Proposing Experiential Learning Opportunities (ELOs)
USC Connect, August 2018

Experiential learning has been found to increase student satisfaction and success. USC is strongly encouraging all incoming undergraduates to engage in at least one Experiential Learning Opportunity (ELO) in their collegiate experience. We look forward to helping students identify ELOs and to including your opportunities in the ELO list in the USC Connect Opportunities Database. USC is working toward an Experiential and Engaged Learning Record (a transcript supplementing the academic transcript) which will reflect student completion of Experiential Learning Opportunities.

WHAT OPPORTUNITIES SHOULD BE SUBMITTED?
Experiential Learning Opportunities can include credit-bearing or non-credit bearing experiences. All opportunities must meet the same criteria.

Experiential Learning Opportunity (ELO) Criteria (see page 3 for full explanation):
1. A minimum of 45 hours of engagement in which students are applying learning in a real world context.
   a. Hours can include time spent in preparation for and reflection on the experience.
   b. ELO categories include community service/service learning; internships, co-ops, or other work-based experiences (e.g., employment or solving real world problems for clients); study abroad or local cultural experiences; peer leadership; and research.
2. Clear expectations for participation. Expectations can be presented through written materials (e.g., syllabus, rubric, handbook) and/or class or group sessions.
3. Required reflection on learning through group sessions, 1-1 meetings, journals, blogs, projects, papers, and/or other assignments.
4. Feedback to students from a faculty, staff member, or a graduate assistant on their participation and/or learning.

Information on ELO Courses
Note: Submissions are by course (not individual sections)—ALL sections of a course must meet ELO criteria.
Be sure to 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 ELOs that you wish to offer via a unique section of a multiple section course.

Typical Experiential Learning Opportunity Courses submitted through Academic Units:
- Practicum or Internships Courses
- Service-Learning Courses
- Courses through which students serve clients through course projects/problem solving
- Research courses in which students complete a research project OTHER THAN independent studies (see “Undergraduate Research” below)

Categories of Experiential Learning Opportunities accounted for through central university offices:
- Study Abroad: General Study Abroad opportunity types (e.g., Global Classrooms, Global USC) will be submitted by Study Abroad and approved as Experiential Learning Opportunities as general categories. Faculty do not need to submit individual Study Abroad courses as individual ELOs, but all Study Abroad opportunities must include reflection and feedback components. Data on individual student completion of these ELOs will be supplied through the Office of Study Abroad.
- Undergraduate Research: Experiential Learning Opportunities in research are already approved in three categories: student grant awards, independent study (credit-bearing), and paid or volunteer research. Please direct students completing significant research under your oversight to register with the Office of Undergraduate Research at sc.edu/our/researchregistry/ prior to or at the beginning of their experience so that it can potentially be counted as an experiential learning opportunity. Faculty supervisors will receive automated messages to confirm student registration and completion of the experience.
Non-credit bearing Experiential Learning Opportunities:
Most non-credit bearing ELOs are overseen by the Division of Student Affairs or other university-wide units that involve students in extensive peer leadership roles. Non-credit bearing ELOs must meet the same criteria for engagement, reflection and feedback as credit-bearing opportunities. Examples of these roles include service or orientation leaders, peer advisor or mentors, and roles in instructional support. Some opportunities which provide students with important leadership experience do not qualify as ELOs because they do not include clear expectations, structured reflection and feedback components. (This is typically the case with student organizations in which students are operating more independently.)

THE ON-LINE PROPOSAL PROCESS

Overview:
1. After you sign in, the on-line proposal form asks for basic contact information, etc. and responses to multiple choice questions. You will need to attach a syllabus. Other materials that would help the review committee to understand how the course meets ELO criteria can be attached or explained in text boxes. Estimated time to submit a proposal is 15 minutes.
2. ELOs will be reviewed by a 5-person committee including faculty and staff. Proposers will be notified via e-mail of the status of their proposal(s).

Recognition of Students Completing Your Experience:
Our long term goal is to track student engagement in Experiential Learning Opportunities so that they can be included on an Experiential and Engaged Learning Transcript (separate from the academic transcript). When your proposal is approved, you will be contacted via email by staff managing this system (Beyond the Classroom Matters®) to confirm how information on your students’ participation and completion of this experience will appear and could be collected.

To begin your ELO proposal:
1. Log in here with your USC ID and password.
2. When login is complete, you will then see the page below. Click on the “Create New Proposal” button.

3. Complete the proposal form including uploading any attachments and hit “Submit”. You have the option to save a proposal as a draft and come back to it later before submitting.
4. You will be able to return to the pictured webpage to see a list of any proposals you have submitted and their review status.

Need further information or support to develop an ELO proposal?
Contact Irma Van Scoy, Executive Director, USC Connect; ivanscoy@mailbox.sc.edu, 803-777-3272/6728.
<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
<th>NSEE&lt;sup&gt;1&lt;/sup&gt; Principles</th>
<th>HIP&lt;sup&gt;2&lt;/sup&gt; characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustained engagement applying learning in real world context</td>
<td>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.&lt;sup&gt;3,4&lt;/sup&gt;</td>
<td>Authenticity</td>
<td>Significant investment of time and effort</td>
<td>-Hours once per week throughout semester&lt;br&gt;-One intensive week of experience preceded by planning/orientation and followed by final assignment or reflection meeting</td>
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<tr>
<td>Purposeful and intentional with clear expectations</td>
<td>The experience is purposefully chosen in relation to the student’s academic work and/or professional goals. Criteria for eligibility to participate in the activity are clear. Students are provided with clear background information and expectations for participation in the experience (i.e., orientation).</td>
<td>Intentionality&lt;br&gt;Preparation and Planning&lt;br&gt;Orientation and Training</td>
<td>Encourages collaboration with diverse others&lt;br&gt;Meaningful interaction with others</td>
<td>-Required course in students’ professional program&lt;br&gt;-Student selected experience to meet own goals&lt;br&gt;-Students provided with expectations through syllabus, handouts and/or in an orientation session.</td>
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<td>Feedback</td>
<td>A mentor/supervisor and potentially others (e.g., peers, clients) provide feedback during the experience on the student’s participation and/or learning.</td>
<td>Monitoring and Continuous Improvement&lt;br&gt;Assessment and Evaluation</td>
<td>Frequent and substantive feedback&lt;br&gt;Meaningful interactions with others</td>
<td>Faculty, professional staff (on or off campus), or graduate students provide feedback in writing or through individual meetings. In addition, students can also receive peer feedback.</td>
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<td>Reflection</td>
<td>Students analyze their experience and describe learning including such topics as relationship to past learning, connections to other experiences, and future implications.</td>
<td>Reflection</td>
<td>Facilitates learning</td>
<td>-Journaling, blog, posts&lt;br&gt;-Weekly meetings/communications&lt;br&gt;-Integrative paper, project or presentation</td>
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<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](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. Experiences in creating solutions for real life contexts with no engagement with external entities (e.g., case studies), while extremely valuable, do not meet the criteria for experiential learning.

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