

PRACTICES EXCHANGE

NEWSLETTER

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Issue 2

Institutional Resources/Practices

Experiential Learning

At **Metropolitan College of New York** (New York), the curriculum is rooted in the concept of Purpose Centered Education (PCE), the belief that students learn best when they understand the purpose of their education and see the connection between what they are learning in the classroom and its application to real-life contexts. Experiential learning is thus fundamental to the curricular structure. Each semester of study at MCNY is focused on a specific Performance Area or “Purpose.” Although students progress through a set of courses primarily as a cohort, they must each plan, implement, and evaluate a project every semester, called a “Constructive Action.” The project must be related to the particular semester’s Purpose and have the intent of improving the lives of individuals and/or institutions outside the classroom. Students are thus able to use their studies as a basis for taking action to improve their workplace or internship sites while engaging in educational experiences that are active and hands-on. Because this approach integrates the classroom and the workplace, it allows students to remain in the workplace full time while attending school — a critical feature, given that most of MCNY students are working adults. For further information, contact: Tilokie Depoo, Chief Academic Officer. tdepoo@mcny.edu

Paul Quinn College (Texas) has recently become the ninth federally recognized Work College in the United States, the first Historically Black College or University (HBCU) in the Work College Consortium, the only work college in Texas and the only Work College in an urban setting. In this model, all residential, full-time students are required to participate in the Work Program. Participation in the Work Program may be different for each student and may take place on campus (such as in the Registrar’s office, the Library, or the College-run We Over Me Farm) or off campus via their Corporate Work Program. Students must work between 300 and 400 hours per academic year in order to earn the full tuition assistance grant of \$5,000 and to receive a cash payment of between \$1,000 and \$1,500. Students are permitted to work a minimum of 10 hours per week and a maximum of 20 hours per week. For further information, contact: Nithya Govindasamy, Dean of Work Program. WP@pqc.edu

Financial Aid Models

Bluefield College (Virginia) serves some of its low-income students through the Pathways Tuition Plan, which enables commuting students who are qualified Pell Grant recipients and living within a 50 mile radius of the College to attend at a 50% tuition discount (or \$6,000 a semester for 12–18 credits). Currently, 29 traditional students qualified for the 2016–2017 Pathways Tuition Plan. For further information, contact: Marshall Flowers, Vice-President for Academic Affairs. mflowers@bluefield.edu

Submissions for Future Issues

YWM members are encouraged to submit examples of practices and/or resources to share with YWM colleagues. Of particular interest are examples of teaching and learning strategies found to be effective in promoting student success. Send brief descriptions and any accompanying materials to Nia Chester, YWM Program Manager. niachester@gmail.com.