.Fall 2024 Gen Ed: Experiential Learning (New Course)

Course

# General Catalog Information 

\*\* Read before you begin \*\*

1. **FILL IN** all required fields marked with an \*. You will not be able to launch the proposal without completing required fields. For all other fields, fill in only those for which a change is

being requested. Writing in N/A is not necessary.

1. **LAUNCH** proposal by clicking "Validate and Launch Approval Process" in the top left corner. Once you have launched this proposal, you will have a chance to edit the proposal before APPROVING it and sending it along in the approval process.
2. **APPROVE** proposal. Once you have made final edits after launching, you must approve the proposal to send it along to the next person in the approval process. The proposal will appear in your task list under the "My Proposals" tab, and you may easily view its progress at any time.

### CURRICULUM DEADLINES

**September 1, 2023** - Submission Deadline for Fall 2024 Experiential Learning Courses

**Mid-December, 2023** - Proposal must be approved by the final committee in the workflow – the General Education Oversight Committee (GEOC) – by their last meeting in December 2023 to be implemented by fall 2024.

**First Date of Offering:** General Education designation changes will go into effect for the fall 2024 term.

**If you would like for the course to be offered (without Gen Ed designation) prior to fall**

**2024, indicate the term here:**

Spring 2024

**Will this impact a secondary education or P12 course / program? \***

Yes No

**Will this impact a teacher education course / program?\***

Yes No

**Requesting Department\***

*IDIS and PACE courses should show Fulton School, and HONR courses should show Honors College. \*If the appropriate Requesting Department doesn't appear, please contact Melissa Boog or Jennifer Ellis in the Office of Academic Affairs before moving forward.*

**Course Type\***

**Course Prefix\* Course Number\***

**Course Title\***

**Course Title for GullNet (Limited to 30 Characters)**

**Course Description\***

**# of Credits\***

**Hours Per Week\***

**If # of credit exceeds hours per week, the** [**Course Credit Rationale**](https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/curriculum.aspx) **form must be included.**

**Course Rationale - This speaks to the need for the course in general. How does the creation of the course relate to the departmental or university mission.\***

**Staffing and Cost Implications\***

*Discuss Staffing Implications and Additional Costs*

**Prerequisites**

**Corequisites**

**Major Prerequisites**

**Non-Major Prerequisites**

**Pre or Corequisites**

**Major Pre or Corequisites**

**Non-Major Pre or Corequisites**

**Recommended Prerequisites**

**Recommended Pre or Corequisites**

**May Not Receive Credit**

*List any courses for which students who take this course cannot earn credit. (Ex. If a course is renumbered, students may not earn credit for the prior numbered course and the new numbered course. OR If another course is so similar to this, students may not earn credit for both.)*

**Cross-Listed**

**Graduate Swing Equivalent**

**Activity Code\***

**The rubric that will be used to evaluate this proposal can be found in MyClasses in the *General Education Revision: Ongoing Work* course under GEOC Standing Rules – Faculty Senate Approved Spring 2022 and Fall 2022.**

**Gen Ed Rationale - Rationale must include sound justification as to why this course meets the requirements for the Experiential Learning requirement. \***

### ADVISORY SUBCOMMITTEE'S NOTE

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 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).

**PART I: Experiential Learning Rationale - Answer the following prompts with a maximum of 150 words per question. Each response is an opportunity to provide evidence of alignment with outcomes. Faculty need not resp ond to every qu estion, however, responses taken as a whole should demonstrate alignment between the Experiential Learning program and the proposed course.**

* 1. **In this EL course, how is “experience” defined?**
  2. **How will students be mentored through this experience?**
  3. **Is this course located within an institutional, professional, or community partnership? If yes, please describe.**
  4. **In what ways will students be expected to take on initiative to learn?**
  5. **How will students be given feedback and be expected to use that feedback within the context of the experience?**
  6. **How does the course engage students with problems of importance and the consequences of situated activities?**
  7. **In what way can this course function as a capstone experience?**

### PART II: STUDENT LEARNING OUTCOMES

Each Student Learning Outcome (SLO) assigned to the Experiential Learning requirement is listed below. For each, speak to how you will teach to and assess the individual SLO, referencing any attached materials (syllabi, assignment prompts, example activity directions, etc.). All fields do not need to be filled for every SLO. However, evidence for addressing

each SLO in the course must be provided. If more information regarding the SLO is needed,

details can be found in Appendix C of the online catalog.

### #1 ETHICAL REASONING

Students will be able to:

* 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

**How will students demonstrate that they have achieved the ETHICAL REASONING Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**“ETHICAL REASONING” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments,**

**Assessments, & Activities)**

### #2 CRITICAL THINKING AND REASONING

Students will be able to:

* 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

**How will students demonstrate that they have achieved the CRITICAL THINKING AND REASONING Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**“CRITICAL THINKING AND REASONING” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments,**

**Assessments, & Activities)**

### #3 ORAL COMMUNICATION

Students will be able to:

* 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

**How will students demonstrate that they have achieved the ORAL COMMUNICATION Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**“ORAL COMMUNICATION” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments,**

**Assessments, & Activities)**

### WRITTEN COMMUNICATION

Students will be able to:

* 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

**How will students demonstrate that they have achieved the WRITTEN COMMUNICATION Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**“WRITTEN COMMUNICATION” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments,**

**Assessments, & Activities)**

### INFORMATION LITERACY

Students will be able to:

* 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

**How will students demonstrate that they have achieved the INFORMATION LITERACY Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**“INFORMATION LITERACY” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments,**

**Assessments, & Activities)**

### INTELLECTUAL CURIOSITY

Students will be able to:

* 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

**Please explain as specifically as possible how course content and activities will help determine how students have achieved the listed objectives within the required “INTELLECTUAL CURIOSITY” SLO as listed above, referencing any attached materials:**

**Course Content (Readings & Materials) Course Activities (Assignments,**

**Assessments, & Activities)**

## IMPACT

**Impacted Programs:** List all majors/programs, concentrations, tracks or minors for which this course will be required or will be an option. **NOTE:**  Change to Minor Proposals and

Chang e to Major, Program or Track Proposals are required if this course will be added as a *r* *equirement* or to a list of preset electives; those proposals should be initiated by the department that houses the major or minor.

**Impacted Majors/Programs\***

## Attachments and Acknowledgments

**Confirm\***

Click here to confirm that a rationale, syllabus, and request for a resource analysis has been sent to your Library Liaison.

**Attached\***

A detailed course syllabus that includes the Course SLOs, the General Education Designation, the General Education SLOs.

At least two example assignments.

If applicable, detailed assessment tools, materials, and/or reports related to the Experiential Learning SLO.

**Acknowledge\***

I understand that this course is subject to institution-wide general education assessment.

I acknowledge that new Change to Minor Proposals and/or Change to Major, Program or Track Proposals are required if this course will be added as a requirement or to a list of preset electives.