Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

**Proposal #** 291

**Effective Date of Change:**

**Academic Year** EX-07

(For Office Use Only)

**Course Designator** ExEd 202

**Number of Credits** 3

Title

<table>
<thead>
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<th>Current</th>
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<tr>
<td>Intro to Experiential Education</td>
<td>Intro to Experiential Education</td>
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24-Char. Abbrev: Intro to Experiential Ed

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course introduces foundations of experiential education through direct experience with various applications connected through reflection and group processing. Topics such as Project Based Learning, Service Learning, Adventure Education, Ethics in Leadership and Wilderness Experience will be covered.

**Rationale or Justification for change:**

There has been a growing interest from undergraduate students for this class, and at this time, there is little academic incentive to take the course. Making ExEd 202 a general education course will allow students to fulfill standards for graduation while simultaneously being able to explore the progressive field of Experiential Learning. Through ExEd 202 course content and the guidelines for category 11, students will not only learn about Experiential Education, they will also gain skills that can be used for any academic interests they are pursuing.

### For General Education or Cultural Diversity Courses Only

#### General Education Course:

<table>
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<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tr>
<td>11</td>
<td>Performance and Participation</td>
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**Cultural Diversity Course:**

(Please check one.)

- Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
- Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

### For New Courses

(Check all that apply:)

- Instructional Type: Seminar

- Course is an elective.

- Course is required for program

- Pre- or Co-requisites:

- Other courses are being changed or eliminated. (Explain.)

Course will be offered:

- Fall Semester
- Spring Semester
- Summer Session

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.

**Revised September 2002**
## Signature Page

**Department**
- Recommended
- Not Recommended

*Comments:

**College Curriculum Committee**
- Recommended
- Not Recommended

*Comments:

**College Dean**
- Recommended
- Not Recommended

*Comments:

**General Education Subcommittee**
- Recommended
- Not Recommended

*Comments:

**Undergraduate Curriculum and Academic Policy Committee**
- Recommended
- Not Recommended

*Comments:

**Faculty Association Graduate Committee**
- Recommended
- Not Recommended

*Comments:

**Graduate Dean**
- Recommended
- Not Recommended

*Comments:

**Academic Affairs Council**
- Recommended
- Not Recommended

*Comments:

**Senior Vice President and Vice President for Academic Affairs**
- Approved
- Not Approved

*Comments:
Introduction to Experiential Education:  
**EXED 202**  
Thursday 10:00 – 11:50 am  
Armstrong Hall 321

*A mind that is stretched by a new experience will never go back to its old dimension.*  
~ *Sir Oliver Wendell Holmes*

**Instructors:** Jen Bezon  
Tasha Purcell  
**Email:** jennifer.bezon@mnsu.edu  
tashamarie.purcell@gmail.com  
**Telephone:** (315) 573-2321  
(703) 597-8911  
**Office:**  
10 Gage Complex  
389 - 5201  
**Office hours:** By appointment

## Course Foundations

We believe:

- Each student has high potential.  
- Learning content should be relevant to students’ lives.  
- Individual learner’s needs are of high importance. Utilizing various modes of evaluation and communication will aid the learner-instructor relationship in addressing these needs.  
- The process of learning has value equal to or greater than the product of learning.  
- Comprehension is heightened through thorough application of content.  
- Our role as instructors is to help facilitate learners towards exploration, discovery, analysis and understanding while remaining flexible in our methods. **This semester will be a learning process for us as well.**  
- Reflection on our experiences enables the learning process to continue throughout our lives.  
- The purest form of academic motivation is found internally.  
- Learners’ past experiences are integral and complement the learning process.
Course Objectives

Throughout this course students will foster within themselves:
- An ability to define and practice experiential education.
- Develop an understanding of the learning process.
- Discover various learning styles, including insights into your own learning styles.
- Create a desire to continue exploring the field of experiential education.

Course Breakdown

Class Participation / Attendance (25% of final grade)

The presence of body, mind and spirit are integral elements to your learning in this class. Attendance is mandatory unless prior arrangements are made with the instructors.

Readings (40% of final grade)
Reading all of the assigned materials will aid in participation during class. We understand that not everyone learns or participates in the same way. We are interested in your willingness to be an active learner by thoughtfully engaging in the course material and experiences both in and outside of class. In order to have meaningful discussions it is imperative that you complete the assigned reading for class.

Journal Responses (10% of final grade)
Throughout this course you will be asked to write journal responses to different readings, lectures and experiences. Responses will be graded on your thoroughness of ideas, not on content. We’re focused more on the process of journaling as a reflective tool to help you to more fully understand your learning experience and process as opposed to the specific ideas or personal reaction that you share.

Personal Learning Project and Presentation (25% of final grade)
In the second half of the semester, you will be taking what you have learned about the experiential learning process, and applying it to learning a skill or topic of your choice. You will be required to give a brief demonstration on your project and of what you learned in the form of a presentation to the class. There are many techniques that you may use for completing the project and the presentation; we will discuss them in class. Rubric and further information will be supplied in class.
Learning Environment

Each student is responsible for fostering a safe, positive learning environment that supports and encourages diverse perspectives and values. Please be respectful in your spoken/unspoken responses to contributions of other class members and mindful of the length of your own comments.

Grading

The process is just as important as the product. You will get out what you put in. Your grades (attendance, participation, assignments, etc) will be logged weekly. At any time in the semester you can receive a summary of your progress in the course by making an appointment with an instructor.

A = 90-100  B = 79-89  C = 68-78  D = 57-67

Class Schedule

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<th>Class</th>
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<th>Topic</th>
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<td>1/25/2007</td>
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<td>2/1/2007</td>
<td>John Dewey / Classroom Experience</td>
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*Note: syllabus is subject to change based on class progress and needs
Please note: MSU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Disability Services, located in 0132 Memorial Library, telephone 389-2825, TDD 711 and then contact course instructors as soon as possible.
General Education Curriculum Proposal:
ExEd 202: Introduction to Experiential Education
Department of Educational Leadership

Course Description:
ExEd 202 (3) Introduction to Experiential Education
This course introduces the foundations of experiential education through direct experience with various applications connected through reflection and group processing. Topics such as Project Based Learning, Service Learning, Adventure Education, Ethics in Leadership and Wilderness Experience will be covered.

General Education Curriculum Met:
Category 11: Performance and Participation
Goal: To prepare students for responsible and effective participation in groups and communities.

Students will be able to:
(a) participate effectively in a variety of artistic, education, political, recreational, health and public service or social service settings;
(b) interact with others of another culture in its indigenous setting through a structured experience;
(c) participate cooperatively in group athletic activity or artistic performance.

Synthesis:
Through both direct experience and seminar format students will learn the various applications of Experiential Education while routinely applying learned concepts to their lives. Each topic covered will combine readings and discussion with an interactive group experience. Early class sessions will focus on the development of groups, effective processing techniques, communication skills and their application to course material as well as their benefit in life. A focus will be placed on the improvement of these areas through personal (journal) and group reflection as the course progresses.
Department of Educational Leadership
Wed.Apr. 5, 2006
10:00 a.m.

Present: Jasper Hunt, Julie Carlson, Loretta Delong, Jerry Robicheau, Scott Wurdingar

Minutes

The department of educational leadership met today and voted to move the Introduction to Experiential Education undergraduate course forward to the curriculum committee to be considered as a general education course.
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Institutional Research
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