

2. What were the most important things you learned from this experiential or work - based learning experience? In what ways did you increase your knowledge of yourself as a person, a student learner, an aspiring professional, and/or a citizen?
3. How does this experiential or work-based learning experience integrate with the current course(s) you are taking (theories, practice, etc.)? Did you use anything you have learned in your courses when taking part in the experience you are highlighting?
4. Why is it what you learned in this experiential or work-based learning experience significant or important to you? How does what you learned from this experience relate to your career goals? How does it relate to your academic discipline?
5. How will this experiential or work-based learning experience affect your future learning? How will what you learned be helpful in future classes or future situations?

The rubric used to assess the critical reflection assignment will be added to the Canvas course for instructors of QEP designated coursework, and will be aligned with Canvas Outcomes, which will allow the QEP Director to pull that data without the need for a report from those instructors. Again, it will be required for QEP course designation

Research for QEP Designated courses. The courses self-identified as potential QEP courses will be examined by the QEP Steering Committee prior to Year 1, as those courses would need to implement the critical reflection assignment and common assessment to be officially designated. Additionally, the use of a critical reflection assignment and a common rubric was used across a sample of courses from different colleges on campus in order to pilot the in-course assessment and data accessibility, including the following:

Anderson College of Nursing and Health Professions

NU 304: Adult Health Nursing I

NU 414: Senior Internship and Review

College of Arts, Sciences, and Engineering

SP 350 Conversation and Composition (in Spanish)

FR 350 Conversation and Pronunciation (in French)

SW 362: Social Work with Groups, Organizations, and Communities

EN 339W: Technical Writing

EN 489W:

courses. Data from and feedback about the use of the rubric will be gathered from faculty early Spring 2023.

Process for Course Designation

If faculty would like to obtain the QEP designation for their experiential or work -based learning course, there are a few important steps they will need to take:

- Step 1: Faculty choose the experiential or work-based learning experience they will utilize as part of their course. This could be one of four categories: work-based learning, mentored research or creative activity, service learning, or immersive learning. Faculty who need help deciding can contact the QEP Director or QEP Departmental Liaison for assistance with their course.
- Step 2: Faculty attend a QEP course planning and assessment training session. Faculty will attend a training session (offered in person or virtually) where they will learn about ways to integrate experiential and work-based learning into their courses, and how to implement the critical reflection assignment. Faculty will also learn how to prepare students to tell the story of their experiential or work-based learning experience to their benefit. Additionally, faculty will be trained on the usage of the critical reflection rubric for Integrative Learning and establish interrater reliability. A Canvas course with resources for faculty (sample course plans, example assignments, etc.) will also be available to those who choose to apply for QEP course designation.
- Step 3: Faculty will submit an application for QEP course designation in an upcoming semester. The QEP Departmental Liaisons Committee must receive applications for Fall semester courses no later than April 1 and Spring semester courses no later than November 1.

goals. The implementation strategies outlined aim to scale up existing activities on campus while also adding new activities, help develop effective new courses and redesign existing courses, drive awareness of the value of experiential and work-based learning, inform students how to connect and capitalize on opportunities, and recognize students who take advantage of the experiential and work-based learning opportunities.

Faculty Engagement

Faculty members will play a vital role in the successful implementation of the QEP. Experiential and work