

Appendix N: Experiential Learning Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
 - a. Rationale must include sound justification as to why this course meets the requirements for the Experiential Learning category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the Experiential Learning category.
 - i. Critical Thinking and Reasoning: Students will be able to analyze evidence to support or create interpretations, arguments, or claims; identify and analyze the connections between evidence and claims; evaluate the strength and weaknesses of conclusions and opinions; and determine the scope of evidence needed for original arguments.
 - ii. Information Literacy: Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; and use information ethically and effectively to accomplish a specific purpose.
 - iii. Oral Communication: Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
 - iv. Written Communication: Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.
 - v. Ethical Reasoning: Students will 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; and develop their own ethical outlook that is supported with cogent reasons.
 - vi. 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.
 - b. Experiential Learning category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Critical Thinking and Reasoning	Analyze evidence to support or create interpretations, arguments, or claims
	Identify and analyze the connections between evidence and claims
	Evaluate the strength and weakness of conclusions and opinions
	Determine the scope of evidence needed for original arguments

Information Literacy	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

Oral Communication	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
	Use information effectively to accomplish specific purposes
	Use information ethically

Written Communication	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

Ethical Reasoning	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

Intellectual Curiosity	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

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).

Experiential Learning Category-Specific Materials/Responses:

1. EL rationale (maximum of 150 words per question) 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 EL program and the proposed 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?
2. Completed EL SLO Course Matrix with evidence to support the inclusion and assessment of each EL category SLO in the proposed course.

EL SLO COURSE MATRIX

All rows and columns do not need to be filled for every SLO; however, evidence for addressing each SLO in the course must be provided.

Note: This table is provided here for planning purposes. The first three columns will be available as fillable fields in Curriculog. Subcommittee comments will be entered separately.

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

Oral Communication

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

Written Communication

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

Information Literacy

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

Ethical Reasoning

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

Intellectual Curiosity

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

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for Experiential Learning. Each rubric connects to the ideas of the areas above.

A submission is deemed as meeting a suitable threshold when there is evidence to satisfy all elements in the EL Course Evaluation Rubric.

Course Evaluation Rubric: To be completed by the subcommittee			
Criteria:	Yes	No	Feedback
The course rationale is complete and well-developed			
A complete course syllabus is submitted			
EL course provides an opportunity to:			
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>Rational Prompt A, D, E, F, G</i>)			
Communicate effectively within the conventions of a specific discipline and with appropriate stakeholders (<i>Rational 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 SLOs at an upper division level (<i>See EL SLO Course Matrix</i>)			

Final remarks and decision, to be completed by the subcommittee:

- Accept the course, as submitted, for Experiential Learning.
- Suggested revisions to meet Experiential Learning requirements: