



Application for ThinkAchieve: *Beyond the Classroom* (BTC) Experiential Learning Designation

Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.

APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF

Please complete the application and submit to think@utc.edu. More information on ThinkAchieve, UTC's platform supporting Experiential Learning is at www.utc.edu/think. If you have questions, please call Bengt Carlson at (423)-425-5825.

Application Content Requirements

- 1) Complete the General Information section
- 2) Select the *Beyond the Classroom* experience category most applicable
- 3) Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
- 4) Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

GENERAL INFORMATION

Faculty/Staff Name: Click here to enter text.

Course/Experience Title (if course, please include course number): Click here to enter text.

Department or Office: Click here to enter text.

First Semester the Course/Experience will be Offered: Click here to enter text.

How often do you plan to offer this Course/Experience?: Click here to enter text.

***BEYOND THE CLASSROOM* EXPERIENCE CATEGORIES (select one)**

This application will be evaluated using a *rubric corresponding to one of the experience categories*. More information is available at www.utc.edu/think.

____ **Creative:** Articulate, implement, and reflect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression

____ **Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application afforded by the specific off-campus setting

- ____ **Internship:** Practice skills or methods related to their field of study through supervised work in a professional or organizational setting
- ____ **Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination
- ____ **Service Learning:** Articulate, implement, and reflect on a substantive application of their academic foundations to a real-world service setting and/or need
- ____ **Leadership:** Articulate, implement, and reflect on a substantive application of their academic foundations to develop skills for leadership

***BEYOND THE CLASSROOM* DESCRIPTION PROMPTS**

Please specifically and concisely describe the experiential element of this opportunity in the three areas below. The experiential element should constitute $\frac{1}{4}$ of the credit or non-credit bearing opportunity.

1. **Authentic Responsibility:** Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes (see detail in category specific rubric)
Click here to enter text.
2. **Reflection:** Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reflects on the activity; articulates personal, civic/social, and/or academic learning; identifies values and attitudes developed through the activity. See detail in category specific rubric)

Description of <u>pre-experience</u> reflection activities	Click here to enter text.
Description <u>during the experience</u> reflection activities	Click here to enter text.
Description of <u>post-experience</u> reflection activities	Click here to enter text.

3. **Regular mentorship, supervision, and feedback:** Mentorship entails responding regularly to student work; supporting student reflection (more description below), integrating learning through the activity and goal-setting for future involvement or inquiry (see detail in category specific rubric)

Click here to enter text.