

Educational Policy Committee

Meeting Minutes, March 10, 2010

Committee members in attendance: Associate Dean Speaker, Professors CJ Koepp, Amy Godert and Susan Tabrizi

1. The minutes from the March 3 meeting were approved unanimously.
2. The topic of the meeting was the objectives, outcomes and means included in the Experiential Learning Subcommittee report and how they should be presented in the catalog. It was noted that the catalog is part policy and part advertisement so the presentation should be attractive to students.
3. Professor Godert offered a sample of catalog copy and this was taken as a template for the discussion.
4. Discussion of objectives: (note that revised catalog copy draft is appended to these minutes)
 - a. The question was raised as to whether Objective 1 should include mention of liberal arts in anticipation of the new business program. Also, do students have a clear understanding of the term? It was decided to delete this mention to broaden the objective and make it clearer to students.
 - b. The discussion of Objective 2 included a suggestion that it be broken up into constituent parts. A discussion of the meaning of the phrases included in the original objective resulted in agreement that two new objectives would be created: gain new perspectives (new Objective 2) and interact with others effectively (which includes the original mention of interpersonal skills- new Objective 3).
 - c. Objective 3 was left as is but renumbered to become new Objective 4.
 - d. Objective 4 was deleted. The ideas there might be incorporated into the introductory text
 - e. Objective 5 was edited to replace the word “objectives” with “outcomes” (this resulted from the conclusion that it is both too difficult to anticipate all potential outcomes and too constraining to list any set of outcomes as the variety of student experiences is likely to be very diverse. Instead, it was agreed that the catalog copy should include language to note the diversity of potential outcomes and to make it the responsibility of students and faculty to determine outcomes in consultation. This reflection on potential outcomes provides an additional benefit of experiential learning in and of itself because it requires critical consideration of the experience.) This objective would become new Objective 6.
 - f. A new objective was added (new Objective 5): develop written and oral communication skills.

5. It was decided that language emphasizing sharing, reflection, difference and diversity be included in the introductory text.
6. A short discussion of possible experiences that would be included as experiential learning resulted in a review of current items 1-4 (all left as is) and the suggestion that alternative spring break be included in this section.
7. The question of the continuing role of subcommittees was raised and would be revisited when more members of the subcommittee could be present.

Respectfully submitted,

Susan Tabrizi

Appendix: Experiential Learning Revised Catalog Copy

Definition and selling blurb I would really like to see something like “have you ever wanted to explore the Australian reefs? Or wanted to explore? Or ...? Or try out a career before committing to it?.

Wells takes a unique approach to higher education that puts experiential learning at the center of all we do. Classroom learning is directly connected to future careers in a global society. Our students have unique and diverse opportunities to conduct research with faculty members, hold internships, and study across the United States and abroad. Experiential learning occurs through engagement in and reflection on planned activities outside the classroom, and contributes to personal growth, intellectual development, (potential for life-long learning) and awareness of community and culture. (Possibly put in career connections) (Add in piece about sharing and difference and diversity)

Objectives of Experiential Learning

Experiences should meet all of the objectives outlined below. The experiential learning requirement will allow students to:

1. Apply course based learning to situations outside the classroom.
2. Gain new perspectives ..
3. Interact with other effectively.
4. Engage in on-going critical reflection of the experience.
5. Develop oral and written communication skills.
6. Develop individual outcomes, that are realistic, intentional and measurable, for the specific learning experience.

Outcomes of Experiential Learning

Although all the objectives of Experientail Learning must be met, the exact outcomes will depend on the nature of the experience. Specific outcomes are articulated by the student and discussed with and approved by the faculty sponsor.

Possible Experiences (potentially group based on how they will get credit, ie OCS, XXX290/390)

The possibilities of experiences that can fulfill this requirement are endless! All experiences that fulfill the objectives can be counted as long as a faculty member agrees to sponsor the activity. In order to expose students to multiple situations, each student is expected to complete two experiences for every 60 semester hours obtained at Wells College. At least one experience must be off-campus. Only one, one-credit experience will be counted towards the experiential learning requirement for every two experiences completed.

1. Internships
2. Service based learning
3. On-campus experiences
4. Student teaching (should we put this with normal internships in more sp descrip?)

5. Experiential learning seminars
6. Prior experience internship credit
7. Off-campus study abroad
8. Domestic Off-campus study

Internships, On-campus experiences, and Service Based learning (XXX290/390)

Examples, where to go to get more information, any special, competitive internships. Can also put financial information here (stuff from p173) I don't know if we should broaden the stuff from pg 33-34 in order to more generally include on-campus experiences and sbl or give them their own category. Also will these things be administered as internships

One of Wells' most successful and popular ways to meet the experiential learning requirement is through the

Internship Program (**this would include on-campus exp like TA and research*). Almost every Wells student will complete at least one internship during her or his years at Wells; many will complete more than one. Students may elect to participate in credit-bearing internships with individuals, organizations, or businesses. A student plans an internship by working closely with a faculty sponsor, the career services staff, and an on-site sponsor who supervises and evaluates the on-site work. In many cases, Wells alumnae/i help to arrange internships and act as sponsors. Internships may take place during January Intercession, a semester, or summer. Credit-bearing internships are available for two to four semester credits. For two credits, a student must work the equivalent of two weeks at 40 hours each, or 80 hours. For three credits, a student must work 120 hours; for four credits, 160 hours.

The purpose of the Wells Internship Program is to assist (I would change to something more exciting... explore, etc) students to discover the relationship between the study of liberal arts and the application of knowledge or techniques from that study in an on-the-job setting. Internships provide an important link that allows a student to define and refine her or his career goals. Internships have frequently led to valuable career contacts and job offers. The Internship Program gives students the opportunity to explore careers in a wide variety of fields, such as advertising, publishing, human resource management, marketing, accounting, the arts, education, health care, international relations, banking, law, human services, and computer science.

Directories of internship placements are maintained in the Career Resource Library and on a web-based database. Students may generate their own internship placements with the advice of the career services staff and approval of their faculty sponsors. Students are assisted by the staff with job-seeking skills such as preparing a résumé, writing letters of inquiry, and interviewing. A student should be aware that an internship may entail extra expenses and should consult parents or guardians if appropriate. During the 2008-2009 academic year, Wells students completed over 200 internships in 23 states, Spain, England, China, France, and Bangladesh. Of the graduates in the Class of 2009, 95% completed at least one internship during their College careers.

Internships for First-Year Students

From the moment they arrive on campus, Wells students are encouraged to explore career options. First-year students who choose to complete internships during January Intercession do so through a course, WLLS 190 (see p. 162), that focuses on the connection between liberal arts and the world of work. During January 2009, about 30% of first-year students enrolled in WLLS 190. WLLS 190 may be completed for one credit or 40 hours of on-site work.

Off-campus Study abroad, Domestic Off-campus study

Put in the different opportunities that are currently in the catalog

Off-Campus Study supports the mission of Wells College to prepare students to live in interdependent worlds. This is achieved by providing opportunities for members of the College community to develop intercultural knowledge and competency. There are both domestic and international off-campus study options available to students. Most Wells students participate in affiliated programs. Those affiliated programs which are administered by Wells and enroll both Wells and non-Wells students are known as Flagship programs. Flagship programs include Arts in Paris, Gender Studies and Development in India, Wells in Dakar, and Wells in Florence. More than 20 other affiliated programs are available to Wells students, but Wells does not run these other programs on its own and instead helps students to access the educational offerings of an institution abroad or a program provider who offers courses abroad or elsewhere in the U.S.

A student who studies off-campus is expected to maintain satisfactory academic standards. Any grades earned on an affiliated program appear on a student's Wells transcript and are included in the Wells grade point average. If enrolled in a nonaffiliated program the student is also responsible for the submission of official transcripts to the registrar of Wells College and the work is treated at Wells as transfer work (minimum grade of C- required).

AFFILIATED PROGRAMS

Students participating in affiliated off-campus programs pay Wells College tuition, room, board and fees. Wells will cover the cost of tuition and accommodation on the program. If meals are not included in the program fee and the cost of the program is less than the cost of tuition, room, and board at Wells, a meal stipend will be provided. When program fees exceed the cost of tuition, room, and board at Wells, students will be billed for the cost difference. While program requirements vary by GPA and language, all students must meet the criteria outlined above for approval to study abroad.

Further information about applying for any off-campus program is available from the program director listed, or from the Off-Campus Study Office. Wells College sponsors or is affiliated with the following off-campus programs:

In Australia

Program director: Off-Campus Study Director John Wells

AOCS 033. Australian National University

Australian National University (ANU) located in Canberra, Australia, is a comprehensive research university offering a wide variety of courses. With particular strengths in anthropology, economics, Asian studies, environmental science, and studio and performing arts, ANU offers a broad range of courses that can expand on courses offered at Wells. This program is open to students with at least 30 semester hours of credit at Wells and a minimum GPA of 2.8.

In Denmark

Program director: Professor Uddin

AOCS 004. Denmark International Study Program (DIS)

Eligible students with an interest in international business may apply to study for a semester in the International Business Program at DIS, Denmark's International Study Program, affiliated with the University of Copenhagen. Instruction is in English with Danish faculty stressing integrated academic and field study about the European economic community and East-West business relations.

Prerequisite: minimum cumulative GPA of 3.0.

Students interested in social issues and human rights should see Professor Uddin about possible study in the DIS liberal arts program. At present, Wells is only affiliated with the program in international business.

ETC ETC

NONAFFILIATED PROGRAMS

Non-Wells Approved Off-Campus Study

John Wells, Director of Off-Campus Study

Any student whose academic progress would be enhanced by studying at another college or university, and whose record testifies to her or his ability to profit from such study, may request permission from the director of off-campus study.

Requirements for off-campus study include the following: The student: 1) has a cumulative GPA of 2.8 or above (most colleges require a minimum GPA of 3.0 for acceptance); 2) has been or will be accepted by the institution to which she or he seeks admission; 3) has received relevant letters of recommendation including one from her or his adviser; and 4) has completed the required off-campus study forms.

OFF-CAMPUS STUDY FOR GLOBAL LEARNING/23

24/OFF-CAMPUS STUDY FOR GLOBAL LEARNING

Completed application forms and supporting recommendations must be submitted to the director of Off-Campus Study by April 1st for programs beginning in the fall semester and by October 1st for programs in the spring semester. Proposals for off-campus study must be registered with the director by the above dates to be considered. Students participating in nonaffiliated programs must pay the College an administrative fee of \$50.

The director of off-campus study will furnish further information and application materials upon request.

The director of off-campus study acts in a liaison capacity between the College and the off-campus student.

Program changes that develop during the year should be referred to the director.

Please note that credits earned on non-Wells approved off-campus study will be treated as transfer credit.

This means the credits only, not the grades, will transfer and that only courses in which grades of C- or better are earned will transfer.

Intersession Study Off Campus

Students may also study off campus over January during intersession (see Off-Campus Study courses, p. 140).

OCS 110. January at the Art Students League — New York City

OCS 215. London Theatre

OCS 225. Off-Campus Study in Spain

OCS 230/231. Italian Language and Culture

OCS 255. January in Spain: Spanish Life and Culture

OCS 275. Women and Public Policy Seminars

OCS 285. Topics in Experiential Learning

OCS 300. The Anthropological Experience in Hawaii