



Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

Signature of Institution's President or Chancellor

Date

Dr. Lesley Di Mare, President

Printed/Typed Name and Title

Colorado State University-Pueblo

Name of Institution

Pueblo, Colorado

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words. Quality Initiative Reports are to be submitted between September 1 of Year 7 and August 31 of Year 9 of the Open Pathway cycle. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: 8/30/2016

Name of Institution: Colorado State University-Pueblo State: CO

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Report Categories

Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished, and explains any changes made to the initiative over the time period.

Experiential Education: Colorado State University-Pueblo's "Initiative for Enhancing Learning & Teaching" was our Quality Initiative chosen and submitted to HLC in early February, with response from HLC in late March 2014. It was designed to promote student learning and success across campus. This involved increasing the visibility on campus of the high-impact practice of experiential learning.

Selection of this Quality Initiative (QI) evolved over a series of open campus fora during the 2012-2013 academic year in tandem with development of the University's Strategic Plan. Experiential Education (EE) pedagogy was a natural fit for the CSU-Pueblo Strategic Plan, as both focus on student success and providing faculty additional resources during a time of significant budget constraints.

Strategic Plan objective three strives to "integrate experiential education throughout students' curricular and co-curricular activities," with progress on this to be measured by tracking the number of students such activities impact. Campus efforts in EE aligned to this goal included exploring the designation of EE courses, creation of student EE portfolios, support and recognition of faculty implementing EE curriculum, and showcasing of undergraduate student achievements in EE.

In 2013-2014, on-going discussions grew into a designated EE Roundtable to plan and implement the QI. In Spring 2014, an EE Scholars Program was implemented in which 25 faculty from diverse colleges and departments revised syllabi to include EE pedagogy, met monthly in peer discussion groups, and provided peer observations of teaching. The Scholars Program culminated in a campus-wide showcase of work that included poster presentations, directed roundtable discussions, and panel presentations.

HLC approval of the QI was received in Spring 2014, by which time an institutional inventory and needs assessment had already identified existing EE work on campus and categorized faculty recommendations for moving forward with the QI. To inform campus efforts, the EE Roundtable Chair had already attended the Association for Experiential Education (AEE) conference in Fall 2013 and five faculty participated in the Spring 2014 Campus Compact of the Mountain West Engaged Faculty Institute.

By Fall 2014, an initial QI implementation budget request of \$100,000 annually was approved, but subsequent budget constraints readjusted this support to \$100,000 over the QI period. Despite this, the EE Roundtable proved effective in expanding the understanding and growth of EE pedagogy campus wide as well as building the infrastructure for an enduring institutional commitment to EE.

Several campus workshops on EE best practices were hosted by Roundtable faculty in 2014-2016, especially during Convocations (the week before classes begin each fall and spring.) Noted EE pedagogue Michelle Cummings presented engaging and well-attended workshops in October 2014. With her visit, the University acquired a number of EE classroom tools for faculty. Two EE co-directors were appointed in 2016 to oversee continued workshops and development of EE pedagogy and EE course designation. They are coordinating with the new CSU-Pueblo Center

for Teaching and Learning (CTL) funded through the U.S. Department of Education-funded MAESTRO Title V grant which began in Fall 2015.

With the EE course designation in place, the University is now in a position to consider EE requirements in the General Education program or individual degree programs (or campus wide). With remaining QI implementation funds to support EE Co-Directors for at least another four semesters and the establishment of the CTL, the University has committed both resources and policies in both the near and long term to ensure a lasting impact of EE at CSU-Pueblo.

Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

In the initial QI proposal, the University identified four primary purposes:

- 1) Advancing Experiential Education as Part of our Curriculum, Teaching, and Learning
- 2) Supporting and Developing Faculty and Student Involvement in Experiential Education
- 3) Creating Opportunities for Outreach and Engagement
- 4) Recognizing, Celebrating, and Reflecting on our Successes with Experiential Education

Specific goals pursued in fulfilling these purposes evolved throughout the implementation phase. Personnel directly involved in the EE Roundtable changed throughout the QI period, through natural attrition of faculty and staff and the interest of new parties in subsequent years. The volunteer nature of the EE Roundtable encouraged a certain fluidity in membership. Fresh ideas and perspectives brought new reflection and priority to the original goals. The Roundtable, a group of faculty, administrators, and staff from all four colleges/schools and a wide array of academic and student services departments, met bi-weekly each fall and spring throughout the QI period. Members widely reported their work on the Roundtable as among the most rewarding and engaging of their teaching careers.

Purpose 1: In advancing EE as part of our curriculum, teaching, and learning, many of the initial goals centered on the development of an EE course designation, which was accomplished during the QI period. At the outset, the Roundtable selected the Association of Experiential Education definition as the working institutional definition of EE:

“Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities”. (<http://www.aee.org/what-is-ee>)

This lays the foundation for continuing discussions around potential EE requirements in General Education, campus wide capstones, and/or individual degree programs. As these conversations begin in Fall 2016, the University has an opportunity to involve student input more intentionally – something, in hindsight, which has fallen short of expectations to this point in QI efforts.

These goals also addressed a desire to promote and integrate EE into the campus culture, which was effectively accomplished in campus workshops and, in particular, the Spring 2014 EE Scholars Program. Discussion is underway toward sponsoring a second EE Scholars Program in 2016-2017, likely partnering with the University's new grant-funded Center for Teaching and Learning (CTL).

Purpose 2: The EE Roundtable was especially effective in supporting and developing faculty and student involvement in EE. EE scholars modified over 25 courses in various disciplines during the QI implementation phase. Faculty and student involvement in workshops has been high from the outset and, with receipt of Title V funds, the University's Center for Teaching and Learning will provide an on-going central hub to connect faculty and promote EE. All of the initial second purpose goals were met in the QI implementation period to date.

Purpose 3: The University stands well poised now to create new opportunities for outreach and engagement for faculty and students. While new relationships with local organizations have emerged during QI implementation, these have resulted from the individual efforts of faculty, primarily, rather than an overall institutional effort. An after-school English and Music program at the El Centro del Quinto Sol Recreation Center on Pueblo's eastside, for example, grew out of the natural work of Music and English EE Scholars. This provided a subsequent partnership between students in the President's Leadership Program (PLP) and El Centro to renovate the El Centro learning center (an activities/educational room within the space). PLP students spearheaded repainting, refurnishing, and re-carpeting the space on private donations they secured, including installation of new computer work stations. These types of endeavors provide an opportunity now for the University to engage with such organizations with greater intentionality, more focused goals, and specific outcomes. In the example of El Centro, these conversations are now underway. The Center for Teaching and Learning, in coordination with the University EE Co-Directors, can shepherd additional efforts moving forward.

Purpose 4: The University is also better poised now to recognize, celebrate, and reflect on EE successes. The EE Showcase provided a principal opportunity to do this in the current QI phase, as well as the student presentations to the CSU System Board of Governors in August 2016. Discussions on how to incorporate and reward EE work within the promotion and tenure dossier have been broached and EE Roundtable faculty appear committed to bringing future policies and processes to fruition.

Early in the QI implementation phase, much discussion centered on developing co-curricular transcripts that reflect student EE activities and community service. Student Services staff and the EE Roundtable discussed existing software opportunities. Records staff discussed the feasibility of preparing such documents for students. The discussions identified as many challenges as solutions, however, and in its initial work, the Roundtable shifted attention to other goals. As the University now tackles development of EE requirements for students, co-curricular transcripts are among the issues that can be revisited.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The impact of the quality initiative on campus has been significant as EE has formally become institutionalized at CSU-Pueblo. Through a variety of mechanisms, experiential education has been integrated into the campus culture. This quality initiative has shown that the philosophies and pedagogy of experiential education align well with the university's institutional priorities and student population. Specifically, the development of officially designated EE courses, the inclusion of EE in the 2015-2020 CSU-Pueblo Strategic Plan, the formation of an EE Roundtable, the establishment of EE Co-directors, and the implementation of a grant-funded Center for Teaching and Learning demonstrates that we have incorporated experiential education practices and professional development across campus. These diverse efforts demonstrate the transformative nature of this quality initiative and its positive impact at CSU-Pueblo.

The most notable change that has occurred as a function of this initiative is the creation of "officially designated" EE courses. This effort formally established a presence for experiential education on campus. Through a lengthy and comprehensive process working with the Academic Policies & Standards Board and the Faculty Senate, the academic course catalog now includes language that defines experiential education for official recognition. The establishment of officially designated EE courses is the first step towards further efforts to institutionalize experiential education. Faculty can now follow established protocols to develop EE courses. In order to obtain an EE designation, the following criteria must be met:

- courses must include a minimum of 10 hours of experiential education per course credit hour
- students are taught the definition, principles, and purpose of the Experiential Learning Cycle;
- course objectives and learning outcomes are tied to direct experiences;
- students are engaged in structured reflection;
- the course incorporates activities aligned with experiential education principles;
- the course includes an assessment of student learning and the effectiveness of the experience;
- students conceptualize course material and engage theory with practice through posing questions, solving problems, and constructing meaning;
- students are encouraged to engage in experimentation;
- students are required to demonstrate evidence of knowledge constructed through experiential learning (e.g. portfolios, presentations, projects, performances, displays, etc.).

Another change that occurred on campus that demonstrates the impact of this initiative is the inclusion of experiential education language in the 2015-2020 CSU-Pueblo Strategic Plan. Within the strategic plan, experiential education is acknowledged as a transformative learning opportunity that contributes to student success. The university's strategic plan identifies measurable objectives for experiential education. Explicitly, the goal is to increase the numbers of students who complete a designated experiential course from zero students in 2015, to 500 students in 2020.

Development of the EE Roundtable, a collective of individuals consisting of 8-10 faculty and staff from across campus that help to steer the direction of EE progress, was an important first step

toward our QI impact. The roundtable is a committed group of individuals who were largely responsible for the success in obtaining university official designation of EE courses. This assemblage of Roundtable members is an active group on campus and signals the positive impact of this quality initiative. The accomplishments of the Experiential Education Roundtable led the Provost's Office to further institutionalize experiential education through the development and creation of an Experiential Education Director position. Currently, this position is being filled by two faculty members serving as Co-Directors, each of whom receives a three-credit course reassignment per semester to facilitate EE efforts in collaboration with the Center for Teaching and Learning(CTL).

Experiential education is a prominent component of the university's recently awarded MAESTRO Title V Grant from the U. S. Department of Education. This \$2.6 million grant supports the CTL as the office coordinates a number of high-impact practices that create enriching academic, field-based, and experiential learning opportunities for students. This positive change occurred on our campus in large part as a consequence of this Quality Initiative.

4. Explain any tools, data, or other information that resulted from the work of the initiative.

A variety of tools and data are now available on campus as a result of this quality initiative. The university now has an online experiential education resource center and experiential education facilitation tools. In regards to data, the university completed an experiential education needs assessment and inventory, and generated an EE course metric to systematically assess increases in the number of experiential education courses.

An online experiential education resource center is now available to all faculty and staff. This resource center is contained within the university's learning management system (Blackboard). The online resource center serves a number of functions including: facilitating university discussions and communication, serving as a repository for experiential education references and grading rubrics, providing a means to support faculty with off-campus travel, and housing official university risk management documents related to experiential education.

In addition the university library now has a variety of experiential education facilitation resources available for checkout. These resources include: reflection tools, processing activities, teambuilding initiatives, critical thinking exercises, debriefing tools, and other assorted resources to support experiential education efforts on campus. These tools are a derivative of this EE quality initiative and flowed out of a faculty development workshop that focused on exposing faculty to a variety of experiential education activities that could be implemented in the classroom.

As mentioned previously, the recent establishment of designating EE courses will now provide the university with an official metric that will document and assess the impacts of experiential education on campus. These data will support the measurement and evaluation of experiential education. In addition to these data, the university also has valuable information that assesses the experiential education needs on campus. As part of this quality initiative, an extensive needs assessment/inventory was completed that involved 82 respondents from across campus. The MAESTRO summer program incorporated EE pedagogy and will track the success of its participants as they continue their education at CSU-Pueblo. The data collected from these efforts helps to inform the direction of experiential education and shapes this qualitative initiative.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

Accompanying implementation of this initiative were a number of both challenges and opportunities. Some of the challenges encountered related to staff turnover, available time, and uncertain funding. Some of the opportunities that occurred as result of this initiative related to

collaboration, faculty development, and community outreach. Overall, the opportunities were celebrated and the challenges were overcome.

With respect to opportunities, one of the most profound aspects of this initiative was campus-wide support and faculty collaboration. The hands-on nature of experiential education appealed to a diverse community of faculty from multiple disciplines. In a time period marked by fiscal challenges and fluctuating faculty/staff morale on our campus, experiential education workshops and initiatives boosted morale and generated optimism as the campus experienced widespread collaboration. An example of this collaboration is the success of the Experiential Education Scholars Program. This semester-long effort demonstrated staff's willingness to collaborate as 25 faculty joined together from the following disciplines: Art, Biology, Business, Chemistry, Chicano Studies, Education, Engineering, English, Exercise Science, Health Promotion, History, Mathematics, Music, Political Science, Psychology, Recreation, Spanish, and Women's Studies.

Another positive opportunity which arose was the opportunity for faculty development. An extensive series of faculty development workshops focused on improving teaching and learning have occurred as a result of this initiative.

Spring 2013: Designing Community-Engaged Teaching & Learning, Faculty Development Workshop. Patti Clayton, Ph.D., independent consultant. (This occurred before we formally submitted EE as our QI for HLC.)

Fall 2013: Tools of Engagement: Developing a course policy sheet and syllabus for community engaged learning, Faculty Development Workshop

Fall 2014: EE Basics, Convocation Week Faculty Development Workshop

Spring 2015 EE Scholars program with 25 faculty members participating

Fall 2015: Faculty/Staff Development Workshop. Michelle Cummings "Training Wheels"

Faculty have been eager to participate as many professors had some familiarity with experiential education, but lacked pedagogical training. Faculty from across campus have been excited to re-design course syllabi and bring experiential learning theories into their classrooms. Furthermore, the spread of experiential education across campus has resulted in a wide variety of community outreach initiatives that have engaged our students with the surrounding region and local organizations. Experiential education efforts have been transformative as they have provided students authentic opportunities to apply theory to practice. These opportunities have helped to engage our students in the educational process while also helping to prepare them for the workforce.

As with any initiative of this scope, challenges were encountered with implementation. Perhaps the greatest challenge was the high degree of staff turnover during the three year scope of this initiative. The departure of key staff members was admittedly an obstacle, but the initiative weathered changes in both senior leadership and roundtable members. This turnover impacted the initiative as the individuals who originally drafted the quality initiative were not the ones implementing it. This limitation combined with continued fiscal challenges faced by the university served as a significant challenge. Fortunately, the positive outcomes resulting from increased staff collaboration and overall community "buy-in" were able to help offset these challenges.

One last challenge that was encountered when implementing this initiative was time. Developing academic policy and introducing language into the course catalog requires extensive patience and commitment, as there are many campus entities to consult in getting to faculty consensus

and approval. Enacting change is an incremental process in higher education. Fortunately, given the relatively short time frame, significant change has occurred. Furthermore, the effort to establish and officially designate experiential education courses has resulted in the faculty senate and related governing boards being educated on the benefits and positive outcomes associated with experiential education. Going forward, this initiative has laid the foundation for further efforts to enhance and promote experiential education on campus. On our campus, experiential education has garnered a wave of widespread support and encouragement.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

The assistant provost's office spearheaded this initiative from the outset and continues to monitor its progress. The assistant provost has overseen the final report and provided oversight of the implementation of the EE course designation process.

Numerous faculty have engaged in campus presentations of their EE activities and discussions about how to implement EE effectively have helped mentors and mentees find each other. At one large initial meeting hosted by our (former) provost, many agreed it would be helpful to have one "open" day each week free of courses to allow for campus-community service learning, engagement and a shared arena of time for showcasing of experiential activities campus-wide; however, the pragmatics of shifting to a four-day teaching schedule proved impossible, especially for lab and practitioner-oriented disciplines (e.g., nursing). Regardless, there were many faculty who joined in the effort to spread the practice of EE.

The EE Roundtable involved several faculty and staff coming together informally at first to continue discussions of campus engagement in experiential education and worked effectively as a collaborative. Several faculty dedicated to competent EE practices have served as unofficial leaders who helped to facilitate implementation of the EE Roundtable's vision. They met regularly beginning in 2014 and continue to do so. An annual budget of \$100,000 was proposed and obtained, as were EE co-director positions in spring 2016 (each with one-course reassigned time). The Roundtable has been instrumental in bringing to campus several Professional Development opportunities (e.g., Michelle Cummings' workshop in 2015) as well as hosting their own in-house trainings during the campus's Convocation week and throughout the academic year.

The EE Roundtable worked alongside the co-directors to pilot the EE course designation which was proposed and shepherded through the campus approval process to Faculty Senate approval in spring 2016. Faculty and staff were involved in writing the U.S. Department of Education Title V MAESTRO grant which has provided funding and professional development for faculty in many aspects, including much EE pedagogy.

7. Describe the most important points learned by those involved in the initiative.

Movement/progress at the institutional level takes a lot of time, planning and patience. Money can change incentive, with mixed results, both individually and in groups. For example, the EE Scholars initiative offered financial compensation for individual faculty and created some community around adopting this type of pedagogy, but unfortunately grant funding led to some "turf wars" regarding monies and space allocation.

The goal was not to reach every faculty member or look to eliminate all traditional pedagogical practices. Promotion of student-driven pedagogy can come from peers role-modeling this within their department or college; word of mouth by engaged students can also serve to encourage faculty to consider EE. It's important to emphasize for faculty and students new to EE that "to close the loop" means to focus not only on making an experience happen, but to critically reflect upon the experience (e.g., internship, chemistry lab) in such a way as to promote insights not only into the course topics, but also into one's own personal/professional growth and development. Reflecting upon one's own learning needs and style helps the student (1) practice meta-cognition, and (2) find the value in, and differential learning that comes from, both successful outcomes and failures. It promotes a growth-mindset which is essential for resiliency or grit in students. Some faculty who already had experiential activities in their courses benefitted from thinking about those in light of the explicit EE definition and completing the reflection piece that had been less of a focus previously.

Experiential education fits in well with the mission and culture of the university. EE philosophy and practices appeal to our unique student demographics. Faculty were very interested in EE pedagogy and implementing this into their curriculum and teaching style. EE and "hands on" learning connected well with our student population. Students were found to frequently "sell" EE to their classmates who have yet to experience a course using this type of pedagogy.

Experiential education initiatives were effective in building community, enhancing the campus culture, boosting faculty/staff morale, and energizing the campus. The community agencies with whom faculty have partnered provide potential employment opportunities for students, and for some, an awakening to the real power of knowledge to transform. Community agencies like the Boys and Girls Club, and local schools like Baca Elementary serve as training ground for students in various majors (e.g., Exercise Science & Health Promotion, Education, Psychology, Sociology); simultaneously, low income K-12 students at the Boys and Girls Club and Baca are being mentored by college students who also serve as role models. Given a substantial number of students are themselves the first generation to attend college, they understand the value of role-modeling for these kids that they too can come up to the University one day.

Faculty who find their students more engaged, find themselves more energized as well. Faculty who share a love of pedagogy will truly go the extra mile for their students and their community. Engaged faculty energize each other through the ups and downs. Students who have the opportunity to learn from them express how much this approach to learning broadens their horizons. When students can experience directly course concepts, they are far more invested in their own learning and challenge themselves in a way that is noticeable and very appealing to faculty.

Resource Provision

8. Explain the human, financial, physical, and technological resources that supported the initiative.

Faculty and staff from multiple disciplines across colleges with an interest in campus-wide formal implementation of experiential education formed the EE Roundtable and were involved with other EE efforts. The roundtable team was linked to our overall HLC accreditation process through a HLC Steering Committee liaison. With funding from the provost, the EE Roundtable Chair attended the AEE conference in Fall 2013; additionally, five faculty participated in the Spring 2014 Campus Compact of the Mountain West Engaged Faculty Institute. The Roundtable created and implemented an EE Scholars program in AY 2014-15, which engaged a group of 24 faculty in

development of EE activities and assessments in their courses. Convocation sessions led by EE faculty Scholars reported on successes and provided professional development to other faculty.

EE efforts also contributed to the writing of the U.S. Department of Education Title V MAESTRO grant which now supports further faculty development for experiential education on campus through our Center for Teaching and Learning (CTL). This includes funding of our intensive “boot camp” summer program which was a coordinated 30-day program of experiential education for 41 incoming “at risk” students. Two EE faculty co-directors were chosen from campus faculty during the most recent academic year to further efforts in curriculum designation, technology resources and community outreach. Multiple faculty and programs across campus supported students in various discipline-linked experiences. A student presentation at the August 2016 CSU System Board of Governors meeting showcased experiential education, and the Board members expressed their support of the EE initiative and recognized the successes presented.

The EE Roundtable efforts were supported by a \$100,000 budget from the Provost’s Office, utilized over multiple years. This budget funded the EE Scholars program with stipends and materials for faculty efforts and funded EE co-director course release during 2015-16. The CTL is housed in a suite of rooms designed for this purpose in our new General Classroom Building. EE-related instructional materials purchased from these funds are now available in the University Library for use by faculty, students and the campus community. Our instructional technology department provided support when required, including website and blackboard assistance for accessible online resources.

Plans for the Future (Feature Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

Experiential Education is now a more integral part of CSU-Pueblo, as it is a specific goal in our Strategic Plan to exceed the number of original EE courses campus-wide identified by Department Chairs with officially EE designated courses by 2020. Ten courses were approved for EE designation in the first round for fall 2016. Efforts continue to identify other courses where coursework already meets this definition or where continuing efforts expand the EE pedagogy into further courses. This will lead to steady increases in the number of courses overtly offering this teaching pedagogy to students. Faculty who have engaged in EE will continue to incorporate this in their courses and promote it among their peers.

Plans for the future include measuring EE efficacy, exploring an EE requirement for graduation on campus, pursuing an experiential education minor, incorporating experiential education into the general education or majors curriculum, and expanding the more formal recognition of EE to our co-curricular student activities. We will seek to develop and assess EE benchmarks and target goals. To further these efforts the developed EE director position description will be modified as the effort continues in hopes of continued faculty and financial support of this position and the EE efforts.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

Meaningful and useful practices gained from this initiative certainly included the effectiveness and positive experience of the EE Roundtable. In this group faculty and staff volunteers were given the flexibility to design programs and initiatives from the grassroots level and from personal investment in the pedagogy and teaching. This faculty “buy-in” was essential to the success of the initiative. It was also important to

identify appropriate definitions/goals of EE so that faculty and administrators were on the same page in defining EE to include a vigorous reflective component and understanding the EE cycle so that the pedagogy was most effectively applied.

It was essential early on to identify appropriate administrative and financial support – for faculty stipends to encourage syllabus re-design, workshop participation, director positions to spearhead the initiative, and EE course designation to provide ongoing attention. Successful efforts to obtain the Title V MAESTRO grant for CTL professional development will now provide the initiative a long-term structure in which EE pedagogy will be supported and sustained.

The EE Scholars Program worked very well. We would be willing to share artifacts from the development and structure of a faculty development program that created a cohort of faculty that worked to further engage with EE. Stemming from this was the Catalog EE Course Designation. We would be willing to share artifacts from the development and procedure for designated “experiential education” courses on campus. This includes an EE definition and prominent characteristics, EE course designation application, EE course criteria evaluation checklist, and campus approval process.