

## **Educational Policy Committee Minutes**

February 8, 2017

**Present:** Renata Jackson, Sarah Greer, Janine Hawley, Bland Wade for Kjersten Lester-Moratzka, Erin Morin, Krystyna Puć, Christia Thomason, David Winkelman, Abigail Yager, David English, Karen Beres

**Guests:** Dean Wilcox, Susan Ruskin, Rebecca Nussbaum

**Minutes:** Jackson asked for a motion to consider the minutes of the January 25, 2017 meeting. Winkelman made the motion, Puć seconded the motion. Brief discussion followed and the minutes were approved as amended.

**Business:** Jackson returned to the motion on the floor that the committee endorse the revision of the common core to 30 credit hours with the addition of a 1 credit hour capstone course. Jackson stated she wanted to open the floor with Morin's questions (which we could not address in the January 25 meeting due to time constraints). Jackson said that she has had conversations with Winkelman, Puć, and Wilcox about the capstone project (CP) since our meeting and there are some options for the CP that were not clear from how the CP was described in the proposal. With that frame established, she opened the floor for discussion.

Morin asked what the Division of Liberal Arts (DLA) was going to do with transfer students who have already completed the majority of their general education requirements. Wilcox replied that it is difficult to answer that in specific terms because every transfer student is different. He said that part of the question revolves around the CP: a suggestion was made that if somebody came in and they were already done with their general education the CP would probably not be necessary. If somebody came in without transfer credit for the first year it (the CP) may be necessary. Wilcox stated they would have to deal with these students on a case by case basis—which is the same procedure they use for other required courses when transfer students come in. Jackson stated that this would be the case if the CP was a 1 credit hour course that “lives” in DLA which, she said, she has found out that might not need be the case. She asked Wilcox to discuss that. Wilcox stated that he has said that we need something at the end of their career here. He stated that DLA doesn't need to own it, it doesn't need to be credit bearing. We need an artifact (and it doesn't have to be identical across the campus) but if Film and Music are doing something and nobody else is, it doesn't do us any good. Wilcox said that what he was hearing from other areas is that it is possible to build that into projects that already exists. Wilcox stated that that was fine, as long as they get an artifact, and the reason to propose the CP was so the discussion could take place. Jackson stated that in her communication to her colleagues they all understood the value of, and the reasons for, the CP. Their question was should it be credit bearing and that it doesn't need to live in DLA. Jackson likes the idea of developing an institutional means of gathering this information. She would like, as the Chair of EPC (an advisory committee to the Provost), to ask the committee how we feel about working together with the CP committee to come up with another solution that is university-wide. She asked if the CP could be separated out from the proposal for a 30 hour core. Discussion

followed on the subject of what a CP might look like, and the question of assessment, and the articulation agreement. Wade stated that Design & Production (DEP) faculty will not support any CP for credit, and they think that if an assessment is there it should be within DEP. Jackson asked if DEP had discussed any other kind of CP-like assessment (be it uncredited or not). Wade replied that they cannot come to an agreement at this time.

Jackson asked if there was anything else the committee would like to add to the conversation about the motion for the common core. Wade stated that DEP still has an issue with the full year Art History and Theater History courses not being part of their [student's] DLA requirements. Wade stated that the proposal is that they could substitute those courses as their open electives, however, he said that there are not enough open credits to cover those courses, so DEP would have to add 9 additional credit hours to current curriculums to get those courses in. Winkelman stated that the situation is analogous for vocal students in the School of Music: they are currently at 39 credits and will have to stay there to take the language courses they need. Winkelman stressed that it is important not to conflate DLA, and the courses they teach, with the common core. They are not the same thing and it is an important conceptual distinction to make: there are 30 credits that the Southern Association of Colleges and Schools (SACS) requires to be common. This does not mean that students could not, and should not, take more credits. But those credits must be outside of the common 30 (and the funding model for those 30 credits). Jackson stated that the School of Filmmaking (SOF) is in favor of the common core, but they do not want their students to stop there; and they have made a request to the Provost for institutional funding. English stated that it is critical that we figure out a general education committee, or taskforce that would exist in perpetuity outside what we have now— which is essentially DLA (which is an administrative structure, a faculty of expertise). This area is carrying all responsibility for general education, with no inclusion of faculty from the Arts Schools, when the general education is truly a part of the major. So, segmenting those out is important, and the key focus in looking at the SACS intent. English shared the following from SACS:

“In order to promote intellectual inquiry, general education courses present a breadth of knowledge, not focusing on skills, techniques, and procedures specific *to the student's* occupation or profession.”<sup>1</sup> (Emphasis in the original)

English said that it has been a bit of a rub when we have had courses that we consider pre-major, or pre-professional, essentially included as a part of general education. The SACS language, which is drawn from national conversations amongst faculty and administrators, states that general education should be agnostic to a certain extent. It (general education) is intended to help the student as a critical thinker and a strong communicator, etc. which in turn supports the pursuit of a specific field of study. This is a different conception for this institution.

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<sup>1</sup> <http://www.sacscoc.org/2015aorientation/Handout1.pdf> accessed 20 February, 2017.

At the conclusion of this discussion Puć withdrew the motion on the table. She then made a motion that the committee endorse the common core of 30 credit hours as described in the DLA proposal (e-mailed September 2, 2016) **without** the capstone project, that will form the general education portion of the bachelor's degree. Hawley seconded the motion. After brief discussion of curricular model requirements Jackson called for a vote. The motion passed 7-1 with DEP voting against the motion.

Brief discussion followed on how to move forward on the question of the capstone project. It was noted that it is very important that there be sustained and focused conversation on this issue. English suggested that the Quality Enhancement Plan (QEP) representative from each School also be involved in this discussion, as there are many areas of overlap between the current QEP and the CP. It was decided that there was no need for a motion, as Thomason pointed out that credited, or un-credited, whatever is ultimately decided will come back to this committee (either as a course proposal or as an addition to the language of the Bulletin for example). Jackson then concluded discussion and moved to the next matter on the agenda.

Jackson moved that the committee endorse the EPC-3R Proposal for Revised Curriculum for the MFA Film Music Composition concentration. Winkelman seconded the motion. Jackson explained that this revision corrected an error in the number of credits for the concentration from 57 to 56 credits. Jackson called for a vote on the motion. The motion carried unanimously.

Rebecca Nussbaum joined the meeting to discuss Service learning (her PowerPoint presentation was e-mailed to committee members on 24 January). Nussbaum told the committee that it has become clear that there are expectations from UNC-General Administration (GA) that there be active engagement happening between UNC institutions and the community. She would like to look at designating two to three courses as service learning courses to serve as a pilot project next year. Jackson asked her to explain what service learning is. Nussbaum stated that, as the PowerPoint explained, to be designated a service learning course there must be a component within the course that is connected to some sort of community service. The service can be for people, or animals, or the environment, or an organization, but it must be embedded in the practice of the course. Jackson asked her which courses they are considering. Nussbaum replied that there is a course in DEP that makes wigs for cancer patients. This is, she said, a perfect example—the course itself is learning how to make wigs, and then using that as applied knowledge to make wigs for the cancer patients. She said they are also considering a course on erosion taught in DLA. Nussbaum stated that one piece of the experience which may need to be adjusted is reflection: there must be intentional reflection on the service experience built into the course. The balance of the discussion focused on how the service learning component would be designated in Banner and the proper avenue to present the courses for designation to the committee. Morin will test the application of attributes in the Banner system, and Jackson requested that EPC-2 Proposal for Change in Existing Course forms be submitted to her before the deadline for our February 22, 2017 meeting.

Meeting adjourned at 1:55 PM.

Respectfully submitted 20 February 2017  
Christia Thomason  
Educational Policy Committee Secretary