**College of Arts and Sciences – Educational Policy Committee**

Gasson 105 – *Thursday February 6, 2014*

**Present:** David Quigley, Bill Petri, Michael Martin, Tom McGuinness, Rudy Hon, Kathy Dunn, Tim Duket, C-K Cheung, Amy Boesky, Rory Browne, Luke Jorganson, Gerry Easter, Chris Maxwell, Charlie Gallagher, Kate Lavelle (student)

I. **Dean’s Introduction:** The meeting was called to order at 4pm by David Quigley. First order of business was to fill the seated vacated by Franziska Seraphim, due to a scheduling conflict this semester and to introduce Charles Gallagher from the History Department who has agreed to fill the vacated seat. The Committee subsequently unanimously voted to appoint Professor Gallagher to the EPC for the Spring semester of 2014. David Quigley also announced that the Environmental Studies major had been approved by the Interim Provost and President, and that there have been several departmental requests to hire faculty in areas relevant to environmental studies.

II. **Approval of the minutes November 21:** was deferred to give members additional time for review.

III. **Report from Academic Affairs Subcommittee on the Theatre Minor:** Tim Duket provided an initial context noting that Boston College had 19 interdisciplinary minors, 29 departmental minors (one in CSOM) and 3 in SOE.

The subcommittee met at the end of January (Tim Duket, Akua Saar and Kathy Dunn) to review the minor. The consensus was that the minor is a good idea, solid academically and meets all of the A&S requirements. With 21 credits that include upper level courses, the minor is essentially a half major. While the committee strongly endorsed the minor, there were four areas or questions that needed clarification. These questions were sent to Scott Cummings, the department chair. The questions (Q) and the Chair’s response (R), as described by Tim Duket, are noted below.

Q: Why is the minor more than 18 credits?  
R: The major is larger than normal and they want a strong minor. The minor also includes production labs in which the Department counts on having these students participate (many of them are the current “shadow” majors).

Q: Clarify the statement in the proposal that indicates that “net student gain” is one of the objectives.  
R: The Department is expecting a net gain of students officially associated with the department, codifying the current participation of the shadow majors – those students participating in theatre activities, but not officially engaged in a degree program. It was noted that 50% of the theatre majors are double majors, and that there has been a decline in recent years in the number of theatre majors. While both double majors and shadow majors may become minors (perhaps reducing the total number of majors) the ability now to minor in theatre should potentially result in a net gain of students officially associated with the program.

Q: How will staffing be impacted by the minor?  
R: Since the minor sits within the current structure of the major, the Department expects its current staffing to be able to handle any additional students. In terms of long-term growth, space may be the more limiting feature, not staff.

Q: Will there be enough production labs?  
R: The Department needs more students for its productions, thus they are not worried and don’t anticipate any problems.

General discussion followed, starting with the question about why now? Luke Jorgenson explained that much of this came out the Department’s self-study and the External Review Committee which both noted the minor meets student interests and fits well with the increasing arts opportunities at Boston College. The timing seems right for a Theatre Minor. On the subject of total number of majors, Luke Jorgenson thought about 12 per class, with a total of 100 students participating in the program – officially and unofficially. DQ noted that there had been a 15-20%
decrease of theatre majors in the last three years, and that a theatre minor compliments the course of study in many other majors.

Tim Duket made a motion to approve the Theatre Minor, which was seconded and approved unanimously.

IV. Report from the Honors Subcommittee on the proposal from African and African Diaspora Studies (AADS) for a for-credit Cooperative Education Opportunity. In previous committee discussion, there was much concern about the lack of structure and accountability with the proposed program of study. CK Cheung presented an update to the ADDS proposal which has been revised to fit within the structure of a 3 credit seminar course, with a related off-campus experience. A proposed reading list is not yet available, and will ultimately depend upon the specific majors of the enrolled students. Discussion highlights are as described below.

- Previously, the EPC was asked to approve a new course format. Now with the revision, the proposal is in line with a traditional 3-credit course. Should the EPC be involved and is this really an EPC issue?

- David Quigley noted that this should be an EPC issue given the questions surrounding internships. And, this format could potentially set a precedent. He was sympathetic to the reading issue, but thought there perhaps could be a sample list around a possible topic.

- Some committee members still had reservations about the course; even in its new format the substance is still blank.

- One committee member noted that there was a heavy percentage of the final grade on the project, and that progress in the course would not be obvious until the end of the semester.

- The question was asked if the outside opportunities had been fully vetted and would like to see more contact with specific sites. CK Cheung noted that the plan was to assign internships that would be appropriate for a student’s major. He also noted that there were no formal agreement and the list of potential internship sites did not constitute a commitment or relationship on the part of these organizations or institutions. David Quigley commented that a comparison to the PULSE program would not be accurate, as PULSE has long-standing relationships with dozens of organizations over a 40 year period.

- One committee member expressed no confidence in the course. Others noted that the development of the course has been incremental, with the EPC providing the guidance at each step. Several committee members added that even though the proposal had evolved into a 3-credit course with an attached internship, they were still struggling with the content.

- A concern was also raised about students perhaps being enrolled in more than one internship program or how many such courses could a student get credit. It was not thought to be a major issue.

- Bill Petri was generally comfortable with the current proposal. He noted that this course is a type of apprenticeship – clearly the best way to get hands-on experience. These situations can be very good. While some may not, this is only a risk of 3 credits, and the benefits would outweigh the possibility of a less than ideal experience.

- David Quigley asked if the proposal needed to go back to subcommittee, or if the Committee was ready to vote suggesting the Committee approve a 2 year pilot program, beginning in 2014-15 and be revisited in 2016. CK Cheung motioned for a two year pilot program that was seconded by Luke Jorgenson.

- Michael Martin made a second motion to reject the proposal, on the grounds that there appears to be ongoing and continuous uncertainty. Motion was seconded. Prior to the vote, Bill Petri said that we need to tell the Director why we are not approving this course. Motion was voted upon, and failed.

- Regarding the other motion – to approve a 2-year pilot course, David Quigley suggested that the motion be tabled for the moment and that the subcommittee should meet separately with the Director. After the subcommittee reports back to the EPC, a final vote will be taken.
V. A&S Foreign Language Requirement:  David Quigley would like the EPC to begin looking at this particular requirement, which is at the discretion of the individual school. In thinking about the requirement, Kathy Dunn suggested that we articulate the intended outcomes of this requirement (i.e. language proficiency, global awareness, international culture, etc.) and that those outcomes will help inform the Committee about the options available to meet the requirement goals.

Meeting was adjourned at 5:30pm