Actions agreed upon by Junior Year Experiential Learning for the coming academic year (2004 – 2005):

1. Rigor and Assessment:

   a. The Advisory Committee will develop a mechanism for following up with faculty to whom concrete suggestions for course revisions have been made. The process should include deadlines for revisions and the retraction of the Experiential Learning designation if satisfactory changes are not made in a timely fashion.

   Done: The committee will be following up with courses assessed in last year’s assessment that need revisions to meet EL expectations. Faculty will be asked to resubmit course syllabi (demonstrating changes) prior to the next course offering.

   b. The Advisory Committee will fully incorporate departmental and college Experiential Learning courses (those not offered through the Steans’ Center, University Internship Program, or Study Abroad Program) in the annual assessment undertaken by the Junior Year Experiential Learning Advisory Committee.

   Done: The committee created a new category called “academic practicum” for courses not in the three primary EL areas. Two courses, PPS 251, Urban Poverty and CHE 251, Projects in Polymer Science, were included in the 2005 assessment.

   c. The Experiential Learning Committee will develop course guidelines for experiential learning internships that reflect the pedagogical and professional philosophies of practice-integrated learning at DePaul. These guidelines will ensure that proposed internship courses will be grounded in an effective and appropriate learning experience within the discipline of the department, clarify departmental responsibilities, and inform current instructors of internship courses of the expectations of the Experiential Learning Advisory Committee.

   In process: EL representatives of the internship program have met informally with various departments. They will be meeting more formally this year to establish common guidelines where appropriate.

   d. The committee will look into creating a rubric to assess experience-based student learning and yield broader results that can be shared with all faculty who teach this requirement or are interested in experiential learning.

   In process: The committee developed an assessment rubric for the key learning outcomes for last year’s assessment project. The committee still needs to determine how to best share related information more broadly to faculty teaching EL courses.

2. Advising:
a. Develop a print, electronic, or other mechanism for informing students of the merits of waiting until their third year to enroll in experiential learning courses while acknowledging that unless enrollment mechanisms become more stringent the Advisory Committee cannot control when students take this requirement.

In process: The committee included this statement in it the online description of courses, but still needs to determine a way to more broadly get this information out to students.

b. The Committee will work with the AVP for Academic Affairs/ARC to develop the means for more frequent and clearer communication with students and their advisors, both professional and faculty advisors, to inform them about programs that offer courses that fulfill the Experiential Learning requirement in the Liberal Studies Program.

Not done: The committee will address this issue in the Fall 2006 meeting.

3. Information Dissemination:
   a. Develop a print, electronic, or other mechanism for informing faculty members and department chairs about the Junior Year Experiential Learning requirement, how the requirement can be met, how faculty members can develop experiential learning courses, and the resources available to faculty who wish to develop such a course.

Done: a revised explanation of the learning outcomes, writing expectations, and primary categories (and their descriptions) is available for faculty online. This information is also distributed electronically to all faculty teaching EL courses by the Associate Dean of Liberal Studies each quarter.