

Experiential Learning Description:

Experiential Learning (EL) courses constitute, as a complement to First Year Seminars (FYS), the second required component of a distinct SU education and should preferably be taken with junior status or above. EL courses offer students the opportunity to apply what they have learned in core and elective courses to real-world projects, experiences, and scholarly activities under the close mentoring of their faculty and on-site supervisor(s). EL courses foster in-depth engagement with a topic or issue through experiences that can include but are not limited to: sustained scientific investigation, student research, internships, study abroad, practicums, field exercises, senior projects, and studio performances. EL courses culminate in the production of a supervised project, performance, or placement. Students will take initiative, make decisions, critically reflect on, and be accountable to the outcomes of their activities. Experiences that foster, preserve, and strengthen partnerships and connections with other disciplines, institutions, and/or organizations are particularly well-suited to this category. By fulfilling this requirement, all SU students **can have a sustained experience that is mentored and can function as a capstone,** which integrates the knowledge and skills they have acquired in an applied pre-professional context.

Experiential Learning Courses are designed, assessed, and approved with specific outcomes in mind.

EL Program Outcomes:

EL courses will provide opportunities to:

- Achieve the elaborated student learning outcomes (SLOs) **at an upper division level.**
- Demonstrate initiative and participate fully in an intellectual, practical, or professional area
- Apply skills and knowledge within the context of a sustained inquiry or activity
- Communicate effectively within the conventions of a specific discipline and with appropriate stakeholders
- Collaborate with one or more academic or professional mentors
- Engage in reflective practice by seeking out, accepting, and utilizing feedback from others on their performance
- Understand the impact of EL activities in the context of a wider social world
- Foster and sustain **experiential contexts (across departments, centers, geographies, and institutions).**

In addition, the following **Student Learning Outcomes (SLOs)** must be demonstrated and assessed through the EL course:

- **Critical Thinking:** Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.
- **Oral Communication:** Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
- **Written Communication:** Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.
- **Information Literacy:** Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.
- **Intellectual Curiosity:** Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
- **Ethical Reasoning:** Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.

Directions for EL Course Submission

Please provide:

1. A copy of the full course syllabus
2. A rationale answering the following prompts. **Each response is an opportunity to provide evidence of alignment with outcomes. Faculty need not respond to every question, however, responses taken as a whole should demonstrate alignment between the FYS program and the course.**
 - a. In this EL course, how is “experience” defined?
 - b. How will students be mentored through this experience?
 - c. Is this course located within an institutional, professional, or community partnership? If yes, please describe.
 - d. In what ways will students be expected to take on initiative to learn?
 - e. How will students be given feedback and be expected to use that feedback within the context of the experience?
 - f. How does the course engage students with problems of importance and the consequences of situated activities?
 - g. In what way **can** this course function as a capstone experience?
3. The following EL SLO Matrix completed with evidence to support the inclusion and assessment of each student learning outcome.

GEOC Subcommittee Review: EL Syllabus, Rationale & Program Outcomes <i>(An approved course will satisfy all elements below.)</i>			
	Yes	No/ Partial	Feedback
The course rationale is complete and well-developed.			
A complete course syllabus is submitted.			
EL course provides opportunity to:	Yes	No/Partial	Feedback
Demonstrate initiative and participate fully in an intellectual, practical, or professional area. <i>(Rationale Prompt A, C, D, F, G)</i>			
Apply skills and knowledge within the context of a sustained inquiry or activity. <i>(Rationale Prompt A, D, E, F, G)</i>			
Communicate effectively within the conventions of a specific discipline and with appropriate stakeholders. <i>(Rationale Prompt A, D, G)</i>			

Collaborate with one or more academic or professional mentors. <i>(Rationale Prompt A, B, E)</i>			
Engage in reflective practice by seeking out, accepting, and utilizing feedback from others on their performance. <i>(Rationale Prompt B, D, E)</i>			
Understand the impact of EL activities in the context of a wider social world. <i>(Rationale Prompt A, E, F, G)</i>			
Foster and sustain experiential contexts (across departments, centers, geographies, and institutions). <i>(Rationale Prompt A, C, G)</i>			
Achieve the elaborated student learning outcomes (SLOs) at an upper division level. <i>(See EL SLO's Course Matrix)</i>			

Experiential Learning SLOs Course Matrix

(ALL rows or columns do not need to be filled for every SLO, however, evidence for addressing each SLO in the course must be provided)

Student Learning Outcome SLO definitions as presented on the SU website:
<https://www.salisbury.edu/administration/academic-affairs/general-education.aspx>

Critical Thinking

Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.

Critical Thinking Components

- *analyze evidence to support or create interpretations, arguments, or claims*
- *identify and analyze the connection between evidence and claims*
- *evaluate the strength and weaknesses of conclusions and opinions*
- *determine the scope of evidence needed for original arguments*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Oral Communication

Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.

Oral Communication Components

- *prepare purposeful oral communication appropriate to the audience, purpose, and context*
- *deliver purposeful oral communication appropriate to the audience, purpose, and context*
- *reflect upon purposeful oral communication appropriate to the audience, purpose, and context*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Written Communication

Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.

Written Communication Components

- *express themselves through writing appropriate for different purposes, audiences, and situations*
- *compare and understand different styles of writing*
- *connect evidence to claims in multiple writing assignments*
- *effectively apply strategies to revise and improve writing*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Information Literacy

Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.

Information Literacy Components

- *decide the range and scope of needed information*
- *access information effectively*
- *evaluate information critically and ethically*
- *use information effectively to accomplish specific purposes*
- *use information ethically*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Ethical Reasoning

Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions

Ethical Reasoning Components

- *critically reflect on their own core beliefs and values*
- *recognize ethical issues and their social context in a variety of settings*
- *evaluate different perspectives on ethical issues, guided by ethical principles and theories*
- *develop their own ethical outlook that is supported with cogent reasons*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Intellectual Curiosity

Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.

Intellectual Curiosity Components

- *Demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions*
- *Formulate questions that support sustained inquiry, research, and/or creative production*
- *Foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives*
- *Reflect critically on one's own course of study*

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)