

EDUCATIONAL POLICY AND CURRICULUM COMMITTEE MINUTES

Tuesday, March 18, 2008

12:40 - 2:00pm

109 McNeill

Present: Chair Mark Juffernbruch and members Kedron Bardwell, Debra Czarneski, Mark Gammon, Mike Hadden, Justin Nostrala, John Pauley, Steve Rose, Murphy Waggoner, Steve Griffith (ex-officio), and Walter Pearson (ex-officio).

Absent: Virginia Croskery, John Bolen (ex-officio), Gwen Schroder (ex-officio) and student representative.

Guests: Cheryl Gravett, Patricia Calkins and Sharon Wilkinson

Chair's Report:

A motion was made to approve the minutes from the EPCC meeting on February 26, 2008. The motion was seconded and passed unanimously.

New Business:

The EPCC committee discussed the proposals from the World Language and Culture Studies Department with Patricia Calkins and Sharon Wilkinson. The discussion of this proposal covered the following topics:

- The teaching rotation outlined in the French and German proposals are for one full-time professor in each discipline and an adjunct who will teach about two courses a year.
- The capstone course is proposed as a way to help students transition back to life in the United States. Students in all languages would participate in a capstone course together. Students will be asked to make connections between their travel experiences and their studies at Simpson College. During their time abroad, students will be collecting items for a portfolio that may include guided writings, evidence of cultural experiences, and journal entries. They will organize their portfolio once they are back at Simpson.
- Would students who travel abroad during their senior year be able to participate in the capstone course? No, but very few students wait until their senior year to participate in a travel experience.
- Would the capstone course be better for students if they participated right after returning to Simpson rather than during their senior year? Actually later is better for the students because they will be asked to reflect on what they did while abroad and how their lives have changed because of the experience.
- What about assessment? Currently students take a test before and after studying abroad for assessment purposes. Is it a language or a cultural test? Language.
- The German major currently has a 15 credit study abroad requirement. Spanish and French currently require 3 hours of study abroad. These proposals would change the requirement to twelve hours in all three majors.
- Could a non-traditional student get a major in Spanish, French or German? Yes, an alternative way to fulfill the travel requirement can be negotiated. For instance, a student could find an internship in Des Moines that involves an immersion in language. This would not be an equivalent experience, but would be an option in certain circumstances.
- The proposed changes do not impact the Cornerstone program and there will be no changes in the number of sections currently being offered for non-majors.
- How do these proposals affect Spanish 215 and Spanish 216? Spanish 215 will now be offered as a May Term course, but does not count towards the Spanish major. Spanish 216 is only taught in Spain.

- The proposed one credit or 1.5 credits courses will allow students to take at least one course per semester in their major and to concentrate on a particular topic. For instance, a music major may be interested in taking a course that focuses on pronunciation.
- Are these changes modeled after a particular program? No. Sharon was involved in curriculum changes before coming to Simpson and so several ideas came from those discussions.
- The catalog should specifically state that competency must be satisfied to begin the major to avoid hidden prerequisites.
- Will these changes cause hardships for education students? Actually these changes are being made to help education students so that they can reach the required proficiency for licensure.

Patricia Calkins and Sharon Wilkinson left the meeting. A motion was made to pass the proposal. The motion was seconded and passed unanimously.

The EPCC committee discussed how to proceed with the LPWG proposals that were put on the 28 day waiting period at the last faculty meeting. The discussion of this proposal covered the following topics:

- EPCC is going to recommend that the faculty vote on each LPWG proposal individually. Mark handed out a document that will be sent out to the faculty this week. This document contained an introduction, the original six LWGP proposals, amendments to proposals 1, 3, 5 and 6, and a clarification on what voting yes to a proposal means.
- Proposals 5c and 6 are administrative decisions, but knowing the will of the faculty will help the administration with these decisions.
- Dean Griffith plans to call a special faculty meeting to deal with these proposals on a day and time in which all faculty members can attend. To avoid canceling classes, the meeting will be scheduled during the afternoon of Campus Day.
- Proposal 5c was clarified to specify that the break inserted will be longer than the current break.
- Voting on the proposals individually will allow committee members to see where the faculty stands on each particular proposal. Also, it will allow for a more focused discussion.
- EPCC will hold an open meeting on Tuesday, March 25 at 3:30pm to discuss these proposals. Mark asked that as many committee members as possible attend the meeting.
- Mark will send out the document as well as the original proposal to all faculty members by the end of the week.
- Should clickers be used for voting? Should we use a voice vote? Should we use a paper ballot? A voice vote will make it difficult to determine the number of faculty for and against any one proposal. Since there may be amendments from the floor, should we have a power point going so that everyone can see the current wording of each proposal before voting? Yes. Should CNC be asked to run the voting? Yes.

Adjournment: The meeting adjourned at 2:00pm.

Next Meeting: Tuesday, March 25, 2007, at 12:40pm.

Submitted by Debra Czarneski