

REDESIGN STIPEND APPLICATION

Applicant:

Email Address:

School/Department:

Date:

Phone:

Course Name/Number:

Course Description:

Proposed Experiential Learning Affiliation

Service Learning

Undergraduate Research

Internship

Avg. Course Enrollment

Avg. # Sections

Core/Elective

Semesters Offered (Sp/Sm/F)

In the space below please describe the details of the experiential learning opportunity being extended to students in association with this course.

Describe how the experiential learning component will be integrated into the course and how the reflective journal will be integrated into the course assignment.

Discuss your motivations for adapting this course?

Outline the current student learning outcomes associated with this course.

What additional student learning outcomes have been added / proposed in this course as a result of the inclusion of an experiential learning activity?
(Note: new outcomes must align with each of the following QEP goals. (1) students will utilize classroom knowledge and professional experiences together to prepare them for their chosen career. (2) students will analyze the relationship between academic knowledge and professional application in their chosen field. (3) students will test academic knowledge and skills in a professional setting.

What impact might the project have on your students, your future teaching, and your colleagues?

How will this course offering be of significance to the department, Experiential Learning, and institutional strategic initiatives.

How will you and your students disseminate the results of experiential learning activity outside of the classroom? (conference presentation, undergraduate showcase, case competition, etc)

Applicant:

Date:

Review the following Eight Principles of Good Practice (NSEE 2015) that underlie the pedagogy of Experiential Education

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.

Preparedness and 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.

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 it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

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.

Orientation and 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.

Monitoring and 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.

Assessment and 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 which suggested it.

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.

I have read the above best practices and agree to appropriately incorporate them into the course

As a part of this application, I am seeking a course design stipend of \$500.

I propose to develop, pilot, and implement the course redesign under the following time line.

YES

NO

Develop

Pilot

Implement

(Note: Grant recipients will be expected to submit a final report on their perceived success of this course redesign, material from these reports may be used as a resource for other faculty applying for this stipend in the future; recipients may be called upon to help review future applications and/or serve as mentors for applicants.)

Applicant's Signature: _____

Date

Chairs' Signature: _____

Date

Dean's Signature: _____

Date

QEP Assessment Board

Chair Signature: _____

Director OEL Signature: _____

Date

Date