

## **Educational Policy Committee**

Minutes of May 6, 2022

Attending were Jim Barber, Candice Benjes-Small, Annie Blazer, Ben Boone, Magali Compan, Jim Deverick, Josh Erlich, Brennan Harris, Matt Haug, Sallie Marchello, Christy Porter, Denise Ridley-Johnston, Cory Springer, and Kristin Wustholz (chair).

Mike Tierney joined briefly to offer input on the PUBP 390/391 proposals, so EPC addressed those items first.

1. PUBP 390 DC Summer Institute: Reflections on Decision Making in Foreign Policy (1 cr., nontraditional modes). *Proposal withdrawn.*
2. PUBP 391 Decision Making in Foreign Policy (3 cr., nontraditional modes). *Passed 7-0 for one offering only.*

Ben and Kristin updated EPC on a previous conversation with Mike Tierney. There is consensus that faculty involved with the DC program should take more ownership of its courses. There will be meetings this summer involving the Deans, members of EPC, GRI, and the DC summer program to improve communication and clarify administration. For this proposal specifically, some EPC members believe that the 2-week intensive component is worth 2 credits and the extended reflection component is worth 1 credit. Ben highlighted the different model of all-day engagement used in DC and that there isn't enough appreciation for that commitment and depth. Ben believes it is a 3-credit experience based on the work accomplished and connections between themes. Others compared this to foreign language immersion experience with constant exposure and work and suggested that we keep an open mind because 3 credits can take on different flavors. Ben clarified that the intention is that the 2-weeks intense component plus the 10-week reflection is now a 3-credit course.

Mike Tierney joined to offer input on PUBP 390 and PUBP 391. EPC asked if the current 391 (3cr) includes just the 2-week intensive component or if it includes the reflection throughout the summer. Mike isn't sure but was told that DC center spoke with others and decided to eliminate the 1-credit course. The degree of continuing engagement with faculty beyond the 2-week intensive component remains unclear. This course has been taught multiple times for 3 credits. EPC clarified that previous offerings weren't during the summer, and Mike said they were over Spring Break with on-campus preparation before the intensive component. Mike was asked to provide his domain expertise about creditworthiness based on content and load. Mike says it is a very different way of learning: less about reading articles and more about consulting primary government sources and discussing them with those who created it and who execute it. This approach asks whether there is a theoretical apparatus or model to help explain and

understand why the process happened the way it did. Does academic theory explain what happens in practice? This is not done on campus. EPC then explored the larger implications beyond this specific course and asked how the Committee should handle similar proposals. Mike says that if one of the four pillars of Vision 2026 is careers, then what does education look like with a heavier emphasis on that? He believes that one manifestation is this integration of bona fide political work and academic theory. EPC thanked Mike for his input, and he left the meeting.

EPC continued discussing the PUBP proposal, with some members declaring it a close call that warrants deference to the involved faculty. Others remained concerned about granting 3 credits without significant reflection and contrasted it to study abroad, which is non-stop challenging immersion, even the daily routine. Several committee members expressed frustration that the necessary offices aren't communicating, highlighting that the credit count has changed without the instructor's knowledge as the proposal moved forward. Ben says his understanding is that the extended reflection is still planned, which would meet the bar based on our previous discussions. He also emphasized that some students will be significantly immersed, even if DC is domestic to them. Finally, it was proposed with the reflection component, EPC agrees that it is a three-credit course and that without that component it might be 2.5 credits, and that we should defer to the instructors for a one-time approval. The Registrar's office suggested that a review will need to occur before next summer. Kristin called a question on the two-week intensive course for 3 credits as a one-time only approval, which passed.

3. Approval of April 29 Minutes. *passed by unanimous consent.*
4. Approval of consent calendar. *passed with strikeouts (see item 8) by unanimous consent.*
  - a. ~~ARTH 338 Museum Internships (course change)~~
  - b. Classical Studies – Honors (curriculum change)
  - c. ENGL 361 Early American Literatures (new course)
  - d. English Language and Literature (curriculum change)
  - e. FREN 100 Murder, French Style: French Crime Fiction as a Window on Contemporary Social Issues (COLL 100)
  - f. FREN 212 Cross-Cultural Perspectives in the Francophone World (COLL 300)
  - g. GOVT 391 Legal Process in a Global Perspective (nontraditional modes)

- h. GSWS 393/SOCL 315 Gender, Sexuality, and the Law (new course)
  - i. INTR 190 Sharpe Living-Learning Community (new course)
  - ~~j. INTR 498 Internship (new course)~~
  - k. KINE 360 Physiology of Aging (new course)
  - l. LING 442 Experimental Field Methods (COLL 400)
  - m. Physics Department (curriculum change)
  - n. St. Andrews Joint Degree Programme (curriculum change)
  - o. LING 442 / PSYC 470 Experimental Field Methods (nontraditional modes)
5. GOVT 202: Ethics in Data Science (COLL 200 ALV=CSI). *Tabled.*
- The instructor clarified the course is to be equally anchored in ALV and CSI. Matt teaches Ethics and Data Science (ALV>NQR). This course is different, seemingly anchored in CSI with outreach to ALV. Another member highlighted that the instructor seems to want to address bias, and that a reach out to ALV is appropriate, but not equally anchored. EPC would like clarification on the ALV component of this course. Some would approve CSI>ALV. Ben raised administrative concerns about more duplication of courses as well as cross-listing with upper- and lower-division course numbering across departments and the implications for transfer students. Kristin and Ben will reach out to instructor to discuss and clarify EPC's concerns.
6. GOVT 391: Legal Process in a Global Perspective (COLL 300). *Passed 6-0.*
- A member asked for clarification about on-campus designation with an online component. This appears to be an error in the proposal, which should have been submitted as domestic instead of on-campus.
7. Report from the Sustainable COLL Working Group. *Tabled.*
- Kristin asks that EPC review this newly available document before the next meeting.
8. Administration of Internships. *Tabled.*
- Holding the Consent Calendar, a Committee member asked to confirm that the internships like INTR 498 may require action from Deans' offices and if that has been considered for sustainability. Ben says it is still in development and will involve review, but it remains ambiguous how that will be implemented. When asked about catalog language issues in the ARTH 338 that references offices that no longer exist, Ben says the Office of the Dean and the Charles Center will be involved, but that is a "big

umbrella." It was highlighted by EPC that this is a new way of doing things and we need to understand how the oversight will work before we can approve these new approaches. A motion was made that INTR 498 be stricken from the consent calendar, and it was. EPC will check with the referenced offices and confirm that they are aware of their oversight roles. Sallie emphasized that EPC should think carefully about internships because the experiential approach is expanding, and that structure and consistency will help facilitate that expansion. Ben says that this proposal arrived before a structure has been developed by Administration and that it bypassed offices that should have been involved. Similar arguments can be made for ARTH 338, which was also stricken from the consent calendar.

Later, EPC returned to the original agenda item: updates to catalog language (Special Programs-Internships) and how internships will be approved going forward. The Dean's Office website suggests that "credit-bearing experiential learning" is overseen by the Director of the Charles Center. What are the guidelines/policy for when students receive just credit or both credit and pay?

Some expressed concern over some internships being unpaid labor with little academic outcome and that programs might be required to provide internships. Ben clarified that the move is toward experiential credit, which may or may not be an internship. In any case, the correct academic homes and processes for internships in general require further discussion and development.

J. Deverick  
5/6/2022