

April 10, 2013

PRESENT: Daniel Greenberg, Terry Bowers, Doug Friedman, Jin-Hong Park, Mary Bergstrom, Cathy Boyd, Ben Fraser, Renee McCauley, Jim Young, Jerry Mackledon, Lynne Ford

DAN: One item on agenda--Doug's proposal to change double-counting policy.

DOUG: Mostly described in the memorandum circulated; unfair to INTL majors because they cannot double-count at all whereas other majors can. Policy only restricts double-counting between concentrations and minors; majors without concentrations are unaffected. Since INTL is a concentration-heavy major (only 9 hours of courses outside of concentration), this is a problem. Particularly affects INTL's desire to encourage students to take foreign-language majors. Requesting that "concentration" be struck from policy.

CATHY: Not sure there's a way to scribe this in DegreeWorks.

DAN: Doesn't this already exist? Departments could still specify number of courses that could double-count, as in PSYC and NSCI.

JERRY: Actually that policy does not exist--instead PSYC majors must take courses *outside* PSYC.

DAN: OK but there are other major/minor combinations that have this--POLI and GEOG, for instance.

JIM: DATA has this too w/cognates.

Discussion of difference between cognate and concentration--as programmed, no difference, but conceptual difference.

CATHY: But lifting policy would allow double-counting across *all* departments--would need a review of entire curriculum to spot loopholes, problems, etc.

MARY: Not clear RO has resources to do this or to do relevant programming.

LYNNE: And we know students WILL double-dip if they can, driving credential inflation. They will try to get major and minor in both subjects.

TERRY: Happens in English; people want Creative Writing concentration AND minor for some reason.

JERRY: Possible to split out INTL into separate majors?

DOUG: This was considered and discouraged when INTL first proposed--concern about proliferation of majors.

LYNNE: A lot of paperwork would be required. But not clear that SACS, etc., are currently as concerned about proliferation.

DAN: Would enrollment in each of those majors be an issue? It was for DATA.

LYNNE: It could be if enrollment is low. Would enrollment be above threshold?

DOUG: Probably for everything except INTL/Comparative Literature. Question: Are there pedagogical issues? Does it make sense to do this?

DAN: It's a lot of paperwork just to rehash this.

DOUG: Not clear that this makes sense--point of INTL is an interdisciplinary major--already structured to prevent excessive double-dipping.

DAN: Seems like it would constrain students when what you really want them to do is to broaden.

General agreement that this was not optimal.

DAN: Are there other possibilities to solve this problem?

Question about mandatory advising.

DOUG: Moving in that direction, but recent increases in number of majors has made that difficult. New faculty will help.

RO: Conceivable that INTL could do this manually.

LYNNE: Not happening. College moving in other direction. Way too many concerns.

DOUG: Problem seems specific to majors with obligatory concentrations.

[Cross-talk about obligatory concentrations, School of Business requirements]

JIM: How many majors have these?

MARY: Something like six--off the top of my head.

Possibility of exempting majors with obligatory concentrations from this policy to reduce burden on RO.

Student in major with non-obligatory concentration can CHOOSE concentration or minor. Student in major with obligatory concentration can't really.

Discussion of possibility of changing wording to add an exception to existing policy for majors with obligatory concentrations.

RO wants time to investigate the possibilities and the burdens of this.

LYNNE: This needs to go before Standards and Planning too.

[Discussion of appropriate committees.]

--Proposal: Consider exempting majors with obligatory concentrations from policy.

--Proposal: RO to investigate feasibility of this over summer.

--Proposal: Consult with other committees regarding consequences.

--Proposal: Committee will take up motion in the fall.