

Experiential Learning Course Proposal Cover Sheet

Program/Department/School Submitting Proposal SPED Date Submitted August 31, 2015
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Course Number/Title SPED 43309 Introduction to Deaf Studies # of Credits 3

Check one:

- New Proposal Resubmission with Revision (Date of Original Submission: _____)
 Renewal of Approved ELR Section

Check one:

- Request for Section and Full Course Approval Request for Full Course Approval Only
 Request for Section Approval Only

Select Appropriate Experiential Learning Category/Categories: [] Civic Engagement,
[] Creative/Artistic Activities, [] Practical Experiences, Research, [] Study Abroad/Away

INFORMATION NEEDED FOR SECTION APPROVAL ONLY:

Faculty Member of Record: _____

CRN: _____ Section #: _____ Semester/Yr: _____ / _____

APPROVAL ROUTING: Check one and obtain associated signatures

Kent Campus and Regional Campus - FULL-COURSE approval if housed on Kent Campus

Chair/Director: K. Williamson-Jenkins Date: August 31, 2015

Date Approved by College Curriculum Committee: 10/23/15

Dean: Alia R. Crowe Date: 11/2/15

Kent Campus and Regional Campus - Section Approval ONLY

Chair/Director: / Date: _____

URCC College Representative: _____ Date: _____

RC ONLY:

Asst. or Assoc. Dean: _____ Date: _____

REGIONAL COLLEGE SECTION AND FULL-COURSE Approval

Asst. or Assoc. Dean: _____ Date: _____

RC Assoc. Provost & Dean: _____ Date: _____

SECTION ONLY:

URCC College Representative: _____ Date: _____

Course-Based Experiential Learning Requirement Form

Please consult the **Experiential Learning Guidelines** as you respond to each item on this form.

Course Subject/Number/Title: SPED 43309 Introduction to Deaf Studies

Credit Hours: 3

Prerequisite(s): None

Please attach a master syllabus for this course, and submit a course catalog update workflow. (See attached)

The *course objectives* section of the syllabus must include the *goals of the experiential learning component*.

1. Describe how the course provides opportunities for students to:

- Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;

The course provides opportunities for students to demonstrate their understanding of concepts and information about cultures other than their own by analyzing literary and/or cultural artifacts or phenomena. The collaborative process of applying concepts and knowledge by choosing a topic, writing, and revising with the instructor's guidance enables students to broaden their understanding of the discipline and to reflect on their learning experience.

- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and

Through the process of examining and discussing orally and in writing worldviews, cultural products, historical events, and/or linguistic phenomena of the target language and culture they are studying, students will deepen their understanding of others' worldviews as compared to their own.

- Reflect on the meaning of the experience for their current and future learning.

Guidance and feedback provided by the instructor helps students identify and address gaps in their cultural and linguistic knowledge and provides a robust foundation for further work in the discipline and lifelong learning.

2. Explain how the three learning outcomes will be assessed:

- Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;

Formative assessment will be provided during class discussions and feedback on preliminary drafts of papers. Summative assessment will be provided by formal evaluations of final drafts of written papers in accordance with WIC guidelines.

- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and

Students document new understanding of various facets of the target language and culture through improvements and revisions made to both the content and form of the various drafts of their written assignments.

- Reflect on the meaning of the experience for their current and future learning.

Students reflect on the learning experience in addressing the **feedback** provided on the various drafts.

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

A copy of this ELR Proposal will be provided to faculty teaching the course and the department chair or curriculum coordinator will discuss expectations with the faculty. Multiple sections of this course are not offered in any single semester. This course will undergo curricular review by the language unit and curriculum committee as needed.

URCC Use Only

Date Received by URCC _____

Decision: Approved _____ (Date)

Withdrawn by Submitter _____ (Date)

Minor Revision – Resubmit _____ (Date)

Major Revision – Resubmit _____ (Date)

Denied _____ (Date)