EPC Minutes
March 11, 2022

In attendance: Annie Blazer, Ben Boone, Magali Compan, Jim Deverick, Josh Erlich, Larry Evans, Matt Haug, Christy Porter, Denise Ridley-Johnston, Sallie Marchello, Candice Benjes-Small, Cory Springer, Kristin Wustholz (chair)

Minutes from March 4, 2022 were unavailable, and will be voted on at our next meeting.

1. Consent Calendar

ANTH - 304 - The Anthropocene	COLL 350
Classical Studies - Postbaccalaureate program	Curriculum change
Economics - Economics Major	Curriculum change
HIST - 238 - Native American History since 1763	Course change
JAPN - 208 - (none)	COLL 300
RELG - 347 - New Religious Movements in America	Nontraditional modes

The consent calendar was approved.

2. Other Proposals

ARTH - 336 - Topics in Curatorial Studies   New Course
   Approve. Cory will work with instructor on course description regarding the language "special subjects" versus the more-standard "special topics."

RELG - 346 - Religion & Politics in the United States   Nontraditional modes
   Approve. The syllabus contains a video through Hulu. Candice sent the syllabus to the librarian who liaisons with Religion to report to the instructor regarding availability of Hulu and Netflix videos.

PUBP - 390 - Policy Tools in National Security   Nontraditional modes
Tabled. EPC should review policy for modality and delinking of credit hours from meeting hours.

3. COLL 100/150 Curriculog Form Change
EPC approved the following addition to the COLL 100/150 curriculog form as recommended by the COLL 100/150 Subcommittee, in order to directly addresses the skills-building / scaffolding requirement:

Current Questions about Assignments (COLL 100 version):
Please provide an overview of your course assignments and describe how, together, they will help students develop the ability to communicate complex ideas to an audience.

Please describe in detail at least one major communication assignment that does not rely primarily on writing (although writing might be involved in an early stage, such as developing a podcast script or storyboard) and how it will be evaluated.

New Question (for COLL 100 and 150):
The EPC's discussion of COLL 100/150 indicates that "because skills-building at a foundational level is an essential part of COLL 100 and COLL 150 courses, instructors are encouraged to balance course content with adequate time for the teaching and practicing of these skills." How do you plan to integrate this type of skills building into the course? Do you have in mind specific low-stakes assignments, workshops, or other activities that that will prepare students for their major assignments?

4. Non-traditional Instructional Modes Applications: Should all hybrid or online courses go through the nontraditional modes application process before they are taught? If so, does this need to be more widely publicized?

There should be more clarity regarding how to handle applications for hybrid or online courses, both within EPC and among faculty more broadly.

EPC is responsible for ensuring courses meet requirements for assigned credit hours. In general, one meeting hour/week for 15 weeks translates to 1 credit hour. Applications for delinking of credit hours from meeting hours need to be adequately justified.

Currently all applications for nontraditional modes of instruction include an option to also apply for delinking of credit hours. Ben suggested that we could have a separate form for applications for synchronous online courses and asynchronous online courses. That way it could be made clear which parts of the form should be completed regarding delinking. For example, synchronous online courses that meet for the required number of hours should not be required to submit the delinking portion of the application, but asynchronous courses should.