

EPC Minutes
September 21, 2022

Attendance: Vladimir Atanasov, Jim Barber, Max Berckmueller, Annie Blazer, Ben Boone, Susan Bosworth, Michael Cronin, Magali Compan, Larry Evans, Elizabeth Harbron (left after update on internships), Brennan Harris, Oliver Kerscher, Sallie Marchello, Christy Porter, Denise Ridley-Johnston, Megan Sanbury, Cory Springer, Nivedha Vaidy, and Kristin Wustholz (Chair).

1. Updates on internships (Ben Boone and Elizabeth Harbron)

Charles Center Director Elizabeth Habron and Ben Boone provided a presentation on plans to offer more credit-bearing internships and experiential learning opportunities. Many A&S units have a course number for internships; this is typically a 400-level course number and these internships tend to occur later in a students' academic career and within their major. Ben raised two questions for us to consider: first, how can we accommodate students who do an internship outside their major or before they have declared a major? And, second, who can we standardize these credit-bearing experiences across A&S? Elizabeth Harbron presented us with the plan for INTR 298, a credit-bearing internship that would be overseen by the Charles Center. At this stage in the development of this idea, Elizabeth described a summer Blackboard course that a student would take concurrently with their internship and a 1-3 credit course in the following semester that would be administered by A&S faculty. Ben affirmed that Kathleen Powell, Chief Career Officer, is aware that A&S will need resources to achieve this aim.

Several questions emerged. Vlad noted that the Business School requires internships but does not offer credit for them. Ben suggested that a future conversation will take place with the Business School regarding this policy. The question of resources was further explored as some faculty expressed concern that campus lab experiences were under resourced and that overseeing an internship course in addition to a regular course load may require compensation for faculty buy-in. Magali raised the question of international opportunities for internships. Ben noted that the Cohen Center plans to help support internships by allocating \$5000 per student. Conversations about how to most equitably use this funding are ongoing. Christy raised the question of students who cannot dedicate their summer to an internship or might have trouble adding another course to their major or double major. Elizabeth clarified that shorter experiences like over winter break might also fit this model and that the credit-bearing component could be one credit to alleviate course schedule concerns. As we finished our conversation, Ben highlighted that EPC will want to consider how to standardize internship credit as departments add internship course numbers in the near future.

2. Approval of the September 14 minutes

Approved by unanimous consent

3. Consent calendar

Linguistics - Linguistics

The consent calendar was approved by unanimous consent.

Curriculum change

4. Other proposals

ECON - 160 - Exploring the World with Data

New course

Kristin will clarify if this course is a lab or lecture course.

The course was approved.

MATH - Math 480 - Independent Study of Mathematics

New course

The math department clarified that the max number of credits a student can have in MATH 480 is three.

The course was approved.

5. Potential language for website/Curriculog

We talked through language from the COLL 100/150 subcommittee on what elements of a draft syllabus are most helpful for their decision making. The COLL 350 subcommittee will bring their own list to EPC soon. Kristin will do final edits on the 100/150 list in time to roll out the description along with revised Curriculog forms.

The COLL 100/150 subcommittee would like to see in a draft syllabus:

- Course Description
- Course Objectives (Learning Objectives)
- Expectations for Students (e.g., what will a student have to do to succeed in the course)
- List of topics or units that will be treated in the course
- Indication of how assignments are scaffolded, or staged to build **writing/communication** skills over time

The subcommittee does not need to see the course calendar, unless in cases where approval for delinking is required. We find that the syllabus is most important to us when the proposal has gaps or leaves us with questions. The syllabus sometimes fills gaps or, alternately, reinforces our decision to request revisions.

Meeting adjourned 11:54

Submitted by Annie Blazer