

## PROPOSING EXPERIENTIAL LEARNING OPPORTUNITIES (ELOS)

Center for Integrative and Experiential Learning, Revised March 2019

Experiential learning increases student satisfaction and success. UofSC strongly encourages all undergraduates to engage in at least one Experiential Learning Opportunity (ELO) in their collegiate experience. We look forward to including your opportunities in the ELO list in the CIEL Opportunities Database.

### Experiential Learning Opportunity (ELO) Criteria (see page 3 for more detail):

1. 45 hours of engagement in community service, peer leadership, research, study abroad, or professional engagement [internship, intensive project in a specific professional context, work experience]. *Hours can include time spent in preparation for and reflection on the experience.*
2. Clear expectations for participation. (e.g., syllabus, handbook, orientation session).
3. Required reflection on learning (e.g., projects, papers, journals, meetings).
4. Feedback to students from a faculty, staff member, or a graduate assistant on participation/learning.

### ELO Courses

#### Typical ELO Courses

- Practicum or Internships Courses
- Service-Learning Courses
- Courses in which students serve clients or complete extensive projects in a specific professional context
- Courses in which students complete research projects OTHER THAN independent studies (see below)

ELOs that have been centrally approved (these do not need to be submitted individually):

- Study Abroad courses or experiences
- Undergraduate Research (for credit; paid or volunteer). *Direct students completing significant research to register with the Office of Undergraduate Research at [sc.edu/our/researchregistry](http://sc.edu/our/researchregistry).*

Submissions are currently by course (not sections)—*ALL sections of a course must meet ELO criteria.*

- Coordinate within your program/college regarding any course number taught in multiple sections including appropriate concurrence from program/college administrators.
- Contact Irma Van Scoy for any questions regarding a unique ELO section of a multiple section course.

**Non-credit bearing ELOs:** These are typically peer leadership, service, or work-based experiences and must meet the same criteria for engagement, reflection and feedback as credit-bearing opportunities. Providers must systematically keep records on student participation and be able to verify individual student completion.

### The On-line Proposal Process

- Login is on the CIEL Website in the Faculty/Staff Toolbox: Experiential Learning for Faculty/Staff
- The proposal format is multiple choice questions and some text boxes. *A syllabus or other documentation must be attached. Estimated time to submit a proposal is 15-30 minutes.* See tips, p. 2.
- A 5-person committee (including faculty and staff) reviews proposals. Proposers receive feedback from [ciel@sc.edu](mailto:ciel@sc.edu).

### Experiential Learning Record/Transcript (separate from the academic transcript)

- Available to students entering UofSC Fall 2018 and later
- ELO completion data reflected on transcripts are collected by Beyond the Classroom Matters® (BTCM)
- A grade of C or better on an ELO course indicates student completion of an ELO (pulled from Banner)
- BTCM® works with non-credit bearing ELO providers to obtain completion data
- Additional details for the transcript are preferred (location, role, title of project) for all experiences. Systems/processes are under development to capture this information through BTCM®.

## ELO PROPOSAL TIPS

The most typical questions from reviewers on ELO proposals are related to reflection and feedback.

### Reflection

1. Types of reflection include:
  - in-depth problem solving such as through extensive, real-world based course projects
  - research analysis
  - application of course content to real-world experience [i.e., theory to practice]
  - personal reflection on the significance of learning and application to one's future).
2. Be sure it is clear how students are required to reflect. If the syllabus or other attachments only refer to a general requirement (e.g., "students keep a journal", "a paper is required", "students have one-on-one conferences"), these can be further described in a textbox. It also helps to point the reviewer to the location of the information in the syllabus or other attachments. Textbox examples:

*See extensive information on required journaling in the syllabus (p.3)*

*See the attached student assignment guide which is provided for students in Blackboard for more information on student reflection (e.g., topics and questions students must answer, due dates).*

*Each student meets with a trained graduate assistant for a one-hour reflection meeting at midterm and the end of the semester. See the session topics listed in the rubric and the reflection sheet that students complete in preparation for the meetings.*

*The Agency Analysis paper includes a summary of the services standard health clinics provide, what the student has experienced in his/her placement in comparison with those findings, and a summary of issues in clinics based on readings and his/her direct experience in the placement. See the syllabus, p. 6.*

*In the Final Report to the client (see syllabus p. x), students describe their analysis of the company and recommendations for the future which requires in-depth problem solving and relating content from a variety of courses to their potential solutions. In the presentations, students must reflect on the most significant components of their work to describe their conclusions clearly and succinctly. In the peer evaluation, students also reflect on their own role in the team including their contributions and how they could have improved.*

### Feedback

Use textboxes to provide information on when/how often students will receive feedback and to describe what form feedback will take if not included in the syllabus or other documents (or refer to appropriate sections of attachments). Additional information on feedback is typically needed for courses since syllabi describe what students are required to do, but not necessarily how they will receive feedback.

Sample textbox examples:

*Students receive feedback from the instructor and their peers as they share ideas on project days including questions to consider for next steps, analysis of why a suggested strategy might work (or not), where to find additional resources, etc. In addition, each project group receives in-depth written feedback from the instructor on the mid-point report. Students receive individual feedback from their peers in the peer feedback process used throughout the project with the instructor assisting as needed.*

*(For a multi-section course) Faculty provide written feedback to students on project drafts as well as a final evaluation either in paper, e-mail, or Blackboard (depending on the instructor's preference). Students receive feedback from peers and their instructor during class discussions of cases and in project development.*

### Experiential Learning Criteria at UofSC

Category	Criteria	NSEE <sup>1</sup> Principles	HIP <sup>2</sup> characteristics	Examples
<b><i>Sustained engagement applying learning in real world context</i></b>	45 hours or more in a sustained/cohesive experience over time that involves applying academics (i.e., formal study, disciplinary theories or concepts) in a real world context in which the student engages with others in authentic ways. <sup>3,4</sup>	Authenticity	Significant investment of time and effort Encourages collaboration with diverse others Meaningful interaction with others	-Hours once per week throughout semester -One intensive week of experience preceded by planning/orientation and followed by final assignment or reflection meeting
<b><i>Purposeful and intentional with clear expectations</i></b>	The experience is purposefully chosen in relation to the student's academic work and/or professional goals. Criteria for eligibility to participate are clear. Students are provided with clear background information and expectations for participation (i.e., orientation).	Intentionality Preparation and Planning Orientation and Training		-Required course in students' professional program -Student selected experience to meet own goals -Students provided with expectations through syllabus, handouts and/or in an orientation session.
<b><i>Feedback</i></b>	A mentor/supervisor and potentially others (e.g., peers, clients) provide feedback during the experience on the student's participation and/or learning.	Monitoring and Continuous Improvement Assessment and Evaluation	Frequent and substantive feedback  Meaningful interactions with others	Faculty, professional staff (on or off campus), or GAs provide feedback in writing or through individual meetings. In addition, students can also receive peer feedback.
<b><i>Reflection</i></b>	Students reflect on and analyze their experience including such topics as relationship to past learning, connections to other experiences, application of course content to guiding real-world decisions/interactions, and future implications.	Reflection	Facilitates learning	-Journaling, blog, posts -Weekly meetings/ communications -Integrative paper, project or presentation

<sup>1</sup>National Society for Experiential Education: A nonprofit association of educators, businesses, and community leaders; Serves as a national resource center for the development and improvement of experiential education programs nationwide. Full description of principles: <http://www.nsee.org/8-principles>.

<sup>2</sup>High Impact Practice (HIP) characteristics: Characteristics of experiences found to positively impact student success (as identified through national research).

<sup>3</sup>"Real world context" for experiential learning is most often provided outside of standard classroom, on-line, or lab instruction. It may occur on or off campus. Essential features involve engaging with diverse others in interactive activities and compelling situations that involve listening, observing, interacting, problem solving, application of critical thinking, reflecting, and creating in ways that apply to academic theories/concepts/frameworks.

<sup>4</sup>Work-based/professional, community service/service learning, study abroad, and peer leadership experiences include engagement with on- or off-campus communities, professionals, clients, etc. Courses in which the primary focus is creating solutions for real life contexts without direct external engagement can potentially count if the experience includes elements such as detailed, realistic context characteristics and framing of the problem, interactive processes with feedback through advanced technology (e.g., simulation software) and/or knowledgeable others; and presentation of the results to an appropriate community.

<sup>5</sup>Experiential learning in research engages students in intense, in-depth study under mentorship of a faculty member (e.g., independent studies).