

**EPC Minutes
February 20, 2023**

Vladimir Atanasov, Jim Barber, Candice Benjes-Small, Annie Blazer, Ben Boone, Magali Campan, Tarun

Chandrasekar, Michael Cronin, Jim Deverick, Larry Evans, Brennan Harris, Oliver Kerscher, Sallie Marchello, Christy Porter, Denise Ridley-Johnson, Megan Sanbury, Matt Smith, Cory Springer, Kristin Wustholz

1. Approval of the Feb. 13 minutes

- Minutes were approved by unanimous consent

2. Consent calendar

PUBP - 491 - Negotiation and Public Leadership

COLL 400

Approved after revision

CLCV - 432 - The Archaeology of the Ancient Family

Course change

HIST - 141 - Survey of East Asian Civilization to 1600*

COLL 200

CSI > ALV

Kristin to reach out to professor

PHYS - 101L - General Physics I Laboratory

Course change

Delinking

PHYS - 102L - General Physics II Laboratory

Course change

Delinking

PHYS - 108L - Physics for the Life Sciences II Lab

Course change

Delinking

PHYS - PHYS 107L - Physics for the Life Sciences I Laboratory

Course change

Delinking

Curriculum

UREG Department - Academic Regulations - Enrollment Status

change

*With the suggestion to add COLL syllabus language

3. Other proposals

ECON - 452 - The Economics of Gender and Work

COLL 400

- Approved after brief discussion on whether COLL 400 criteria of “present to disparate audiences” was met by assignments.

Two other course proposals originally on the agenda were tabled until the DC program representatives come to EPC for the delinking review.

4. Proposal to adopt the recommendations from the EPC Working Group on Internships

- Discussion of the subgroup report describing proposed policies and management of internships. With EPC's approval, Kristin will present the subgroup's conclusions along with the review of delinking credits to CCPD soon.
- Discussion of EPC's role in maintaining equity in granting internship credits. EPC expects the administration will take an active role in developing policy for paid vs. unpaid policies. Equity should be maintained in all majors and throughout one's college career.
- Discussion on capping credits that can be used for a major or for graduation. As students are likely to maximize internship credits, a 6-credit cap may be instituted. This aligns with current internship policies, with maximums for research students, and with typical internship credit awarded at our peer institutions.
 - Advising may have recommendations on the number of weeks (8-10) for 6 credits. Although departments should determine their own policies, the WG imagines 6 credits would be rare, and limited to a few programs. For instance, some units might permit 0 credits (allowing for multiple internships), permit Pass/Fail options, or determine pre-requisite courses making internship less likely.
 - Currently, undergraduates may use up to six credits toward their 120 graduation credits even if they take more.
- The subgroup considered the impact on faculty workload, distribution of that workload, and invisible teaching. The Provost, Charles Center and the Cohen Career Center are working to address these issues.
- Discussion of the financial impact to the university if students taking paid internships don't have to pay for accompanying credits. This is currently being piloted. If this model is used for many students, (and we have a demographic drop in enrolled students) it could represent a drop in revenue. Additional models are in practice at the School of Ed and KINE. The financial impact may be outside EPC's control.
- Discussion of the costs and scalability of internships for many or all students. Although 6-credit internships may be rare, if students don't have to pay for the credits, tuition may be covered by the Charles Center or Cohen Career Center. Regarding scalability, units will experience various degrees of demand. In units with high demands (e.g., GOVT) one potential scholarly effect is a decline in liberal arts credits over time. This could be exacerbated by student preference for 4 rather than 5 courses and the possibility that during the academic year internships may be "study away." Units will have to govern this.
 - Question posed on how internship contributes to the liberal arts experience? The subgroup didn't focus on that specific question but worked to define learning outcomes occurring outside the classroom.
 - SB1280, a bill sponsored by Virginia State Senator Siobhan S. Dunnavant (R) proposes "The governing board of each public institution of higher education shall adopt policies requiring that participation in an internship or work-based learning experience be integrated into a student's degree program so as not to extend the time to complete the degree." has crossed from the Senate to the House. Four

credits are proposed. No outcome yet.

Link to bill and which Senators voted to pass it: <https://lis.virginia.gov/cgi-bin/legp604.exe?ses=231&typ=bil&val=sb1280>

- Overall, there are some positive and exciting opportunities described in the subgroup's document, especially if internships can be in-person and units can accommodate scale.
- EPC votes to approve subgroup recommendations as proposed. Kristin will share approval with CCPD.

Minutes submitted by Christy Porter