- (2) That the Department specifies lower division requirements for upper division courses, as appropriate.
- (3) Art 175 should be considered a first time course and not go into the Catalog as a permanent course until it has been taught once. This should be made explicit in the proposal.

(4) Revise the Transition Guidelines on pp. 10-11 of the current proposal such that implicit promises to students are not violated (e.g., that they can fulfill their requirements for the major under the requirements in the Catalog applicable when they entered SMC.) Of particular concern here was the role played by ART 80

The intent of the UEPC was to avoid the proposal again appearing before the Committee, since this would delay the Catalog modifications by a year. As a result, the Committee asked that the Department submits a revised proposal for approval to an ad-hoc committee consisting of Asbjorn Moseidjord (as the Chair), David Gentry-Akin (as the Vice-Chair), and Steve Cortright (as the Senate Liaison).

During the debate regarding the revised Art Major proposal, a process issue arose: Whether it is appropriate for new courses integral to a proposal for a program revision to go into the College Catalog immediately, i.e., before it has been taught for the first time as an experimental course. In the case of the Art Department proposal, the decision was to not allow this (see item 3 above). The Chair noted that he would bring this issue back for further discussion and a formal vote prior to reviewing the next proposal where this issue is relevant.

III. Guidelines for Individualized Majors.

The proposal was presented by Vice Provost Sweeney.

The proposal, dated September 30, 2010, was amended as follows:

(1) Under the heading "Proposed Catalogue Changes:", the reference should be to the Registrar's website, not the UEPC website.

(2) Under the heading "APPROVAL PROCESS", add a sub-clause to the third item to read: "The student submits the proposal, attached to a "Petition for Special Action" to the Office of the Registrar, normally no later than the beginning of the junior year."

(3) Under the heading "PROPOSAL GUIDELINES", item 5, replace the word "discipline" with the word "field" wherever it occurs.

To be very explicit, the intent of the first amendment was to place the guidelines on the website of the Registrar's office, and not on the UEPC website.

The proposal, as amended, was unanimously approved (vote: 11-0-0).

IV. The Mathematics Department: Proposal for Two Permanent Courses.

The proposal was presented by Kathy Porter and had been given strong support by the Dean.

As clearly stated in the proposal, the intent is to make permanent two courses (Math 002 and Math 012) that are designed to help students with math skills below those normally expected at college entry. The courses help students succeed in taking

other math courses (including those that satisfy the Area B requirement), thereby also helping student retention. As a result, the courses clearly satisfy a need that some students have.

Some members of the Committee expressed concern, however, that a course with a content normally covered at the pre-college level would earn college credits for the students taking them. This would seem to undermine the academic content of the college degree and, consequently, the quality of the education provided to the affected students. When this issue was raised, it was noted as a counterpoint that English 3 falls into the same category, but nevertheless yields college credit.

The issue of whether or not to grant academic course credits for these two courses was the only issue of contention during the Committee review.

The Committee voted to support the proposal from the Math Department, without amendments, with 6 in favor, 3 opposed, and 1 abstaining.

V. The Economics Department: New Concentration in Sustainability Studies under the B.A. in Economics.

David Gentry-Akin was the acting chair during the review since the proposal was presented by the regular chair, Asbjorn Moseidjord. The proposal had received strong support from the Dean.

The sustainability concentration aims to provide a multi-disciplinary approach to studying issues of economic growth, ecosystem stability, and social justice. It has a strong economics core, some foundation in science and reaches out to integrate courses with a social justice emphasis.

No amendments to the proposal were offered. The Committee voted unanimously to approve the proposal (vote: 10-0-0).

VI. Continued Processing of the Core Curriculum Learning Outcomes and Rationales.

At this meeting, the Committee only had time to address assignments from the Senate relating to the first four learning goals – Habits of Mind. The Committee had in its possession two documents: A March 3 report from the CCIC with the subject line “Critical Thinking – Round 2” (hereafter referred to as the “*CCIC Report*”) and a February 16 report from Steve Cortright, Senate Chair, with the subject line “Adoption of the Core Curriculum Learning Outcomes and Rationales” (hereafter referred to as the “*Senate Report*”)

In the interest of avoiding being excessively formal, the action of the UEPC can be stated in simple terms as follows:

The UEPC determined unanimously (vote: 9-0-0), that the language reported for consideration in the *CCIC Report* satisfies the request for proposed language contained in the *Senate Report*.

By making this determination and forwarding the *CCIC Report* to the Senate, the UEPC also fulfilled the Senate's charge regarding this matter.

Having made this determination, the UEPC proceeded to discuss the merits of the issues to provide guidance to the Senate. The following three motions were proposed, seconded and received votes as indicated:

(1) The UEPC recommends to the Senate adoption of the developmental language contained in the *CCIC Report* for all four Habits of Mind learning goals.

The motion was approved with 7 votes in favor and 1 opposed.

(2) The UEPC recommends to the Senate the addition of the term "their own" to the second outcome of the Critical Thinking learning goal.

The motion was approved unanimously (8-0-0).

(3) The UEPC recommends to the Senate the approval of the language in the *CCIC Report* relating to the role of formal logic in the Critical Thinking learning goal.

The motion failed unanimously with 0 in favor, 6 opposed, and 0 abstaining.

Having lost the quorum, the meeting adjourned at 6:45.