EDUCATIONAL POLICY COMMITTEE MEETING

Friday, February 20, 2015

2:00-4:00 pm

MCB 3-104N

**East Bank Campus**

**Present: David Kirkpatrick, Jane Glazebrook, Jane Phillips, Sandy Mand, Nikki Letawsky Shultz, Leslie Schiff, Lorene Lanier, Susan Wick, Min Ni, Paul Siliciano, Akila Pai, Alexandra Martin, Barbara Irish**

**Absent: Fumi Katagiri, Jim Cotner, Stephanie Wiesneski**

AGENDA

2:03 P

1. Approve minutes from 12/19/14 meeting and 1/16/15 meeting: unanimously approved.
2. Old business
* None pending

2:05P-3:18P

1. New business
	1. PBio 4412/5412 Course proposal (Min Ni, John Ward)
		* Course is currently taught at 5000-level, but has low enrollment (approx. 3 each fall).
		* Would like to change title and curriculum to include more plant development, to go along with changes in the textbook
		* 4000-level offering will potentially increase interest
		* Undergrads seem to do as well as grads in this course
		* Would also like to attract additional outside majors to course
		* 4000-level will need to be taken A-F to be applied to major electives
		* Will need to make some additions to the syllabus—Min Ni will consult the “how to propose a course” link on the CBS website
		* Vote: unanimously approved.
	2. Knowledge assessment question collection (Jane G)
		* Currently designing a multiple-choice quiz that will be given to CBS students before they enter the program, at the mid-point of their program, and then at graduation to provide valuable data about what students are actually learning.
		* Can use questions from courses as long as they are multiple-choice
		* Each student will get different questions from a large question bank. Could access questions from professional society concept inventory, 1009 database, or utilize some of Robin’s questions from 2 years ago.
		* Jane contact expert instructors from primary curriculum to look through list of compiled questions and choose what should be included (including adding anything they feel is missing from the bank)
		* For questions that are submitted by faculty, Jane will need to know what course it’s taught in. If the questions are chosen from the question bank, she also needs to know what course the content is covered in.
		* Would not necessarily need to show the students how they compare to others taking the assessment; could just show their own knowledge progression.
		* Results will be used to improve the curriculum going forward.
		* Jane will ask CBS-RLT to create template for question submission. The template would need to be compatible with Moodle and would need to be randomized for students.
		* Could BTL add Blooms data to questions? A half time graduate student could be hired for this purpose.
	3. Overview of information flow in CBS (Barbara)
		* See “Information flow in CBS Dean’s office” document
		* One task missing: Collegiate approver for grad student non-degree course enrollment (form PRD 99).
			1. Jane will send current process for this to Leslie Schiff, and Leslie will see if she can get this to be done electronically.
			2. Barbara will take on collegiate approvals for this and send a revised document to EPC.
	4. Adding quantitative elements to courses (Jane G. update)
		* Reminder to all to respond to email from Jane. Jane will re-send the email and include clarifications that she provided to Lorene.
		* DUGS to communicate with faculty re: program changes, and then provide feedback to Jane with changes faculty would like to see.
		* For BTL, the focus should be on Foundations.
	5. Physics curriculum modifications (Paul)
		* Some sensitivity because the Physics dept feels that they are already gearing course content toward biologists
		* Sarah Hobbie suggested giving the Physics dept questions that use Biology and ask them to teach to those. CBS faculty could compile the questions.
		* Akila will bring her textbook from the course to Paul S. to review.
		* Physics is currently a writing intensive course—it can keep the WI when changing from 6 to 3 credits.