

Experiential Learning (EL) Course Options Guidelines for Faculty

The university offers a wide array of EL courses that focus on both the theoretical and the experiential aspects of the course topic and enable students to develop skills, knowledge, and values from direct experiences. Starting in fall 2009, faculty who are interested in teaching an EL course can choose between two options:

1. **Six-credit EL course:** This model allows faculty to design a multi-layered experience that aims to provide all enrolled students with a broad perspective on specific issues related to their fields of interest and to enable them to develop and strengthen both their academic and experiential skills. The six-credit course can either be proposed as a new course, or it can be a modification to an existing four-credit course that is already in the catalog. When a course is approved as a six-credit course, it will be offered only as a six-credit course.
2. **Two-credit EL 94a practicum:** the practicum is optional for students and requires students to register for EL 94a in conjunction with the associated four-credit base course. This model allows faculty to design a practicum course for a small group of students who are interested in hands-on experiences related to the theoretical course topics.

Six-credit EL course

Faculty who are interested in teaching a **six-credit EL Course (in which the EL component is an integral part of the class and is required)** should send their proposals along with completed new course approval forms to the appropriate School Council. **Faculty who wish to offer a two-credit EL 94a course, attached to an existing base course, may list this option in their syllabus, but not in the course schedule. EL 94a practicums cannot be offered as stand alone courses.**

Two-credit EL 94a practicum

The two-credit EL 94a enables students to receive credit for their extra work, similar to lab courses in the sciences or practicum courses in the creative arts. It provides a way to clarify expectations and requirements, to institutionalize EL elements, and to better connect between the theories learned in the EL base course and the practice required in the EL Practicum.

The combination of the base course and the EL 94a should contain the following four elements:

1. Direct or hands-on experiences that engage students intellectually, creatively, emotionally, socially or physically and enable them to experience the theories they learn and discuss in class
2. Unknown outcomes allowing students to learn from natural consequences, mistakes, and successes
3. Opportunities for students to take initiative, make decisions, and be accountable for the results
4. Structured assignments and processes that enable students to reflect on their direct experiences critically and to connect between theory and practice.

In order to develop their reflective skills and to enable faculty to assess their progress, students in EL 94a are required to present their EL experience in oral and/or written form throughout and/or at the end of the semester. Students' presentations/papers should focus on the learning process related to their direct experiences and the connection between these experiences and the theories that were learned in class.

While the base course focuses on theoretical content, the EL Practicum focuses on related hands-on experiences. Students who enroll in the base course will not be required to enroll in the EL practicum. This way faculty are able to design a practicum course for a small group of students who are interested in hands-on experiences related to the theoretical course topics.

EL practicums should be structured as a combination of hands-on projects and additional class meetings. Students in EL practicums are required to invest at least three hours a week in experiences directly related to the practicum, to attend all class meetings, and to present their EL experience in oral and/or written form.

Faculty should list the EL94a option on their syllabi (as the option to enroll in an EL 94a will not necessarily appear in the Schedule of Classes). Since enrollment in this course will be done by a paper ADD form, **faculty will not be using an access code for enrollment.**

Expected Components of 94a EL Practicum

Student who enroll in an EL 94a:

1. are required to invest between three to five hours per week in experiences, assignments, and/or group meetings directly related to the practicum
2. should attend all group meetings
3. should present their EL experience and reflections in an oral and/or written form throughout and/or at the end of the semester. Students must also complete any other readings and written assignments throughout the semester considered appropriate by the faculty instructor.

Evaluation and Grading

The letter grade will be determined by a combination of the following elements:

1. Participation in hands-on activities
2. Reflective papers/journals/reports
3. Final presentation

Total Credit Limit

There is no limit on the total number of practicums that may count toward the 128 credits required for graduation. Individual academic departments and programs may decide whether or not to count practicum courses toward major or minor requirements.

Enrollment Procedures

Enrollment in an EL practicum course is accomplished through an EL 94a ADD form. This form needs to be completed with the faculty instructor. The 94a ADD form should describe:

1. The EL project (goals, ways to achieve goals, key indicators of success)
2. Training and supervision to be received
3. Reflection assignments and/or oral presentations
4. The base course must be listed on the EL 94a form and will appear on the student transcript as a notation to the EL 94a course.
5. Students may not enroll in EL 94a as a stand alone course; it must be in addition to a base course. *Should a student drop/withdraw from the base class, the enrollment in the associated EL 94a will automatically be dropped.*

A student must register in person at the Office of the University Registrar (Kutz 121) by submitting the completed EL 94a registration form on or before the add deadline at the start of the semester. The signatures of the student and faculty instructor on an EL 94a form indicates that both have read and understood the guidelines in this document, established by the Undergraduate Curriculum Committee (UCC) in 2008-2009.