

## Teaching and Learning Committee (Mar. 2010)

3/25/2010

**Present:** Jerry Haines (co-chair), Rosemary Nickerson, Dawn Schoenenberger, Tom Seward (co-chair), Steve Shank

**Absent:** Angie Auldridge, Chris Baer, Tom Crawford, Mary Beth Chaney

The minutes from the Feb. meeting were reviewed and approved.

The revised Contact Hour to Academic Credit Policy was presented to the committee members. Several changes in wording were suggested and incorporated into this draft of the policy. Jerry said that this new version would soon be distributed to all committee members for their perusal and any further suggestions. We would like to be prepared to present this policy for faculty approval at the April Faculty Assembly.

The committee's new charge--to develop a policy that addresses web-based information literacy--was the next matter taken up. Jerry presented a general outline of the policy according to the guidelines that had been agreed upon in the Feb. meeting. This rough draft contained several sections that had been taken verbatim from the HCC website and the catalog in addition to original entries to serve as a starting point for development of the new policy. The discussion that ensued briefly touched on each of the three principal parts of the policy 1) the absolute importance of web-based literacy for 21<sup>st</sup> century students, 2) the curricular exigencies that our college should require to assure said literacy, and 3) the essential role played by the library and instructional support services in the process.

The committee found that item 2) would require the most thought and discussion. Although suggestions varied from requiring that all our courses have some segment dealing with web-based literacy to requiring only few specific courses, in the final analysis there was general agreement with regard to the following:

There are a number of gen-ed courses which already deal with web-based literacy as an essential component of their curriculum. These courses could be designated **web-intensive** in the catalog. Each major area could then require that a specific number of said courses be taken.

Tom Seward