FSD 19-23 Experiential Learning Course Application Form – Faculty Senate and Governance

Purdue University Northwest Faculty Senate

Faculty Senate Document 19-23

Submission Date: 05/08/2020 (General Education)

Senate Action and Date:

For Discussion, 05/08/2020

For Action:

Approved:

Faculty Senate Document 19-23 creates a structure for Experiential Learning assessment for Purdue University Northwest. This document is an update to the Curriculum Document Coversheet which incorporates the procedures for submitting a course for Experiential Learning approval (see Section V- pages 14-17). The General Education and Assessment Steering (GEA) Committee therefore proposes adoption of the following procedures and attached form for designation of courses in Experiential Learning (EL).

The Experiential Learning Course Application Process

The attached form will be used to apply for proposed additions to the approved Experiential Learning course lists, or deletions of courses from the lists. New courses that are submitted for EL designation should be submitted through the curriculum committee following the established process. The due date to submit a completed form to the GEA Committee is November 1. The GEA Committee will review forms, make inquiries if needed, and inform the contact faculty of its recommendation, as well as the Curriculum Committee. This will allow the GEA committee to bring forward a Faculty Senate document in February ratifying its recommendations for modifying the lists for the subsequent academic year, leaving enough time for the PNW catalog to be appropriately updated.

Originating faculty will receive formal responses from the GEA Committee, with written explanations for negative decisions, no later than 10 business days after the Faculty Senate meeting following submission of the form. Responses will also be sent simultaneously to the chair of the Faculty Senate Curriculum Committee.

While the GEA Committee will work informally with faculty to address any concerns, there are three possible formal responses:

- Course is recommended for addition to Experiential Learning list pending approval by the Faculty Senate
- Course is not ready to be approved, but resubmission with revisions is recommended
- Course is not appropriate for Experiential Learning list and will not be recommended for Faculty Senate approval

General Education and Assessment Steering Committee

    Approved: D. Pratt, L. Gielda, W. He, W. Yu, J. Rogers, D. Kozel, L. X. Yang

    Absent:

    Not Approved:

Purdue Northwest Curriculum Document Coversheet

Document No: (According to Instructions[1])		**Approval by Faculty Senate:** (Leave Blank)	
Proposed Effective Date		**Date Reviewed by Senate Curriculum Committee:** (Leave blank)	
Submitting Department: (Name of both Dept & College/School)		**Name(s) of Library Staff Consulted:** (NA if not required)	
Date Reviewed by Department			
Submission Date: (Date sent to College/School Curr Comm after Dept Review)		**Will New Library Resources Used?**	☐ **Yes** ☐ **No** Double-click to check Yes / No.
Date Reviewed by College/School Curriculum Committee		**Form 40 Needed?** (Double-click one box.) Registrar will complete Form 40 **after** Senate approval of document.	☐ **Yes** New courses or any course change, check **YES** ☐ **No** For **all other** curriculum matters, check **NO**.
Contact Person(s): (Name & Title)			

Unless marked "Leave blank" all parts of this form must be filled in **before** sending to Secretary of the Faculty Senate.

Task (check all that apply and fill out sections appropriate for each change). ☐ Program/Concentration Change or New Program/Concentration Proposal: Complete Section I, III, & IV ☐ Minor Change or New Minor Proposal: Complete Section I (delete sections III & IV) ☐ Certificate Change or New Certificate Proposal: Complete Section I (delete sections III & IV) ☐ Course Change or New Course Proposal: Complete Section II (delete sections III & IV) ☐ Experiential Learning (EL) Proposal: Complete Section V (delete sections III & IV)
Program name.
Degree name(s). (If applicable.)

Section I: This section is for changes in programs, minors and certificates

List the major changes in each program of study, minor or certificate.

Impact on Students. (State "N/A" if proposal will not greatly affect students.)

Impact on University Resources. (State "N/A" if proposal will not require new resources, faculty or funds.)

Impact on other Academic Units. (State "N/A" if proposal will not affect other units.)(Include name of person in affected area discussed with)

Section II: This section is for changes in courses only

Subject. (Brief description of proposed change, addition or deletion.)

Justification. (Briefly list main reasons for proposed change, addition or deletion.)

Use the **Current** and **Proposed** spaces below for course changes only. Otherwise, mark "N/A"

Current: (Course changes: include entire present catalog information. Leave blank if new course)	**Proposed:** (Course changes: include entire new catalog information.)

Is this course also: ☐ **General Education**   **Currently Designated ExL (see instructions[2])** ☐

Course Objectives / Learning Outcomes. (New courses only. List main outcomes. If lengthy, attach separate page.)

1.

2.

3.

Impact on Students. (State "N/A" if proposal will not greatly affect students.)

Impact on University Resources. (State "N/A" if proposal will not require new resources, faculty or funds.)

Impact on other Academic Units. (State "N/A" if proposal will not affect other units.) (Include name of person in affected area this was discussed with.)

(Boxes will expand and spill over onto next page to accommodate your typing.)

Section III: PLAN OF STUDY REVISION

Degree Name:

Degree Requirements

PNW General Education Core

Core Categories	Credits	Courses: Enter "Select from list" or designate course(s) from list
English Composition	6	
Speech Communication	3	
Quantitative Reasoning	3	
Natural Sciences	3	
Technology	3	
Humanities	3	
Social Sciences	3	
Additional credits	3	
General Ed Elective		
First-Year Experience (FYE)	1-3	
Total (minimum)	30	

Other Required Courses

XXX	x credits
XXX	x credits
XXX	x credits
Total Other Required Courses	x credits

Core: Required Courses

Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits

Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Total Core	x credits

Concentration

Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Course name and number	x credits
Total Concentration	x credits

Total credits required for baccalaureate degree: _____*

*For degree programs that require an excess of 120 credit hours, provide explanation and attach documentation, if appropriate.

Section IV: For all Program Changes;
Current Semester by Semester

(Delete if new program)

Semester One   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Two   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Three   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Four   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Five   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Six   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Seven **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Eight **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Notes:

Section IV continued: For all Program Changes;
Proposed Semester by Semester

Semester One   **Total Credits =**

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Two   **Total Credits =**

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Three   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Four   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Five   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Six   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Seven   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Semester Eight   **Total Credits** =

Program Requirements : Designate Program Requirement	Subject Code/Course Number	(GenEd) Yes=X	Credits Number	Min Grade	Prerequisites

Notes:

Section V: Experiential Learning (EL) Proposal. This section is for changes in courses only

Curriculum Document Form for Experiential Learning Courses
Standards of Practice of the National Society for Experiential Education (NSEE)

Course

Department

Standards of Practice. Please provide the information requested below for each of the eight standards of practice.	Evidence (Type responses in grey boxes.)	For Curriculum Committee Use Only (Circle One)
1. Intention – All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience. **Example:** Content of course overview, purpose of the course, etc.	Please describe the INTENTION of the course.	**Yes** **No**
2. Preparedness & Planning – Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds. **Example:** Forms and syllabus standards operationalized/scheduled	Please demonstrate how students will be academically PREPARED to participate in experiential learning.	**Yes** **No**

3. Authenticity – The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that is should be designed in concert with those who will be affected by or use it, or in response to a real situation. **Example:** Standard site proposal agreement with goals, tasks, application. Learning goals, tasks, application would be as determined by the course.	Please demonstrate how this course has specific real world context and/or is an out-of-class experience which is AUTHENTIC.	**Yes** **No**
4. Reflection – Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes. **Example:** Dialogic group events, journals, surveys, etc.	Please demonstrate in specific ways how assignments provide students the opportunities to meaningfully REFLECT on their experience.	**Yes** **No**
5. Orientation & Training – For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work. **Example:** Checklist form with skills, tasks, preparation acquired	Please demonstrate how students will be prepared for the experience through an ORIENTATION which is appropriate to the context.	**Yes** **No**

6. Monitoring & Continuous Improvement – Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools. **Example:** Checklist form with dates, review, consults, meetings, weekly student /instructor meetings, mid semester contact with site supervisor, etc.	Please demonstrate how students will receive feedback and opportunities to improve their performance through effective MONITORING.	**Yes** **No**
7. Assessment & Evaluation – Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions that suggested it. **Example:** Grades, reports, community partner or site evaluations, faculty evaluations, self-evaluations, performance reviews, student evaluations, etc.	Please demonstrate how students will be ASSESSED and EVALUATED.	**Yes** **No**
8. Acknowledgment – Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience. **Example:** Faculty summary reports, students ratings, site surveys, presentation of project to site, poster sessions, recognition of student on website, informal or formal gathering, Ex L Expo, transcript notation of experience, etc.	Please show how students will be ACKNOWLEDGED for the learning they have experienced in this course.	**Yes** **No**

Type of Experience	Please indicate the type of Experiential Learning this course involves.	**Yes**
__ Cooperative Education __ Design Project __ Internship __ Cultural Immersion __ Practicum __ Undergraduate Research __ Service Learning __ Other (Explain)	If more than one type applies, please indicate which is the PRIMARY (P) category and which is the SECONDARY (S).	**No**