EXP Course Proposal Form

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**Experiential Engagement Learning Outcome**

Students apply their knowledge and skills outside the classroom and document their learning through reflection.

**General Course Description**

In fulfilling the experiential engagement (EXP) requirement for the Integrations Curriculum, students will exercise responsibility, initiative, and judgment as they apply their knowledge and skills in a real-world context and/or in an applied setting or situation. Through structured, written reflection, students will be challenged to move beyond the performance of the experiential task to discover and internalize knowledge about themselves and the world around them in a way that is cyclical (think-act-reflect, repeat) and meaningful. A summative reflection will become an artifact in students’ Integrated Portfolios.

The EXP requirement for the Integrations Curriculum may be met through approved academic courses, co-curricular experiences, or student-designed experiences.

All proposals, including student-designed experiences, must be approved prior to commencement of the experience. Each EXP-designated experience must be moderated by a CSB/SJU faculty or staff member.

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**General Curriculum Information**

In the Integrations Curriculum a course can be designated as either:

1. A Way of Thinking, OR
2. CSD: Identity (CI) or CSD: Systems (CS), OR
3. Learning Foundations, Learning Explorations, or Learning Integrations, OR
4. Theological Explorations (THEO 1) or Theological Integrations (THEO 2).

Thematic Encounters or Thematic Focus\* designations must be attached to a course with a Way of Thinking designation.

Any course carrying one of the above designations may also have one engagement^, except for Theological Explorations (THEO 1), CSD: Identity, Learning Foundations, Learning Explorations, and Learning Integrations, which cannot carry engagements:

1. Artistic engagement (ARTE)
2. Experiential engagement (EXP)
3. Global engagement (GLO)
* Any course may satisfy the Quantitative Reasoning skill requirement
* Any course (except courses that fulfill Theological Explorations, Theological Integrations, Learning Foundations, or any course with a THEO course number) may also satisfy the Benedictine Raven.

\*Thematic Focus courses will be renumbered based on theme and course level to be consistent across the curriculum. They will still carry the Department prefix.

The renumbering will be as follows:

277/377 - Justice Theme
278/378 - Movement Theme
279/379 - Truth Theme

Each course under the Theme will have a different letter, for example:

HIST 276A
HIST 276B, etc.

^Semester-length study abroad courses may carry both GLO and EXP.

Instructor

Course number:

Course title (as listed in the official catalog). If a topics course, please list the specific title this request applies to:

Abbreviated course title for the class schedule (30 characters or less including parenthesis & designation)

MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:

Please note:

A.      The committee understands that some courses may still be in development. Prompts that ask for examples of assignments seek information about the spirit of what students will do and instructors are not bound to the specific details (e.g. writing prompts) provided.

B.      The committee includes faculty from a variety of disciplines. Please remember to briefly explain disciplinary terms, contexts, and/or texts to allow all the members of the committee to best understand how your responses address the question.

C.      As you are answering these questions, please keep in mind that students will need to produce work to assess their fulfillment of the related learning outcomes if applicable.

**Experiential Engagement Learning Outcome**

Each of the following questions is designed to help the EXP Advisory Board and the GECC understand how the EXP goal will be met in your course or co-curricular experience. The questions are grounded in the four criteria for best practices adopted by the faculty in the Integrations Curriculum. The four criteria are: Intention, Preparedness and Planning, Authenticity, and Reflection.

In addition to providing evidence that the four criteria for best practices in experiential learning have been met by the proposed experience, the course proposal must provide evidence that the intensity and duration of the experience is sufficient to enable the student to 1) apply their knowledge and skills in a real-world context and/or in an applied setting or situation and 2) engage in cyclical reflection demonstrating how they have discovered and internalized knowledge about themselves and the world.

Course Proposal Questions

1.   The EXP requirement for the Integrations Curriculum may be met through approved academic courses, co-curricular experiences, or student-designed experiences. [Intention and Authenticity]

a. Where and how will the learning take place, including the real-world experience (inside and/or outside the classroom) as defined in the teaching guideline?

b. Describe the duration and the structure of this experience.

2. How will students gain a sufficient foundation for engaging in this experience? What knowledge and skills will students be asked to apply to this experience? [Preparedness and Planning]

3. What do you anticipate students will gain (such as skills, understanding, attitudes, knowledge, etc.) from the experience? [Intention]

4. Why is this experience the chosen approach? [Intention]

5. How will students apply their learning in response to a real and/or professional situation in ways that are useful and meaningful to those who will be affected by or use it [the experience, the service, the project, the product, etc]? [Authenticity]

6. What will students do to purposefully exercise initiative, responsibility, and judgment so that they actively shape the learning for themselves? [Intention, Preparedness and Planning]

7.  The course requires structured, written reflections from students. [Reflection]

a. How do you plan to embed student reflection into all phases of the experience to support the think-apply-reflect-repeat model?

b. Please provide an example of a prompt or prompts that will be used to help students demonstrate the reflective process as integral to experiential learning. (Please see teaching guidelines for Reflection.)

8. I will assign the [required summative reflection] which will become artifacts in students’ Integrated Portfolio.

<https://www.csbsju.edu/documents/Integrations%20Curriculum/EXP%20Engagement%20Prompt%20%26%20Rubric.pdf>

Please initial here to acknowledge the required reflection assignments

(Optional) Additional information (is there anything else that you would like the GECC to know about this course or application?):

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