

1. General Information

1a. Submitted by the College of: AGRICULTURE

Date Submitted: 5/6/2013

1b. Department/Division: Community & Leadership Development

1c. Contact Person

Name: Dr. Rosalind Harris

Email: rharris@uky.edu

Phone: 859-257-7584

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes⁴

2b. Prefix and Number: CLD 610

2c. Full Title: Experiential Education: Process and Practice

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3.0 per week per semester

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is designed for students to examine and apply theoretical and practical foundations of Experiential Education within classroom and community-based educational environments.

2k. Prerequisites, if any:

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OFFICE OF THE
SENATE COUNCIL

21. Supplementary Teaching Component: Both
3. Will this course taught off campus? No
If YES, enter the off campus address: NA
4. Frequency of Course Offering: Spring,
Will the course be offered every year?: Yes
If No, explain:
5. Are facilities and personnel necessary for the proposed new course available?: Yes
If No, explain:
6. What enrollment (per section per semester) may reasonably be expected?: 15
7. Anticipated Student Demand
Will this course serve students primarily within the degree program?: Yes
Will it be of interest to a significant number of students outside the degree pgm?: No
If Yes, explain: [var7InterestExplain]
8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,
If No, explain:
9. Course Relationship to Program(s).
a. Is this course part of a proposed new program?: No
If YES, name the proposed new program:
b. Will this course be a new requirement for ANY program?: Yes
If YES, list affected programs: Community & Leadership Development.
10. Information to be Placed on Syllabus.
a. Is the course 400G or 500?: No
b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name: Dr. Bryan Hains

Instructor Email: bryan.hains@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Since this course is a hybrid it provides for both face to face contact between students; students and faculty and interaction on-line. This course conforms to the University Senate Syllabus guidelines for Distance Learning considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. There are no difference between on-campus and distance students regarding course goals, resources and outcomes.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course will be facilitated through Black Board.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Access to Black Board and access to the distance learning library services.

6. How do course requirements ensure that students make appropriate use of learning resources? Same as above.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Not Applicable.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Yes - access to UKIT.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Will be using Adobe Connect and can access UKIT services.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Dr. Bryan Hains

SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 650a|20130221

SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 610|20130226

SIGNATURE|LGRABAU|Larry J Grabau|College approval for ZCOURSE_NEW CLD 610|20130226

SIGNATURE|ZNNIKO0|Foshan N Nikou|Graduate Council approval for ZCOURSE_NEW CLD 610|20130413

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Upload File

ID	Attachment
Delete 1707	CLD610 exper. ed2.doc

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: AGRICULTURE Today's Date: 5/6/2013
- b. * Department/Division: Community & Leadership Development
- c.
 - * Contact Person Name: Dr. Rosalind Harris Email: rharris@uky.edu Phone: 859-257-7584
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:

- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ¹ No
- b. * Prefix and Number: CLD 610
- c. * Full Title: Experiential Education: Process and Practice
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	3.0 p Seminar	Studio
Other	If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fall
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is designed for students to examine and apply theoretical and practical foundations of Experiential Education within classroom and community-based educational environments.

k. Prerequisites, if any:

f. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: NA

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

Community & Leadership Development.

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	CLD 610	Date:	4/12/2013
Instructor Name:	Dr. Bryan Hains	Instructor Email:	bryan.hains@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
	Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>	Hybrid <input checked="" type="checkbox"/>

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University S Syllabus Guidelines, specifically the Distance Learning Considerations?
Since this course is a hybrid it provides for both face to face contact between students; students and faculty and interaction on-line. This course conforms to the University Senate Syllabus guidelines for Distance Learning
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, at student learning outcomes, etc.
There are no difference between on-campus and distance students regarding course goals, resources and outcomes.
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
The course will be facilitated through Black Board.
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any for defined above?
No.
If yes, which percentage, and which program(s)?

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery 1 months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Access to Black Board and access to the distance learning library services.

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
Same as above.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
Not Applicable.

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or re course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Yes - access to UKIT.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technol
Will be using Adobe Connect and can access UKIT services.
- Does the syllabus contain all the required components, below? Yes
 - Instructor's virtual office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which recommended accommodations. Contact the Disability Resource Center, Jake Kames, Director at 859-257-2754 or jkames@email.uky.edu."

- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=2538&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Dr. Bryan Hains

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

2/2/2009 8:09

^[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes Delete Form Data and Attachments

CLD 610-001: Experiential
Education: Process &
Practice



COURSE INSTRUCTOR

Dr. Bryan Hains
507 Garrigus Building
Email: bryan.hains@uky.edu
Phone: 859-257-7578

Class Times and Location:
Mondays, 4:30 – 7:00 PM
Garrigus Building Room 301

Office Hours:

The instructors are available for appointments on an as-needed basis. To schedule an appointment with the instructor, email him at bryan.hains @uky.edu. Students can expect a response from the instructors within 48 hours; however, this does not include weekends.

COURSE DESCRIPTION

This course is designed for students to examine and apply theoretical and practical foundations of Experiential Education within classroom and community-based educational environments.

STUDENT LEARNING OUTCOMES

Students in the course will develop a deeper knowledge and understanding of the founding principles and philosophies of Experiential Education within classroom based and community based educational environments. Students will be able to identify experiential learning and develop strategies to incorporate experiential learning into program development.

COURSE PURPOSE AND OBJECTIVES

The purpose of this course is to develop an understanding and deeper knowledge of one of the founding principles and philosophies of experiential education. To achieve this purpose, the following course objectives are offered:

1. Determine the historical and philosophical foundations of experiential education.
2. Explore the various models of experiential education.
3. Describe the guiding principles of experiential education.
4. Utilizing these principles, develop experiential curricula and lessons for a variety of topics.

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COURSE TEXTS

Warren, K., Mitten, D., and Loeffler, T.A., (Eds.). (2008). *Theory & Practice of Experiential Education* (4th Ed.). Association for Experiential Education. Boulder, CO.

This text is not available at the bookstore, but can be found online.

REQUIRED TECHNOLOGY RESOURCES FOR DISTANCE STUDENTS

Students are expected to have access to a personal computer, webcam and the Internet to complete course modules and online research based activities. Make sure your email address is correct then click on the following link to test your internet connection (if link is not clickable, copy and paste it into your browser):

http://ukconnect.adobeconnect.com/common/help/en/support/meeting_test.htm.

As a Pre-class requirement spend about 15 minutes in any of the practice sessions listed on: <http://www.uky.edu/TASC/AV/connectproresource.php>. Please click the following link to attend the meeting.

<https://connect.uky.edu/r1asfzr31j7/>

Students experiencing difficulties with login or access should contact the Technology Customer Support Center at <http://www.uky.edu/UKIT/> or by phone at 859-281-4357.

DISTANCE LEARNING LIBRARY SERVICES

The Distance Learning Library is available to students who need assistance with library resources. These services include obtaining research material, assistance with literature reviews, and obtaining books, articles, and journals from the university. For more information please visit, <http://libraries.uky.edu/DLLS> or contact **Carla Cantagallo**, Distance Learning Librarian located at 2-2 William T. Young Library Lexington, KY 40506-0456. Her phone number is (859) 257-0500 ext. 2171 or 1-800-828-0439. She can also be reached through email at dllservice@email.uky.edu

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COURSE ASSIGNMENTS

Assignments	Due Date	Points
Philosophical Paper	September 24, 2012	100 Points
Experiential Education Model Teaching Assignment	As listed	200 Points
Theory into Practice Experiential Education Project, Assessment, and Presentation	As listed	300 Points
Total		600 Points

COURSE GRADING

A	90.0 - 100%
B	80.0 – 89.9%
C	70.0 – 79.9%
E	69.9 and Below

ATTENDANCE

Attendance is expected at all scheduled class sessions. Please contact the instructor before class if you are unable to attend a session. According to university policy, if a student were to miss 1/5 of the class it would result in failure of the class.

EXCUSED ABSENCES

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

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VERIFICATION OF ABSENCES

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

ACADEMIC INTEGRITY

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

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Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

ACADEMIC ACCOMMODATIONS

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

ACADEMIC MISCONDUCT STATEMENT

Academic misconduct of any kind will not be tolerated or permitted. If students have questions about what activities constitute academic misconduct they should consult the official rules and regulations relating to academic offenses and procedures at the University of Kentucky. The Senate Rule 6.3.0 can be located at <http://www.uky.edu/USC/New/Rules/Section%20VI.pdf>

All assignments and examinations must be done by individual efforts. It must be clear to the student that it is expected that the student must complete each assignment by herself/himself. Furthermore, it is not recommended that you share your resources if it can be construed to be academic misconduct.

AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

The University of Kentucky does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For more information regarding nondiscrimination policies, contact the Office of Equal Opportunity at 257-8927.

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STUDENT SUPPORT SERVICES

As a student at the University of Kentucky, you have access to several support services including the W. T. Young Library, Distance Learning Library Services, the Writing Center, and Student Support Services. Each of these services can be accessed through the following links:

W. T. Young Library	http://libraries.uky.edu/
Distance Learning Library Services	http://libraries.uky.edu/DLLS
The Writing Center	http://wrđ.as.uky.edu/writing-center
Student Support Services	http://www.uky.edu/AcademicSuccess/

COURSE CALENDAR

Date	Lecture Topic	Readings	Assignments
August 27	Orientation to the Class, Expectations and Procedures		
September 3	University Holiday	No Class	
September 10	What is Experiential Education?	1. "What is experiential education?" in Warren et. al. 2. "On defining experiential education" in Warren et. al.	
September 17	Historical Foundations of Experiential Education	1. "The historical roots of experiential education." in Warren et al. 2. "Sketch of a moving spirit." in Warren et al. 3. "Dancing on the shores of the future" in Watten et al.	
September 24	Philosophical Foundations of Experiential Education	1. "A critical look: The philosophical foundations of experiential education." in Warren et al. 2. "Dewey's philosophical method and its influence on his philosophy of education"	Philosophical Paper

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		in Warren et al.	
October 1	No Class	No Class	
October 8	Models of Experiential Learning		Teaching
October 15	Models of Experiential Learning		Teaching
October 22	Models of Experiential Learning		Teaching
October 29	Models of Experiential Learning		Teaching
November 5	Psychological and Educational Foundations of Experiential Education	<ol style="list-style-type: none"> 1. "Beyond learning by doing" in Warren et al. 2. "Promoting student-centered learning" in Warren et al. 3. "Deepening the paradigm of choice" in Warren et al. 	
November 12	Theory into Practice	<ol style="list-style-type: none"> 1. "Turning experiential education and critical pedagogy theory into praxis" in Warren et al. 2. "The student-directed classroom" in Warren et al. 3. "The personal intelligences in experiential education" in Warren et al. 	
November 19	Theory into Practice	<ol style="list-style-type: none"> 1. "The design of intellectual experience" in Warren et al. 2. "The paper mirror" in Warren et al. 3. "Beyond book learning" in Warren et al. 	
November 26	Presentations		Theory into Practice Experiential Education Project and Assessment
December 3	Presentations		Theory into Practice Experiential Education Project

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			and Assessment
December 10	Presentations		Theory into Practice Experiential Education Project and Assessment

*** The course calendar is open to changes as deemed necessary by the instructor.***

ASSIGNMENTS

Philosophical Paper on Experiential Education

Students will complete a paper (minimum of 8 pages, maximum of 15 pages) on the philosophy of experiential education. This should include the historical aspects of experiential education and most importantly your personal beliefs and philosophy of experiential education based upon previous readings, experiences, and knowledge. Papers should be typed, double spaced, and follow APA format for all citations.

Experiential Education Model Teaching Assignment

Students will teach their colleagues one of the various models of Experiential Education. Models will be assigned at random to each student. Students will also complete a paper (maximum of 5 pages) on the assigned model. Papers should be typed, double spaced, and follow APA format for all citations.

Theory into Practice Experiential Education Project and Assessment

Students will develop a program of experiential education that can be most useful to them in their current job, ideal job, or thesis work. Students will complete an 8-10 page proposal of the project complete with assessment. Students will then be required to present their project to their colleagues. Papers should be typed, double spaced, and follow APA format for all citations. The presentation/paper should contain the following:

1. Introduction of project
2. Purpose of project
3. Why experiential education was chosen
4. What model of experiential education was used for the project
 - a. If a model was changed or combined, how and why
5. How experiential education enhanced or changed the project
6. How project will be assessed
7. Examples of the assessment