

QEP Taskforce Committee Meetings

November 10, 2016

Members present: Vickie Gentry, Roni Biscoe, Paula Furr, Reatha Cox, John Dollar, Chris Gilson, Connie Jones, Drake Owens, Katrina Jordan, Debra Clark, Jennifer Kelly, Margaret Kilcoyne, Greg Handel

Absent: Rebecca Boone, Marcia Hardy, John Pearce, Dana Clawson, Kelli Haynes, Tony Davis

Meeting called to order by Dr. Gentry at 2:05 p.m.

1. The minutes from previous meeting were reviewed and approved as written.
2. QEP Title - open for suggestions. Some ideas that were presented and discussed:
 - a. Learning for Life
 - b. Putting Learning into Action
 - c. Experience to Expertise
 - d. Learning + Experience = Success
 - e. Experience Your Future
 - f. From Learning to Your Goal
 - g. Experiential Learning: A Pathway to Your Goal
3. SLO – Student Learning Outcomes – the committee agreed to support 2 SLO’s. (Exact verbiage to be decided later.)
 - a. Application of Knowledge, Skills, and Dispositions
 - b. Reflection
4. Writing assignments were presented and discussed. Danny Upshaw asked to be removed from the task force committee. He is concerned that he cannot commit the needed time to this project.
5. Writing teams broke into small groups for discussions related to their assigned topic. Writing teams first draft is due Dec 1st; second draft is due Dec 15th. The goal is to present a draft to University faculty for review/feedback by Jan 13, 2017.
6. The QEP document must be submitted to SACSCOC January 27, 2017.
7. Organizational Chart for QEP was presented by Dr. Gentry. An assessment coordinator will be hired around July 1, 2017.
8. Five to six degree programs will be targeted each year to meet the QEP goal (100% of NSU degree programs providing a high impact, capstone experience). The QEP budget is being developed to support the QEP. The budget will be shared with task force members on Dec 1st.
9. The topic of time commitment was introduced. Specifically, how time will be calculated for each experiential practice: internship, clinical, research, and/or performance hours so there is equivalency.

Two approaches may be used: (1) An examination of course hours. For example, a 6 credit hour course would meet 80 hours over 16 weeks; a 9 credit hour course would meet 120 hours; and a 12 semester course would meet 160 hours over a typical, 16-week semester.

(2) An examination of work hours. For example, interns typically work a 40-hour week, resulting in 600 hours of time over 15-weeks and 12-semester hours’ college credit. Part-time interns or

practicum students work 20 hours per week or 300 hours over 15 weeks and earn 6 hours' college credit.

A challenge will be: How contact or work hours for research, clinical, and/or performance experiences are determined, and whether these hours are equivalent to one another, especially the internship. After lengthy discussion, the committee agreed to table the decision and decide on the recommendation at a future meeting.

10. Next meeting will be December 1, 2016 at 2 pm 3rd Floor Conference room, Caspari Hall.
11. Adjourned at 3:45 p.m.