**Proposal for Experiential Learning:**

**Non-credit-bearing Educational Experiences**

*(Please complete this form in its entirety.)*

|  |  |  |
| --- | --- | --- |
| Activity Leader: | | Date: |
| Phone: | Email: | |
| Title of Experience: | | |
| Semester and year in which experience will be offered: | | |

Consistent with Nazareth College’s definition, goals and objectives for this requirement, EL Pathways follow NSEE’s ‘Principles of Good Practice in Experiential Learning.’ Please answer the following questions, some of which are built around these principles.

1. **Pathway**
2. What is the EL Pathway(s) of your activity (Student Leadership, Co-curricular Service, Short-Term non-credit-bearing Study Abroad, CARS)?
3. Please describe what the experience will entail.
4. **Preparedness & Planning**
5. What are the knowledge and skills that students need before the experience?
6. How will you ensure this occurs?
7. What counts as successful completion of the experience?
8. **Authenticity**
9. Please describe how the experience has a real world context and/or is useful and meaningful in reference to an applied setting or situation. (It may be helpful to think about how it goes beyond *practicing* to application.)
10. **Reflection**
11. How will you provide an opportunity(ies) for students to critically analyze their experience so that they might transform simple experience into a learning experience, integrating knowledge and experience to achieve new understandings and future actions?
12. What are your Reflection Prompts?
13. How do you see your Reflection Prompts connecting to the Core Curriculum SLOs for Experiential Learning. (See below for the rubric.)
14. **Formative Feedback**
15. How will you monitor students’ progress throughout the learning activity and provide formative feedback to them so that they can adapt in response to this feedback?
16. **Acknowledgement**
17. How will you recognize and celebrate student learning and the impact of the experience on students’ lives?
18. **Activity Leader Responsibilities: By signing below, you agree to do the following:**

* Student reflections are read and feedback is given to them.
* Ensure that students upload their reflections into P@N.
* Assess these reflections using at least 3 of the 4 rows from the Core EL rubric in P@N.
* Ensure that the names of the students who have successfully completed your EL Pathway are entered into the Registrar’s system.
* Attend a training session offered by the Registrar regarding how to do this.
* Attend a workshop on using P@N

1. **Please attach the following documents:**
2. A Handout for Student Participants which include the following:
   1. A clear statement that the activity can count as an Experiential Learning in Core 2013
   2. A clear description of how the activity can satisfy the Experiential Learning requirement in Core 2013
   3. The three Core Experiential Learning Student Learning Outcomes clearly indicated
3. A 50 word EL description that clearly identifies how the activity incorporates Experiential Learning that will be used to describe it on the Core Website

EXAMPLE:

EL: Study-Abroad. A non-credit-bearing ten day trip to Sicily during the March break for Philosophy students interested in studying Plato’s political thought *in situ.*

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Activity Leader Signature Date

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Department Head Signature Date

**Core Curriculum Student Learning Outcomes:**

Successful students are able to:

* Describe and reflect on the learning process
* Explore, evaluate and articulate personal and social values
* Integrate and apply academic skills to understanding practical experiences and problems found in our world

**Core Curriculum Rubric for Experiential Learning:**

The following is the rubric to be used to develop your Reflective Prompt and evaluate students’ reflections on Portfolio@naz (choose at least 3 of the following 4 rows):

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Pre-NOVICE (0)** | **0.5** | **NOVICE (1)** | **1.5** | **APPRENTICE (2)** | **2.5** | **PROFICIENT (3)** | **3.5** | **EXEMPLARY (4)** |
| **RFLT4: Can describe and explore personal values and beliefs** | **States neither their personal values or their origins** |  | **States either their personal values or their origins, but not both** |  | **States personal values and their origins (e.g., I believe this because that’s what I was taught as a child)** |  | **Can give detailed description and explore personal values and give their origins** |  | **Discusses in detail both personal values and beliefs and their origins, and discussion has depth and clarity** |
| **RFLT2: Can evaluate own learning, skills, strengths and challenges** | **Fails to describe and evaluate their own learning.** |  | **Describes and evaluates their own learning with one of the four ‘Exemplary’ qualities.** |  | **Describes and evaluates their own learning with two of the four ‘Exemplary’ qualities.** |  | **Describes and evaluates their own learning with three of the four ‘Exemplary’ qualities.** |  | **Describes and evaluates their own learning:**  **\* articulating personal strengths & weaknesses**  **\* using a variety of examples**  **\* recognizing how the experience has impacted self and/or others**  **\* explaining how their learning affects their future goals** |
| **APLY1: Integrates academic and practical experience** | **Fails to see any applications of academic experience** |  | **Sees academic content/methods as largely irrelevant or non applicable to practical experience** |  | **Can identify applications of academic experience when examples are provided** |  | **Can describe applications of academic and practical experience** |  | **Contextualizes practical experience within multiple disciplines or academic perspectives** |
| **INT3: Develops**  **relationships with others who have different beliefs and backgrounds and is willing to learn from them** | **Is not receptive to interacting with others or learning from them** |  | **Receptive to interacting with others but has difficulty learning from them** |  | **Expresses openness to most interactions with others but is minimally open to learning from them** |  | **Develops relationships with others who have different beliefs and backgrounds and is somewhat open to learning from them** |  | **Initiates and develops relationships with others who have different beliefs and backgrounds and exhibits the desire to learn from them** |