

12-8-2015

## Minutes, December 8, 2015

Follow this and additional works at: <http://digitalcommons.augustana.edu/epc>

---

### Recommended Citation

"Minutes, December 8, 2015" (2015). *Educational Policies Committee*.  
<http://digitalcommons.augustana.edu/epc/18>

This Governance is brought to you for free and open access by the Campus Governance at Augustana Digital Commons. It has been accepted for inclusion in Educational Policies Committee by an authorized administrator of Augustana Digital Commons. For more information, please contact [digitalcommons@augustana.edu](mailto:digitalcommons@augustana.edu).

Educational Policies Committee  
12/08/15  
4:30 p.m., Old Main 127  
Meeting Minutes

**Present:** Faculty: Tim Bloser, Dave Dehnel, Ellen Hay, Ann Ericson, Reuben Heine, Taddy Kalas, Vicki Phipps, Forrest Stonedahl, Shara Stough  
Students: Allan Daly, Samantha DeForest-Davis, Jacqueline Jastrzebski, LaDonna Miller, Christopher Saladin  
Ex Officio Members: Wendy Hilton-Morrow, Brian Katz

**Guests:**

**Absent:** Liesl Fowler,

**Start Time:** 4:33

**End Time:** 5:06

- I. Approval of Minutes from 12/01/15  
*Minutes weren't posted so approval will be held over til next week.*
- II. Continuing Business
  - A. Exam Week Policy  
Supporting material: memo from Shara  
  
*We will wait to do this at a future meeting.*
- III. New Business
  - A. New Latin American Studies Course: LTAM 320 Citizens and Residents in the City: Exploring U.S.-Latin American Relations and Human Mobility Through Cultural Expression [PS, D]  
Supporting material: Recommendation to add form, syllabus, PS and D approval forms, LC approval form  
  
*Discussion/Questions:*
    - *Gen Ed has approved all learning perspectives.*
    - *Code changes were made to differentiate courses taught in English vs the Language and if they are not literature.**Taddy Kalas moved to approve LTAM320 and was seconded by Chris Saladin.*  
***Motion Carried.***
  - B. New Liberal Studies Courses: LSC 350 Comprehensive Learning Portfolio and LSC 351 Learning Portfolio: Experiential  
  
In 2014 we approved a pilot one credit course for students to work with a faculty member (with input from a non-academic staff member) to create a learning portfolio. Mike Egan now wants to expand that pilot program into a learning community

consisting of a three credit course (351) with a faculty member and a one credit course with a staff member. The proposal is pending before the General Education committee, but given its uniqueness and complexity, I (and BK) think it makes sense for EPC to take a look at it at this point.

Supporting Material: Recommendation to add course forms, syllabi, LSC 350 proposal, and Response to Gen Ed questions on the LC (Note: I recommend starting with the LSC 350 proposal document.)

*Discussion/Questions:*

- Is it worth 3 credits? Is reflecting on your experience at Augustana an appropriate use of 3 credits? It takes away from other offerings.*
- The portfolios are definitely worth more than one credit worth of work. There are a significant number of reading assignments with associated writing assignments. Can't make the work less intensive or you won't accomplish what you're supposed to.*
- The professors that have worked with students doing this have no problem seeing this as a 4 credit course. It is significant work even with a very strong student. This is bringing together the foundation of what we think is important.*
- This is not housed in a dept. If we have a 4 credit learning community that is not housed in a department there has to be good rationale for it.*
- It should only be offered to juniors and seniors. You can't reflect if you haven't had enough experience. The use of the Christian Traditions pre-requisite for this purpose is awkward. The prerequisite could say junior standing or permission of instructor.*
- Can this be attached to a senior project?*
- Questions were raised about the designation as a Learning community (which is before the General Education Committee).*
- Academic and extracurricular combinations...we have models like this out there already. The students reflect on all classes and experiences so there is a wide range of different areas for the learning community.*
- LC stretched out over a whole year is not attractive to students.*
- You need a whole year to get the volume of work done. It is 10 - 3ish page papers that use very different kinds of artifacts than what students are used to using and they are time consuming to write and even more time is needed to upload.*
- The reason it was 0 credit was because most of the over achieving students couldn't fit more into their schedule, and they were the ones interested in it.*
- Staffing implications. What will the real impact be?*
- Faculty in some departments are going to have to reinvent themselves to stay within the budget. Perhaps this will be an opportunity.*
- How many classes can you take that are portfolio driven? Maybe we need to define portfolio.*
- Should there be a limit to the number of LSC courses taken?*
- The grading system, with the student determining the weight to give to particular assignments, was discussed.*

*– This is an innovative approach. Student may not have felt that they grew very much in a certain learning outcome, therefore do not have much to say about it, so they shouldn't be penalized for it.*

***Let's convey some questions/concerns to Mike Egan.** This is not a statement of position by the committee but questions that were raised that could create a dialog.*

*Respectfully submitted,  
Julie Olinger*