



M E M O R A N D U M

TO: Educational Policies and Programs Committee
FROM: Jodi Shepherd (secretary du jour)
DATE: March 5, 2020
SUBJ: EPPC MINUTES March 5, 2020, Kendall Hall 207, 2:30p.m.

Attendance

Present: Adamian (Miller), Allen, Altfeld-Fisher, Bailey, Buffardi, Connolly, DeForest (Wyrick), Grassian, Gray, Gruber, Hammer, Hostetter-Lewis, Lau, Medic (Ford), Millard, Paiva, Peterson, Ramirez, Schartmueller, Seipel, Shepherd (Horst), Widgay

The meeting was called to order at 2:31.

1. Minutes for February 20, 2020 Minutes were approved without any changes. [\[Attachment 1\]](#)
2. Agenda for March 5, 2020 was approved without changes.
3. Discussion Item: General Education Minors Part 1: Overview, Broad Discussion, and the following draft GE Minors:
 - Health and Wellness
 - Innovation, Design, and the Arts
 - Race, Ethnicity, and Sovereignty
 - Science, Technology, and Society
 - Sustainability and Climate Change
 - Gender and Sexuality

Guest Presenter: Dr. Jason Nice, Chair, Curriculum Advisory Board

Discussion: Chair Allen explained that the documents had not been changed because CAB had not yet met to discuss the previous feedback. Jason Nice announced that CAB subcommittee will meet at 2:00 PM on Friday, March 6 in SSC 122 and everyone is welcome. The next full CAB meeting will be on Tuesday, March 10 from 12-2 when they will vote on the proposed minors.

Allen said she had some questions to talk about that she would use to open the discussion.

Questions:

- How are CAB members selected to serve on the subcommittee?
 - CAB is a large committee, only Pathway Coordinators receive compensation, and the subcommittees were a series of meetings which Coordinators were required to attend at least one. The coordinators had to be at one of the meetings and anyone else who could attend were welcome, they were open to Senate, and anyone else who was interested. It was not an exclusive subcommittee. It was just the coordinators had to be there. The subcommittee worked through the proposals to create the minor courses.

- Do EPPC members feel that CAB should try to avoid duplication across academic programs in the GE minors? (Follow up of 50% guiding principle which was a recommendation from the GE 5-year review external reviewer and the Provost's office)
 - Discussion: How would this be enforced if majors/minors changed over the years? Would GE minors have to be reevaluated annually if major or minor curriculum changed and overlapped too much with GE minors? What is the purpose of having a minor that overlaps 50% or more with another academic program? Is 50% a hard number? If GE does not adhere to the 50% rule, then a rationale should be provided as to why the minor did not follow the principle. Would new minors need to ensure they did not overlap by 50% with GE minors?
 - Overall: EPPC agreed that minors that just duplicate others on campus are not appropriate; however 50% should not be a hard and fast rule and there should be flexibility in the application of this guiding principle.
- 4. CAB would like clarification of this sentence regarding GE Interdisciplinary Minors and its intent: "The curriculum of each interdisciplinary GE Minor shall ensure that students will meet the USD and GC requirements, as well as least one upper-division W course, completing any GE Minor."
 - Discussion: A situation has arisen where a department offers a GE course in a minor pathway that is a W course, and the department also offers it as a non-W course. Students who take the course to satisfy their GE credit need to take the W course. This is the only W course in the upper division Pathway Minor. The department sees it as the student's responsibility to ensure they are enrolled in the correct course. Both "shall ensure" and "will meet" were discussed; what is the responsibility of the pathway minor to ensure that students meet this requirement within the minor? It may be the case that this course would be removed from the pathway minor if the department had to offer every section as a W course. Students would prefer that the Minor has all of the necessary requirements to attaining the minor. Advising would need to be done to help students get into the correct section, and Smart Planner could be helpful with this issue.
 - Overall: The overall terminology for this statement is understood as the minor will meet the upper division W in the minor.
- 5. How did the enrollment management projection for campus factor into the proposals about the minors in the courses?
 - Discussion: Enrollment management can assist with projecting course enrollment to assist in determining sections needed. CAB followed the process of EM 19-021, which includes enrollment management, for issuing a call for courses. CAB took this consultation very seriously, though during a senate information item on January 30, Senator Ford suggested alternate forms of EMAC consultation in future years, which CAB will explore before starting the next annual process. However, EM 19-021 didn't include enrollment management in the GE Minor implementation process, and therefore it played no role in the proposals about the minors and courses.

General comments regarding the minors (these topics were discussed during specific minor discussion, but applied to the overall GE Minor conversation).

- Website: Question about "Courses may include a focus on" and bullet points listed under each minor. The purpose of that wording was to help departments align their courses with proposed minors. Student Learning Outcomes are to be determined after courses are determined.
- Question: are students told which minors are the most impacted and which are not so they can make an informed decision about how many other students are in their pathway minor? Advising said they inform students which are the most popular.
- How are gaps being filled? CAB put out a call for courses to fill the gaps and CAB followed up at the college level. Programmatic needs requests can be made, but it is still left for departments to put courses forward.
- The lack of courses in minors was due to the lack of proposed courses for those minor.
- What is the purpose of the 50% guiding principle in action/reality for the GE minors? The discussion related to the purpose and intent of the minors; are the Student Learning Outcomes

of two similar minors also similar or is the intent of the minors and the curriculum different enough?

- CAB still needs to assign courses to the upper division Pathways.

Six GE Minors were discussed:

Health and Wellness:

This is currently the most impacted minor.

Is the curriculum taught in Healthy at Every Size reflected in other courses in the minor? Ideally all instructors/curriculum is up to date. Every 5 years GE courses are going to be reviewed (in addition to Student Learning Outcomes Assessment).

Suggested course additions to this minor:

- Psychological approach to wellness and health.

Innovation, Design, and the Arts:

Suggested additions:

- Innovation through process or thought? No such courses were proposed addressing these topics.
- Design thinking
- Psychology and/or Philosophy
- Engineering

Many of the electives are art in the minor. When the minor comes back to EPPC, there might be an Engineering course added to this minor through discussions with Engineering.

Could an Innovation course (TECH 180) also go into this minor? There is a general agreement that there should be more options in each cell. Finding lower division courses for each pathway was not easy.

Race, Ethnicity, and Sovereignty

Students take two of three courses in Area D, and they choose which of the three areas to focus on. CAB felt like it was an eloquent or elegant solution. Thinking about our major constituencies of students on campus and having to choose which ones to include in the minor to include these three groups, this allow students to choose the two that they wish to focus on at the lower division.

Sovereignty was described by Amber Noel-Camacho, Tribal Relations Specialist, and she highlighted the importance of bringing sovereignty into the curriculum for the acknowledgement and study of Native Americans as a sovereign people and nations.

Additions:

- Addition of Asian American Studies
- Recreation parks management, park lands, and the history of accumulation of native lands in the United States.

Science, Technology, and Society

Courses seemed to lack scientific theory. The courses proposed for this minor made it difficult to include courses that supported such curriculum and why BIOL was included.

Sustainability and Climate Change

There are only 6 courses in the minor. There may be revision when it comes back to EPPC. These are the most of the courses that were proposed to consider as additions.

Suggested added courses/curriculum

- Social justice
- Cultural diversity
- Connection to health and wellness
- Environmental Science
- Environmental Politics (not proposed for this minor, but it's a great class)
- Sustainable Manufacturing

Seems to be GEOS heavy.

Gender and Sexuality

Sexuality Diversity is a current minor in MCGS. Should the duplication guiding principle apply to the GE minor?

Considerations:

MCGS would like to restructure their major/minor, but it has to pass BSS curriculum committee before it could be restructured, which will take time and is not guaranteed.

What is the overall purpose of the GE pathway minor?

- Students to get an experience that is cohesive.
- Underlying objectives of GE minors can be very different even though the titles are similar.
- Reviewing the content can demonstrate differences in the minor.
- Exposing students to other options from outside fields while getting GE could be beneficial.
- Students could (should?) get the minor from the department.
- Student learning outcomes should/could be different between similarly named minors.
- Could there be a different name?

Should we have two minors (or majors) that address very similar topics and learning outcomes. What is the key difference between Sexuality Diversity and Gender and Sexuality?

This may come back to EPPC after CAB reviews it.

4. Action Item: New Option in Business Analytics in the Bachelor of Science in Business Information Systems (BSIS) Guest Presenter: Dr. Dalen Chiang, Chair, Department of Business Information Systems

Changes to the proposal summary and discussion:

- Daniel (Grassian) sent seven questions to Dr. Chiang. The proposal was clarified to address the questions raised. Changes to the proposal answered the questions and lead to further discussions with Daniel and the Dean's office. Daniel acknowledged and appreciated the updates and changes, and he is satisfied with the document.
- Addressed that some classes in the first couple of years were under the full capacity level; currently they are at 30-35 and can go up to 44. Dr. Chiang said that lectures could be used, such as ITSS employees for technical courses, if more faculty are needed.

- In the curriculum section page 9, the units are listed as 72 but do they really add up to 75?
- Has the department which oversees the Certificate for Data Science been consulted? They are supportive; however Data Science Committee has not talked about it. The chair of the committee, Robyn (Donatello), has not been contacted about it but the committee has reviewed some of the courses. Better coordination is needed. This question will probably come up at Senate, and it would be helpful if there was an email from the Data Science Committee that they were in support. The steering committee has not met this semester. Mahalley will make sure the committee is aware of the proposal going to senate.

5. No Announcements.

6. No other.

7. Adjourn- meeting was adjourned at 4:07 pm by Chair Allen.

