

<i>(use cell below)</i> Instructor:	Course prefix and number:	Date:		
CRITERIA	DOES NOT MEET	APPROACHES	MEETS	NOTES
<p>Structured, Intentional and Authentic</p> <ul style="list-style-type: none"> All parties must be clear about applied learning activity Defined knowledge to be gained from the experience Formal process- syllabus or written understanding between all parties or defined assessable learning outcome Defined roles and responsibilities for all participants (students, faculty, partners) Activity should be hands-on and/or real-world context Applied Learning activities are intentionally connected to Student Learning Outcomes 	<p>No evidence of Structure</p> <p>No formal agreement, process, syllabus or other</p> <p>Roles and Responsibilities not defined</p> <p>Activity is not hands-on or related to a real-world context</p>	<p>Contains some elements of structure</p> <p>Formal agreements process is incomplete</p> <p>Roles are not clearly defined</p> <p>Activities may be hand-on but not intentionally connected to learning outcomes in the course.</p>	<p>Meets all the required elements of structure</p> <p>Experience is hands-on or in a real-world context</p>	
<p>Preparation, Orientation and Training</p> <ul style="list-style-type: none"> Students must enter the experience with sufficient background/foundational education- via prerequisite courses or during this course Instructor has clear plan for assessing readiness A plan to support success that includes learning expectations 	<p>No evidence of prerequisites or course content that prepares students</p> <p>No plan for instructor to assess readiness</p> <p>No plan for supporting learning expectations</p>	<p>Fundamental preparation plan but lacks opportunities to assess student readiness for the applied learning experience.</p>	<p>Clear and flexible plan for student preparation including opportunities for students, instructors, and partners to assess readiness</p>	
<p>Monitoring, Continuous Improvement</p> <ul style="list-style-type: none"> Activities provide a rich learning environment 	<p>Does not provide a method for monitoring the experience for:</p>	<p>Offers nominal opportunity for engagement, improvement, and feedback</p>	<p>Demonstrates methods for monitoring the experience and</p>	

<p>that meets learning outcomes</p> <ul style="list-style-type: none"> • A variety of defined methods for feedback • Expectation of effective performance and engagement of student, instructors and partners. 	<ul style="list-style-type: none"> • growth and improvement • alignment with learning outcomes <p>Engagement of stakeholders in the process or outcome</p>		<p>continuous improvement</p> <p>Clear expectation for engagement and areas for growth</p>	
<p>Structured Reflection, Acknowledgment</p> <ul style="list-style-type: none"> • Structured opportunities for students to self-assess, analyze and examine constructs/skills/insight from the experience and to evaluate the outcomes. • Opportunities for students to evaluate the outcome of the experience • Student Reflection should demonstrate the relevance of the experience to learning • Reflection should articulate how experience improves learning and meets objectives • Recognition of process and accomplishments 	<p>Lacks methods or opportunities for structured reflection</p> <p>Does not indicate the relationship between applied learning and learning outcomes</p>	<p>Offers opportunities for structured reflection but lacks alignment with learning outcomes (reflects on the applied learning experience but not the learning)</p>	<p>Offers multiple and/or varied opportunities for students, instructors and partners to reflect on the applied learning experience and the learning goals</p> <p>Acknowledges how and where the activity improves or facilitates learning objectives</p>	
<p>Assessed and Evaluated</p> <ul style="list-style-type: none"> • Outcomes and processes should be systematically documented, (learning expectations, connection between the applied learning experience and SLOs, quality outcomes • Appropriate and timely feedback from all facilitators- instructors, partners 	<p>Does not include an evaluation plan/method</p> <p>Does not assess the applied learning experience and/or map that to learning outcomes</p> <p>Does not include a feedback plan</p>	<p>Assesses or evaluates either the process or the outcomes of applied learning but not both</p> <p>Opportunities for feedback are limited</p>	<p>Clearly indicates how learning and the applied learning experience will be evaluated and assessed</p> <p>Includes a clear timeline for feedback from and to all parties</p>	