

Educational Policy Committee (EPC)

September 18, 2014

Present: Professors Linda Lohn, Lauren O'Neil, Susan Wansor; Student Representative Leslie Green '17; and Provost Cindy Speaker

The meeting began at 3:47 p.m.

1. Corrections to meeting minutes from September 11, 2014 meeting
 - We discussed creating assessment manual for faculty use.
 - We began discussion on SC Curriculum.

2. Course levels document
 - The document went to Curriculum Committee whose reaction was ecstatic. It will be incredibly helpful.
 - A few editorial typos will be corrected.
 - Add an "and/or" to 300 level regarding creation.
 - Discussed whether statement would need to be created to clarify to faculty the purpose of the new document.
 - Determined the purpose was a way for all to manage workload.

3. Transfer Credit Policy
 - Place in Faculty Manual under "Acquiring Credit" 5A1
 - In order to meet compliance document add statement about modes of delivery.
 - What are modes of delivery?
 - Online
 - Experience credits
 - "...regardless of the mode of delivery" will be added on to the end of the sentence.

4. Experiential Learning/Internship policies
 - Page 38 of the faculty manual, Item C, Experiential Learning.
 - Current statement is too short.

- There was a discussion about what type of experiential learning needed to be addressed. Determined we were focusing on internship policies as a specific type of experiential learning.
- Decided grading for internships would remain S/U.

5. Internship credit policy

- 40 on-site hours per credit.

6. Internship Levels

- The discussion centered on what distinguishes different levels of internships.
- The question was raised about when in the process levels get determined. Is it based on internship outcome? What skills students will likely bring to the internship?
- Decided the emphasis should be on the learning process not the product.
- Determined internship levels should relate to the course levels document as follows:
 - 100 level: Exploratory internships done by mostly first-years and some sophomores. Purpose is to experience being in a workplace.
 - 200 level: Most internships fall within the 200 level, with emphasis on understanding, application, analysis, and evaluation. There should be an ability to synthesize internship experience with knowledge gained in classroom.
 - 300 level: These are internships that have a component of creation. Examples would be writing for a publication, creating study guides to go along with classes, or developing another aspect of a program.
- The question was raised of who the approval process is with in an internship.
- Approval comes from faculty sponsor, who coordinates with internship supervisor and the Director of Experiential Learning and Career Services.
- The main point of these internship level distinctions is that credits and levels are separate.

7. Upcoming agenda

- All will attempt to draft Internship Levels statement for next meeting.
- Goals need to be established for how to proceed with the SC curriculum discussion. Is the purpose simply a discussion to see if we can unsuspend the

Junior and Senior year requirements, or is our goal to unsuspend by a certain semester?

- Cindy clarified that the courses are just a piece of the discussion about curriculum but other policy issues such as double dipping also need to be addressed.
- Decided we would discuss the curriculum holistically for 2 or 3 meetings to see what the most reasonable next step will be.

The meeting adjourned at 4:52 p.m.

Respectfully submitted,

Leslie Green