

The College of Liberal Arts and Sciences  
The Undergraduate Educational Policy and Curriculum Committee

**Minutes**  
240 SH  
October 3, 2024

*Attending:* Cornelia Lang (chair), Asha Bhandary, Rodica Curtu, Noelle Franzone, Megan Gogerty, Liz Lundberg (staff), Emilie Maurel-Destruel, Julianna Pacheco, Sanvesh Srivastava, DeAndre Steger, Amy Strathman, Rachel Young

*Absent:* Anita Jung

1. First the committee reviewed the minutes from September 26, 2024. After making some minor edits, the committee approved the minutes. All approved minutes can be found [here](#).
2. Next the committee welcomed guests Mercedes Bern-Klug, Professor in the School of Social Work and Coordinator of the Aging and Longevity Studies Program, and Tomeka Peterson, Program and Admissions Manager in the School of Social Work. They joined the committee to discuss a proposal to close the certificate in Aging and Longevity Studies. Currently we offer both a minor and a certificate in Aging and Longevity Studies, and it no longer makes sense to support both programs of study. The minor is more flexible for students, and the extensive labor demands of the certificate are beyond what the department can support. Given existing funding and student numbers, the program would like to invest its resources in the minor (and the graduate certificate).

Discussion with the committee included information about global trends in demographics as well as issues related to justice, such as age discrimination and cultural biases. The committee agreed that the field of aging studies is important and relevant to many students' career fields and values. There was some discussion about mental healthcare shortages and crises and the crucial role played by social workers in providing this care.

The committee asked several questions about the minor and course offerings, to ensure that students will be able to complete the minor successfully. The School of Social Work hopes that the certificate closure will not negatively affect course offerings, and they will monitor the availability of options for students completing the minor (or taking General Education or elective courses in Aging and Longevity Studies). There was also some discussion about whether students could still complete internships related to aging studies if they wish; unfortunately the School of Social Work does not have the staff to help find and supervise internships the way they once did.<sup>1</sup> Aging and Longevity Studies was an early adopter of online courses and still offers many courses online, so there could be an opportunity to make the minor available to students in online degree programs (the Bachelor of Applied Studies and Bachelor of Liberal Studies offered through University College). The committee was supportive of the proposal to close the certificate and the

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<sup>1</sup> Note from CLAS: Students wishing to pursue internships related to aging studies can work with the Pomerantz Career Center to find and complete these kinds of opportunities. Students can earn elective academic credit for internships for which they register.

ways it will allow the Aging and Longevity Studies program to direct its resources toward supporting the minor.

3. Next, Associate Dean Lang led the committee in a discussion about CLAS's guidelines for online courses, which were recently distributed in a [CLAS Business Update](#). CLAS will be working on policies for online courses soon; for now, we have guidelines. The committee discussed the trends in demand for online courses. There was general agreement (including among the committee's student members) that some students still want online courses, especially for General Education courses and winter and summer courses. The committee discussed pros and cons of online formats for different course sizes and types of work assigned. Some of the College's guidelines for online courses address how faculty might be assigned to teach online courses, and the committee made some suggestions for clarifying these points when the College develops the guidelines into policies, for instance that departmental decisions about which courses would be offered online should be driven by pedagogical considerations.

Respectfully submitted,

Asha Bhandary  
Associate Professor, Philosophy