

QEP Subcommittee on Curricular and Co-Curricular Initiatives

March 17, 2016

Minutes

Attendance: Cabot, Francis, Wright, Hanson, Finnan, Ciarcia, Mignone, Jones

Guests: Bahti, Roof, Sobiesuo

Goal 4 Discussion. Experiential Learning and Practice Process

QEP Draft Plan - Four strategies affiliated with Goal 4 and opening discussions:

Service and experience component integration

Sustainability abroad – corrections – abroad experiences can be longer than one semester and there are other alternative breaks in addition to alternative spring break.

Co-curricular programs and experiences – many other examples of peer led experiences outside of those offered through the Office of Sustainability

Expand internship and service opportunities – many departments offer internships that encompass themes of sustainability. The Career Center also coordinates non-credit bearing internships. Not many students take advantage of this program currently.

Study Abroad and Alternative Break

Andrew S. provided a list of current offerings of study abroad courses with sustainability themes. Many departments are represented and many subjects and themes are addressed through these courses.

Andrew S. mentioned that his Office could forward the list of study abroad opportunities with themes related to and focused on sustainability regularly.

Chris Ciarcia, from the Center for Civic Engagement, described how all Alternative Break trips are experiences with either sustainability focused or sustainability related. The only question for Alternative Breaks is what sort of enhancement is available because of the QEP? Can students possibly receive credit? Depends on the qualifications of the instructor, the number of hours involved and the assignments designed.

Could these sorts of co-curricular and curricular experiences be given the same notation? Same label? Would this sort of labeling assist students and advisors.

Conseula Francis explained that Degree Works limits what sorts of notations are available except for majors. Related subject – a certificate in sustainability. Currently no undergraduate certificates exit, though one is under current consideration with the BPS – project management. Adding such certificates represent a substantive change as defined by SACSCOC. The Subcommittee members were reminded that the cycle from certificate/major proposal to approval can take approximately two years.

Once the definition of sustainability is established, criteria for sustainability focused and related internships and other co-curricular activities can be established and applied.

The Subcommittee should not lose sight that the QEP must be impactful for a large portion of our students. If its impact is too narrow, our external reviewers will record that as a detriment. It is important for the QEP subcommittees collectively to assess our current baseline of sustainability offerings and activities in order to track the impact of the QEP:

- Courses – focused and related – and number of students enrolled
- Study away opportunities
- Internships
- Office of Sustainability activities
- Non-credit bearing internships
- Student organizations
- Alternative breaks
- Civic engagement activities
- Other

Definition of sustainability should be finalized by next Wednesday, March 23rd.

David Hanson provided a written summary of models of interdisciplinary hubs. The Subcommittee will discuss these models at its next meeting.

Jen Jones shared that sustainability related activities provide students with the skills and knowledge base many employers are seeking, according to a survey of local employers administered by the Office of Sustainability.