The BELL Core
The Belmont Experience: Learning for Life

Experiential Learning Designations

1. Prefix, number, title of course:
   (prefix) (number) (title)

2. Academic Department: ________________________________

3. Will all sections of this course include these global studies components?
   ___ YES (this is a permanent designation for this course)
   ___ NO (this designation is to apply to this exact section only)

   Semester: _________   Instructor: ________________________

   NOTE: This means that this course will receive a permanent designation, which means that the course will be designated accordingly in ClassFinder every semester and that a statement will be included in the Bulletin beside the course description that will indicate that this course fulfills the EL requirement.

4. Which designation should this course receive?
   _____ Undergraduate Research
   _____ Community-Based Research
   _____ Service Learning
   _____ Study Abroad
   _____ Internships, Clinicals, and Practica
   _____ Recitals, Shows, Exhibits, and Other Significant Projects or Performances

5. This form should be accompanied by these application materials:
   a) a syllabus of the course, or a specific course description, to the General Education Council.
   b) A description of how and to what extent the course will address the criteria for the EL designation being sought for the course. A description for each EL category can be found in later pages of this document.

   Dean’s Approval: ________________________________  Date: ________________
Criteria for Experiential Learning Courses

- Courses may carry only one designation for Experiential Learning.

- An Experiential Learning course includes an out-of-class component that involves the students in an active ("doing") learning experience that complements and enriches the students' in-class learning experience. (Listening to a lecture outside of class, for example, would not be considered "experiential learning" since it is essentially a passive activity.)

- The Experiential Learning component must be significantly linked to the course content and course goals. Descriptions of the course should include examples of the course goals, major readings, and major assignments—and should include examples of how these readings, activities, or assignments will relate to the “experience” the students are having in this course. Through these assignments, each course should include purposeful reflection that calls for the student to connect the learning that occurs through the experiential component of the course to the learning that occurs within the course’s academic realm. These courses should encourage students to draw connections between the different parts and aspects of their learning, while also encouraging them to connect their learning to their lives and to the world.

- To earn EL credit, the “experience” must be embedded within a credit-bearing academic course or be part of a 0-credit graduation requirement for the major. The designation is tied to a specific course (with a prefix and number), not an extracurricular activity.

Type 1: Traditional Undergraduate Research

Courses should feature a major assignment that involves traditional research, which culminates in a paper or project that the student presents (individually, or in a team) to the larger academic community. This presentation may occur at BURS or at an alternative academically appropriate event sponsored by the faculty member (i.e. not simply to the students in that class).

Information about previous BURS sessions can be found at the following link:
http://www.belmont.edu/burs/

Type 2: Community-Based Research

Courses should feature a major assignment that involves community-based or “action” research. The purpose of this research—which is typically defined by a specific, relatively short timeframe—is to respond to a community need, or to the needs of an external stakeholder. The results of this research will be a paper, report, or project that can be used by the external stakeholder. Students will also do an oral presentation (individually, or in a team) to that external audience, and may also present at BURS. If making an oral presentation to the external group is not possible, this presentation may simply occur at BURS or at an alternative academically appropriate event sponsored by the faculty member (i.e. not simply to the students in that class).

A few examples of such projects might be:
- Impact studies—in areas of education, economics, environmental studies, etc.
- Marketing studies
Genealogical research
Health analysis of a certain group or population

Type 3: Service Learning

Courses must include:
- on-site community involvement, intentionally linked to the course content;
- preparation for, as well as reflection on, the service experience.

Moreover, the service must be for the purpose of community engagement and learning, not primarily for the development of personal or job-related skills—and the experience must be mutually beneficial to community partners and students.

The amount of time spent with the community partner/project may vary from course to course, depending on the design of the experience, but it should involve at least 8 hours of direct engagement with the community partner/project.

Reference information regarding SL courses can be found at:

http://www.belmont.edu/sl/

Type 4: Study Abroad

Study Abroad "EL" credit may be obtained through a Belmont University-sanctioned “travel and study” experience which takes place outside of the United States and which carries academic credit for participating students.

Type 5: Internships, Clinicals, and Practica

These experiences will take place off campus and, typically, will relate to the students’ academic major and/or anticipated career. (These experiences must be tied specifically to an academic course, or alternatively must be an official graduation requirement for the major.) The amount of time on site with the internship may vary from Department to Department, depending on the design of the experience, but it should involve at least 8 hours of direct engagement with the internship partner.

Type 6: Recitals, Shows, Exhibits, and Other Significant Projects or Performances

These experiences will take place on campus and, typically, will involve the preparation and presentation of a substantial piece of work by the student, which will relate to the students’ academic major. Besides senior projects—such as senior recitals, senior exhibits, senior directing/acting projects, etc.—students who have a significant leadership role in The Vision, the Belmont Literary Journal, and possibly other similar projects can earn EL credit in this category, providing that this experience is attached to a credit-bearing academic course or is an official graduation requirement for the major. An example of a “significant leadership role” is a student who serves as the general editor, or the editor of a key section, of one of these campus publications.