



SAMPLE EXPERIENTIAL SYLLABUS

Credit Hours: VARIES

Location: Online

University Mission Statement

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Course Description

This course will center on prairie activities for elementary school students focusing on plants, animals, conditions, and history of the prairie.

Course Goals

UNDERSTANDING STUDENTS

Candidates will analyze and evaluate a variety of instructional strategies to enrich student learning in their classrooms.

SERVING THE COMMUNITY

Candidates will become advocates for quality instruction in order to support colleagues, administrators, parents, and students in their school settings.

FINDING OUR PROFESSIONAL SELVES

Candidates will design and implement innovative and effective strategies to enhance professional growth.

Course Outcomes (Compliance Standards can be found at www.stfrancis.edu/real/syllabus)

By the conclusion of the course, each participant will be able to do the following:

1. Candidates will identify/describe the relationship of the course experience to the InTASC Standards.
 - InTASC 5, 6, 7, 8
2. Candidates will describe instructional changes that will positively impact student learning/achievement.
 - InTASC 5, 6, 7, 8
3. Candidates will demonstrate reflective professional behaviors.
 - InTASC 9

Resources and Academic Policies

Resources and academic policies for candidates as listed below can be found at www.stfrancis.edu/real/syllabus. The PDF documents may also be printed from this location for easy reference.

- Method of Instruction and Expectations of Candidates
- Academic Policies for Candidates
- Compliance Standards
- Resources and Assistance for Candidates

Institutional Policies

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog. For the most current version of the catalog, please visit <http://stfrancis.edu/academics/university-catalog>

Course Assignments and Alignment of Outcomes **SAMPLE ONLY**

Evidence of Completion – Experiential Learning

Candidate's successful completion of the required assessments, experiences, and activities during experiential learning opportunity will be documented.

- Course outcome 3
- Standards InTASC 4, 5, 9

Active Learning Assessment

Candidates will submit and reflect upon evidence from the experiential learning opportunity to demonstrate proficiency in meeting/learning about an identified InTASC Standard. Descriptions of the impact this new knowledge/experience will have upon the classroom environment and student learning/achievement will also be documented.

- Course outcomes 1, 2, 3
- Standards InTASC 5, 6, 7, 8

Experiential Learning Reflection Survey

Candidates will complete a reflection survey sharing their experiential learning opportunity and insights.

- Course outcome 3
- Standards InTASC 9

This course builds on a meaningful learning experience that occurs outside the traditional classroom structure in which candidates are currently participating or recently concluded. In that experience, candidates interacted with generative topics based on current theory and research-based best practices. This course allows candidates the opportunity to extend, apply, and demonstrate their learning from that experience with activities that are aligned with academic outcomes and applicable state and national standards.

Candidates will complete a classroom unit that will function within his/her school setting. The project must reflect how the elementary-level student will approach the program in the classroom. Appropriate pedagogy, strategies, authentic

assessment, and scientific thinking must prevail. Optional ideas for the final unit may include but is not limited to:

- Demonstrate ability to modify and/or amend existing *course or workshop* activities to function within unique classroom conditions.
- Create an innovative and interactive unit based on *course or workshop* content/learning.
- Explore ways to approach *the course or workshop* as an interdisciplinary unit.

Communicate the unit plan design to other participants in a presentation setting. Submit a written report, including suggestions about how this design will work in the classroom.

Course Evaluation and Weighting of Assignments

The following point values will be used and equated to a final grade. Scoring rubrics for discussions, assignments, and the final project will be provided in the Course Resources Module.

ASSIGNMENTS	POSSIBLE POINTS
Evidence of Completion – Experiential Learning	26
Active Learning Assessment #1	13
Active Learning Assessment #2	13
Experiential Learning Reflection Survey	3
TOTAL	55

GRADING SCALE POINTS AND PERCENTAGES	GRADE
55-51 points	A
50-47 points	B
46-43 points	C
Less than 43 points	F

Course Schedule

Course Content/Topic	Required Reading, Activities, and Tasks
MODULE ONE	
Experiential Learning Opportunity	<ul style="list-style-type: none"> • Read information in Getting Started Module • Contribute to the Course Introduction • Complete Evidence of Completion – Experiential Learning
MODULE TWO	
Active Learning Assessment	<ul style="list-style-type: none"> • Review the InTASC Standards • Complete Active Learning Assessment #1 • Complete Active Learning Assessment #2
MODULE THREE	
Completion of Experiential Learning Opportunity	<ul style="list-style-type: none"> • Complete Experiential Learning Reflection Survey