

## Educational Policy Committee (EPC)

### Minutes of the March 3, 2010 meeting

Present: Professors Amy Godert, CJ Koepp, Ted Lossowski, and Susan Tabrizi; Associate Dean Cindy Speaker; Dean Leslie Miller-Bernal

1. The meeting began at about 9:05. Leslie noted that we still do not have a student representative to replace Kelley O'Keefe who is on medical leave this semester. Leslie will contact Collegiate again to see about getting a replacement.
2. Minutes of February 24 passed unanimously with a minor revision for clarity.
3. The meeting focused on a discussion of the Experiential Learning Subcommittee report with an eye to what we might bring to the faculty for vote this semester. Points made included:
  - Faculty might be unwilling to consider changes given the announcement that Nancy Karpinski, Director of Internships and Career Services, will be retiring from Wells on March 19. They will at least want reassurance about staffing. We noted that faculty should be reassured that Nancy Karpinski is working with Cindy Speaker on a transition plan.
  - Some academic areas have not used the Career Services office often to assist students in finding internships, but they have relied on the office's help in maintaining records and asking sponsors for on-site evaluations. We concluded that there is a great deal of variability across the College in the way the office is currently used. We noted with appreciation other programs that the Career Services office has sponsored.
  - Although members of EPC did not vote on this, there appeared to be consensus that we do not favor increasing the number of required experiential learning opportunities (from 2 to 3), at least not for now. We also agreed that we would still recommend making the required number of experiences vary according to number of semester hours students obtain at Wells (in order to make it easier for transfer students): if students obtain more than 60 semester hours at Wells, they would need to complete two of these opportunities; if they obtain 60 or fewer semester hours, they would be required to have only one.
  - We discussed whether we should count OCS as more than one experience but concluded that given the desire for students to have *different* types of experiences, we would support the subcommittee's recommendation on treating OCS as one experiential learning opportunity. Should a student do an internship while on an OCS program, s/he could petition for it to count as two opportunities.
  - Other issues we briefly mentioned were Professor Morfei's concern about giving letter grades for some experiential learning opportunities, how students would register for service learning (and whether it has to be more than just part of a course), and how we need to change the title of 290/390 so that the title refers to more than just internships.

- Rather lengthy discussion ensued around the issue of whether we would allow one of the two experiences (or the only experience, in the case of transfer students) to be a one-credit hour experience (some WLLS 190 internships, January PLEN). We finally decided that yes, we would since some of these experiences can be very valuable.
  - We mentioned that we would need to decide whether to recommend that the equation we have used for internships (40 hours on site per credit hour received) would be applicable for other types of experiential learning, too.
  - It was noted that overall, faculty at the open meeting last week were not so negative, and we should be careful not to give too much weight to certain opinions.
  - We need to keep in mind our goal of making this requirement more consistent across our academic program.
  - We decided that it was not a good idea to use the word “intercultural” in the name of this requirement as we do not have in mind fulfilling AAC&U’s learning goals and objectives for interculturalism. The subcommittee actually meant that students would learn from being exposed to a different culture (for example, the culture of a lab). Instead we should try to re-organize the Catalog so that experiential learning (with its definition, goals, objectives, etc.) would be the general heading, with OCS becoming one section.
  - We confirmed that we agree with point number 3 of the subcommittee’s report: at least one of the (two) experiences must be off-campus. Transfer students (who take 60 or fewer semester hours at Wells) would need to have their one experiential learning opportunity be off campus.
  - We also noted our support for point number 5 of the subcommittee’s report—we are allowing a broader range of experiences to fulfill this requirement.
  - We expressed agreement with the key aspects of all experiences, reflection and sharing, and it was noted that sharing seems to involve oral communication whereas reflection involves writing (third page of report).
4. For next week we will discuss the second page of the report (objectives, outcomes, and means) and consider how we would want this requirement to be presented in the Catalog (along with OCS). After spring break, we will want to consider how to alter the internship agreement forms so that they reflect objectives, outcomes, and assessment methods.

Respectfully submitted,

Leslie Miller-Bernal