St. Edward's University
Austin, TX

EXPERIENTIAL EDUCATION

FALL 1999

Compiled for
Catherine MacDermott
Director of Experiential Education

EXPERIENCE THIS!

Experiential Education at SEU

Compiled for

Catherine MacDermott

Director of Experiential Education

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Fall 1999

Technical and Business Writing

Professor Laurie Drummond

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Introduction

to Experiential Education at SEU

One must learn by doing the thing; for though you think you know it you have not certainty, until you try it.
--Sophocles

Learning through experience, as opposed to just hearing and reading, has long been regarded as the most beneficial method of instruction. Teaching "out of the box," requires creativity, a willingness to take risks, and a great deal of time and commitment. Experiential activities motivate a student to learn, foster teamwork, open doors for communicating as well as decision-making, problem-solving and critical thinking skills. In providing experiential activities in the classroom, the teacher is no longer the primary source of learning, but the guide and mentor, assuming the student takes responsibility for his or her own learning.

The Fall 1999 Technical and Business Writing class taught by Laurie Drummond did just that; we took responsibility for our own learning. The result of this undertaking is what you hold in your hands: a handbook compiled by 22 of us--dedicated, extremely hard working students--as part of a semester-long service learning project for Catherine MacDermott, Director of Experiential Education at SEU.

We interviewed faculty, both contracted and adjunct from the undergraduate, graduate and New College programs, using a survey our class created to determine faculty use of experiential learning (EL) activities in their courses. More specifically, data was collected about

- best practices in utilizing EL,
- frustrations and problems with EL,
- the extent to which EL is used in each course,
- resources that faculty use to create their EL activities, and
- which methodologies faculty use or want to know more about (orientation and training, monitoring, reflection before during and after, students' assessment, recognition and acknowledgement, and professor's assessment).

We have designed, written and organized this handbook to serve multiple purposes:

- to provide Catherine MacDermott with a detailed overview of how experiential learning is being used on the SEU campus so she can more effectively carry out her position of Director of Experiential Education;
- to help Catherine MacDermott design needed, appropriate training for faculty;

- to assist Catherine MacDermott designate which courses are EL heavy in the course catalogue, which will help students more effectively plan their semester workloads;
- to provide faculty with a useful resource for best practices, EL materials, and tips on potential frustrations and problems; and
- to provide administrators and Deans with useful information to determine planning, budget concerns, and faculty development.

We are extremely proud of our accomplishments and hope you will find this a useful resource, whatever your needs may be. If you'd like to learn more about the process of our service learning project, see the Appendix at the back of this handbook.

Show me and I will see; Tell me and I will hear; Teach me and I learn.

—Nietzsche

Examples

of Experiential Learning Activities

GENERAL EDUCATION

Freshman Studies FSTY 0307, 0308, 1310, 1311, 1313,

Rist -- 1
Students complete peer evaluations.
Lawson -- 1
Students complete peer evaluations.
Filippidis -- 1
Students complete peer evaluations.
O'Connell -- 1
Students complete peer evaluations.

Speaking And Listening Lab-- Int'l ENGW 0105, Rist -- 3
Students are required to attend lectures, conduct interviews, and write letters.

Basic Writing-- Int'l ENGW 0302, Rist -- 1
Students maintain contact with pen pals.

Rhetoric And Composition II ENGW 1302,

Lawson -- 1
Students write a reflective summary after attending a guest speaker's lecture.
Moragne e Silva -- 1
Students are required to complete peer evaluations, and contribute to group discussions on controversial issues.

Rhetoric And Composition II-- Int'l ENGW 1307, Moragne e Silva -- 1
Students complete peer evaluations and conduct interviews for research papers.

Jewish Literature CULF 1318, Manier -- 3
Students are assigned to senior citizens at a Jewish Senior home known as Beth Israel. They are placed into groups and are assigned to one senior citizen. They learn about the aspects that affected Jewish identification through their oral stories. They write a paper about what they learned. Rather than reading about Jewish history they will hear it directly from someone who actually experienced it.

American Experience CULF 1320,

Crane -- 2
No specific examples given.
Erisman -- 2
Students participate in buzz groups discussing articles and playing out scenarios from history. Dr. Erisman illustrates the power of the myth when she pulls from the class perceptions of popular history, like the Alamo. She also has the class keep a journal where they record thoughts in reference to activities used throughout the semester. Another activity Dr. Erisman utilizes

is in-class presentations. The class is segmented into groups, which receive different articles. The individual groups read and analyze the articles, and then present their interpretations to the class.

Farrall -- 2

Dr. Farrall engages his students in simulations or "fire drills" which give them an opportunity to practice what they would do in a given situation. He takes time for class discussion and individual reflection-either in the form of essays or individual dialogue.

Frank -- 1

Dr. Frank uses in-class discussion and encourages students to attend events in the community which exemplify theory introduced in the curriculum.

Oral History CULF 1360, Newton -- 2

Students are placed into teams and interview families of different ethnicities in the neighborhood. Through these interviews, students find their ancestry and learn how Austin has evolved over the decades. The students also record these oral stories on video and form an archive for the school and the community.

American Dilemmas CULF 2321,

Farrall -- 2

Students are engaged in simulations or "fire drills" which give them an opportunity to practice what they would do in a given situation. He takes time for class discussion and individual reflection-either in the form of essays or individual dialogue.

Smith -- 3

In class value exercises are used to prioritize the "moral value" of a given list of individuals according to respect. People like Mother Teresa and Princess Diana are at the top of the list. The students are then asked to list life goals and priorities, such as level of income and time allotted to community service. Prof. Smith easily illustrates the contradictions of judgments to actions.

Strong -- 1

Students are required to complete a research paper (which teaches "hands-on" writing). They work in small groups analyzing articles. They delineate prescriptive and descriptive reasoning and provide conclusions to be share with other groups.

Wise -- 1

The students work in groups.

Identity Of The West CULF 3330,

Brown -- 1

Students are engaged in class discussions and role-playing. Interactive worksheets based on historical documentaries or films seen in class are also assigned which require the student to provide in essay form their interpretation of people and events.

Perry -- 1
No specific examples given.

Contemporary World Issues CULF 3331, Perry -- 1
No specific examples given.

Introduction To College Algebra MATH 1314,
Chady -- 3
No specific examples given.
Koch -- 1
No specific examples given.
C. Naples -- 2
Go out to the soccer field and perform a uniform motion problem set-up. Also, measure volume of gravel around Sorin Oak.

Science In Perspective SCIE 4345, Altmiller -- 3
No specific examples given.

Capstone Course CAPS 4360,
Crane -- 3
Students establish contact and conduct interviews with people in the community about topic.
Drummond -- 1
Writing with peer response, oral feedback.
Knorr -- 2
No specific examples given.
Perry -- 2
Students conduct field interviews on their topic and maintain a service journal.
Skinner -- 2
Students establish contact and conduct interviews with people in the community about their topic.
Strong -- 2
Students conduct field interviews on their topic.

HONORS

The World Through Western Eyes HONS 3375, Perry -- 2
No specific examples given.

The Fairytale As Myth HONS 3377, Becker -- 3
This class creates booklets for the Elizabeth Nay Museum, which are then used by the museum to educate younger students.

Education Reform In America HONS 3382, Eanes -- 3
Consists of a service--learning project in which students assess teaching effectiveness through classroom visits.

Topics In Literature And Film HONS 3384, Filipidis -- 3
Students coordinate and produce a short film.

German Nationalism HONS 3390, Becker -- 2
This class creates booklets similar to those in the Fairy Tale as Myth class. Professor Becker has also set up several of his students to live, work, and study in Germany. He keeps track of their progress through constant e-mails.

SCHOOL OF BEHAVIORIAL AND SOCIAL SCIENCES

CRIMINAL JUSTICE

Elective

Internship CRIJ 4350, Horton -- 3
Students are placed in a service office or in a correctional facility and experience the criminal justice system instead of just reading about it. They are required to keep a journal recording their daily experiences and reactions to what they see.

HISTORY

Required Courses

U. S. History II HIST 1302, Brown -- 2
As in her General Education classes, she uses in-class discussions, film analysis and research methods that allow students to explore the roles of different historical social/ethnic/economic systems. Individual group work is also used to give students the chance to analyze, summarize and present historical works to classmates.

Historical Investigations HIST 4342, Brown -- 3
As in her General Education classes, she uses in-class discussions, film analysis and research methods that allow students to explore the roles of different historical social/ethnic/economic systems. Individual group work is

also used to give students the chance to analyze, summarize and present historical works to classmates.

Electives

Topics in Latin America HIST 4347, Newton -- 2
Students will experience Latin American culture through various trips to Latin American restaurants, musical shows, and plays.

Optional Monterrey Trip, Newton -- 3
Students travel to Monterrey for a week with Dr. Newton where they experience Mexican culture.

POLITICAL SCIENCE

Required Courses

Quantitative Research Methods in Political Science POLS 2328, Cookston -- 2
No specific examples given.

Public Policy POLS 3334, Nicholas -- 3
Students have to pretend that they are policy makers and have to present their policies to the class as a group. Classmates have to ask questions during the presentations and after they have to provide an evaluation.

American Foreign Relations POLS 3335, Nicholas -- 3
Students have to pretend that they are diplomats from different countries. They are given a crisis scenario by the professor and, as diplomats, they have to negotiate with different counties (classmates) to resolve the conflict.

American National Government POLS 1305, Wise -- 2
Students are required to go to some political event and write a political column.

State and Local Government POLS 1306, Wise -- 2
Students play the role of citizens and are required to attend to a meeting, like city council, Capitol Metro, etc.

The President POLS 4344, Wise -- 2
Students are required to go to a political campaign and write a news report as if they were a staff person from a political campaign.

Political Theory POLS 4347, Wise -- 1
Students write a political commentary from the perspective of a theorist like Karl Marx.

Internship POLS 4350, Wise -- 3
Placement varies with students choice.

PSYCHOLOGY

Required Courses

Statistics PSYC 2317, Swinkels -- 2
Students are given the opportunity to participate in research studies for extra credit. Homework requires the students to practice the application of material from lectures and reading.

Test and Measurement PSYC 3337, Bradt -- 2
Students are given case studies and must evaluate scores and apply them to the actual study. They also read articles concerning the field of psychology and debate the issues involved.

Experimental Psychology PSYC 3338, Swinkels -- 2
"Each semester…students complete three substantial research projects. The activities are active in that students are responsible for generating the research questions, forming hypotheses, collecting and analyzing data and presenting the results of their findings[.]"

Independent (Senior) Research PSYC 4338, Swinkels -- 3
Extending PSYC 3338, this class requires students to "complete a semester long research project that represents original, high--level research in psychology." Students work together in small groups performing a mock trial of investigation similar to the research psychologists routinely perform.

Electives

Adolescent Psychology PSYC 3307, Brother Hunter C.S.C. -- 3
Students were required to "adopt" and get to know a teenager. They discuss school and social concerns, dreams, fears, and career plans. They kept a detailed record of the various interviews and were required to observe the teenager's interactions with the other teens in order to develop a case study. The students were then required to give oral presentations over their case studies.

SOCIAL WORK

Required Courses

Statistics for Behavioral Science SOCW 2329, Cookston -- 2

Students are given a computer project, which requires them to apply statistical properties to the computer setting. The project is comparable to a project presented in the career world.

Intro to Social Work SOCW 2361, Frank -- 1

Students are required to perform 30 hours of community service with an organization in the community. They keep journals monitoring the experience throughout the semester.

Human Behavior and the Social Environment I SOCW 3331, Frank -- 2

In-class simulations are used to get students involved with the theory learned from lecture and reading.

Elective Course

Chemical Dependency: Special Populations SOCW 2341, Rodriguez -- 3

Students are required to go to a Narcotics Anonymous Meeting, an Alcoholics Anonymous Meeting, or to a Drug Dependency Meeting. Students then write a report about the meeting explaining how was it to be with people who have chemical dependency problems.

SOCIOLOGY

Required Courses

Principles of Sociology SOCI 1301, Farrall -- 2

Students will spend two classes in a game (role-playing) playing out a real life scenario, which requires the application of social theory in analysis and decision-making. Then, during the next class, reflection and group discussion prepare the students for the brief paper, typically due one week after the in-class "game."

Statistics for Behavioral Science SOCI 2329, Cookston -- 2

Students are given a computer project, which requires them to apply statistical properties to the computer setting. The project is comparable to a project presented in the career world.

Electives

Marriage and Family SOCI/PSYC 2327, Farrall -- 1

Papers, journals and student/professor meetings are used to ensure the student is engaged in the material presented in the curriculum; this is in addition to in-class simulations which serve as "fire drills" for student reaction and decision making.

Internship SOCI 4350,

Farrall -- 3

Students are enlisted in community service via local agencies. They work with an organization in which they have interest. Those interested in elder care might volunteer at a local hospital or nursing home.

Hopper -- 3

During the internship students are placed in a correctional facility and must observe for a total of fifty hours over the course of the semester. Students ride in a police car with officers and spend the night at a local jail. Students reflect on these experiences in a journal.

SCHOOL OF BUSINESS ADMINISTRATION

ACCOUNTING

Required Courses

Financial Accounting Lab ACCT 2102, Harris -- 3

Students analyze case studies.

Financial Accounting ACCT 2301, Cassidy -- 2

Students do a tax-return on mock companies.

Financial Reporting ACCT 3330, Harris -- 2

Students analyze case studies.

GAAP: Assets ACCT 3331, Harris -- 3

Students act as accounting consultants.

GAAP: Equities ACCT 3332, Harris -- 2

No specific examples given.

Federal Taxation ACCT 3334, Cassidy -- 3
Students track the stock of a company throughout the semester.

Business Communication BUSI 3330, Bennigton -- 3
Students are placed in groups of three to five and investigate a non-profit organization, governmental organization, or educational organization and identify and research communicative problems.

Introduction to Finance FINC 3330, Harris -- 2
Students analyze case studies

Electives

Personal Finance FINC 3332, Cassidy -- 3
Students use software to do practice sets; guest speakers to reinforce class learning.

BUSINESS & MANAGEMENT

Required Courses

Principles of Marketing MKTG 2301, Lynam -- 2
Students participate in team project.

Business Communications BUSI 3330, MacDermott -- 3
No specific examples given.

Management Consulting BUSI 3350, Polous -- 3
In all of his courses, Mark Polous has students role-play by picking another country in which to incorporate a business. They research all aspects involved in the business. His midterm requires students to role-play as if they were Management Consultants.

Strategic Management BUSI 4349, Polous -- 3
No specific examples given.

Marketing I MKTG 3331, MacDermott -- 3
Student groups assigned to local businesses to develop marketing strategies and monitor production changes.

Small Business Management MGMT 3336, Polous -- 3
No specific examples given.

Electives

Business & Professional Speaking BUSI 2321, MacDermott -- 3
No specific examples given.
Hirsch -- 3
Student speeches are tape recorded for critiquing and achieving progress.

Labor Relations MNGT 3333, Oveisi -- 2
Students analyze case studies individually and in groups.

Organizational Behavior MNGT 3334, Oveisi -- 2
Students conduct arbitration hearings and negotiate mock contracts.

SCHOOL OF EDUCATION

Required Courses

Learning Process and Evaluation EDUC 3331, Minus -- 3
She makes her students go out to the schools and complete10 observations. She also makes her students keep reflection journals.

Student Teaching EDUC 4649, Brother Paige -- 3
For 14 weeks the students teach at a school, whether it is one class or more. They make up lesson plans and actually teach the course. They keep a reflection or service journal and write down all their experiences and feelings about anything that happened in that teaching day.

Methods/Management in Secondary Schools EDUC 4333, Brother Paige -- 2
This course has a few activities such as going out into the schools and observing. Not actually teaching; sometimes helping the teacher, but mostly writing notes and observing the classroom.

Curriculum/Evaluation in the Secondary Schools EDUC 4334, Brother Paige -- 1
No specific examples given.

Bilingual Elementary Education EDUC 4651, Sanchez -- 2
Teach reading to bilingual children and service learning.

Art for Children EDUC 3330, Sanchez -- 2

Plan bulletin boards for middle schools around Austin, puppet shows, and work with teachers

Learning Processes EDUC 3331, Brother Hunter C.S.C. -- 3

Students are exposed to the "real world" through video presentations and they are asked to explore and evaluate 10 professional journal articles over a 10 week period. They also explore their current attitudes towards differing teaching styles in order to identify their own learning styles and how these contrast to other students within the classroom.

Service Learning Transformations through Mentoring EDUC 2120, Hagey -- 3

This class consists of an observation journal used for elementary room observations. They have guided reflection in class of experiences at elementary schools. Students must go to elementary school offices, observe at least 4 classrooms and do a project or presentation.

KINESIOLOGY

Required Courses

Recreation/Sports Pre-Adolescent KINE 3331, Knorr -- 2

In this class they are expected to go out into the schools and make 7 observations. They must pick two different elementary schools between kindergarten and 8th grade, and write what they feel is good teaching and what methods they feel don't work.

Musculoskeletal Anatomy/Biomechanics KINE 3334, Knorr -- 2

There are no tests in this course. The students are expected to complete a portfolio by the end of the semester consisting of 19 learning scenarios for which they must go into the schools to figure out.

Smith, F. -- 3

Students perform a bad mechanical analysis of a discrete movement of a real person.

Prevention and Treatment of Athletic Injuries KINE 3335, Pate -- 2

Students go to medical clinic or athletic training facility and do observations.

Legal/Ethical Issues in Sports/Kinesiology KINE 4345, Knorr -- 2
This class uses EL through interviewing; the students become a part of the job process. They must choose a school they want to work for and conduct mock interviews. They will also go out to the schools and help or do whatever is needed of them in the P.E. class. Sometimes they are asked to teach the class or sometimes they just help, depending on the school and the teacher.

Exercise Physiology KINE 4337, Smith, F. -- 1
Students develop an exercise prescription to meet the needs of a real individual.

Measurement and Evaluation in Kinesiology and Sports KINE 4346, Pate -- 2
Students are required to find a group to perform tests of either health related, skill related fitness tests.

Safety and First Aid KINE 2320, Pate -- 1
No specific examples given.

Physical Activity, Recreation and Sports for Special Problems KINE 2324, Robinson -- 2
No specific examples given.

Social and Psychological Issues of Kinesiology and Sports KINE 3332, Robinson -- 2
No specific examples given.

Advanced Athletic Training KINE 4347, Robinson -- 1
No specific examples given.

Advanced Topics KINE 4349, Robinson -- 1
No specific examples given.

Practice in Athletic Training KINE 4351, Robinson -- 3
No specific examples given.

Sports Medicine Ethics and Administration KINE 4357, Robinson -- 3
No specific examples given.

Electives

Basic Weight Training KINE 1101, Pate -- 1
No specific examples given.

Basic Racquetball KINE 1104, Pate -- 1
No specific examples given.

Strength Training and Cardiovascular Condition KINE 1122, Pate -- 1
No specific examples given.

Basketball and Softball KINE 1124, Pate -- 1
No specific examples given.

Basic Scuba Diving KINE 1105, Armstrong -- 3
Has students relate the dive table to eating pancakes.

Intermediate Scuba Diving KINE 1111, Armstrong -- 3
Actual lake dive done over a long weekend (after readings and pool work).

History and Principles of Kinesiology of Sports KINE 1311, Smith -- 1
Demonstrations and observations show students how to do a stress test on a treadmill.

Health for the Preadolescent KINE 3321, Wallace -- 2
Students contact 2-3 school districts to examine health education curriculum and supervise internships.

Recreational Games KINE 1120, Wallace -- 2
No specific examples given.

Racquet Sports KINE 1121, Wallace -- 2
No specific examples given.

READING

Required Courses

Reading For College Success READ 0210, Chodorow -- 3
Students conduct a time management simulation with a fictitious student's list of activities and assignments. They keep a learning log and guided journals. Students must establish goals for themselves for the semester. They evaluate their plan at the beginning and at the end of the semester via skills assessment inventory.

Critical And Efficient Reading READ 1323,
Minus -- 3
No examples provided.
Clark -- 3
In a professor designed Web-Quest, students assume identities of six delegates to Japan and do their readings and research via web based "quest" and small work groups.

Children's Literature READ 3334, Sanchez -- 2
No examples provided.

Remediation Of Reading Difficulties READ 4341, Frandsen -- 3
No examples provided.

Elementary Reading Methods READ 4346, Frandsen -- 3
Students diagnose problem readers and prescribe remediation.

Electives

Content Area Literacy READ 4343,
Eanes -- 3
Includes a classroom internship in which students design and teach lessons.
Minus -- 3
Students do internships at a school and within a field of their choice. They keep class journals and work on case studies.

Diagnostic Measurement Of Reading Abilities READ 4345, Minus -- 3
See description under Content Area Literacy READ 4343.

SCHOOL OF HUMANITIES

ART

Required Courses

Beginning Design ARTS 1311,
Conoly -- 3
No examples provided.
Irvin -- 3
No examples provided.

Clay I ARTS 1318, Irvin -- 3
No examples provided.

Introduction To Graphic Art ARTS 2313, Montignani -- 2
Students take a field trip to a printer to see what designers actually do, the printing process, and the knowledge a designer needs to produce a print.

Beginning Painting ARTS 2316, Conoly -- 3
No examples provided.

Beginning Sculpture ARTS 2326, Irvin -- 3
No examples provided.

Drawing II ARTS 3332,
Conoly -- 3
No examples provided.
Irvin -- 3
No examples provided.

Exhibition Techniques ARTS 4346, Irvin -- 3
No examples provided.

Electives

Drawing I ARTS 1316,Conoly -- 3
No examples provided.

Color And Design ARTS 1317, Conoly -- 3
No examples provided.

Typography ARTS 2314, Montignani -- 1
No examples provided.

Beginning Sculpture ARTS 2326, Irvin -- 3
No examples provided.

Graphic Art II ARTS 3331, Montignani -- 2
Students take a trip to a design studio to see the designer's work and portfolios. They complete assignments for real jobs which include designing the Art Department's brochure.

Painting II ARTS 3337, Conoly -- 3
No examples provided.

Internship ARTS 4350, Conoly -- 3
No examples provided.

COMMUNICATION

Required Courses

Mass Communication COMM 1307, Mitchell -- 1
This class is primarily lecture based; two presentations are required.

Fundamentals Of Communication Theory COMM 1310, Garza -- 1
Students bring in exemplars that illustrate specific theories learned. The exemplars are voluntary and count as extra credit for the course. Examples of such exemplars are cartoons, articles, bumper stickers, clothing, etc.

Interpersonal Communication COMM 1312, Strucker -- 2
Students are required to place themselves in situations where they can observe real life interpersonal communication. The students must write analysis papers linking their experiences to the learned theories.

Quantitative Research Methods in Communication COMM 2329, Cookston -- 1
<Crosslisted as POLS 2329, SOCI 2329, and SOCW 2329>
Students are given a computer project requiring them to apply statistical properties to the computer setting. The project will be comparable to a project presented in the career world.

Rhetorical Criticism COMM 3333, Mitchell -- 1
This class is lecture based and does require 2 oral presentations and 4 research papers.

Technical and Business Writing COMM 3335-see ENGW 3335,
<Crosslisted as ENGW 3335>

Group Communication COMM 3339, Zink -- 3
Students identify interest in a specific community organization and solve a specific trouble spot for the organization. The class applies theories learned in Group Communication as they work together to solve this problem. This class also requires oral presentations, proposals, and analysis of the outcome.

Internship COMM 4350, Zink -- 3
Students are required to work 120-150 hours at an organization of the their choice.

Electives

Media and Professional Presentations COMM 2320, Markman -- 2
Students give speeches coupled with team exercises. They are required to speak with area professionals asking for tips and pointers and then give an oral presentation on what they learned from the interviews.

Gender Communication COMM 2321, Mitchell -- 1
Students are required to do oral presentations and research papers.

Contemporary Theories of Rhetoric COMM 3331, Mitchell -- 1
Students are required to do oral presentations and research papers.

Advertising COMM 3332, Whiteside -- 2
Students work with an agency and do an advertising campaign.

Argumentation and Debate COMM 3336, Collins, S. -- 2
The first half of this class is spent analyzing various argumentation theories. The students must bring examples of everyday topics found in the media to class for everyone to anaylze and apply theories to the articles. The second half of this course analyzes debate techniques. The class is taught to debate both the proponent and opponent sides of various issues.

Public Relations COMM 3337, Whiteside -- 2
Students are required to do oral presentations and research papers.

Cross-Cultural Communication COMM 3344, Zink -- 2
Students are required to do oral presentations and research papers.

Organizational Communication COMM 4340, Zink -- 2
Students are required to do oral presentations and research papers.

Native American, Chicano/Chicana COMM 4343, Garza -- 3
This course places the students with area elderly Hispanics. The students learn of the culture through the elder's life experience. Additionally, the students aid a Resistencia book store in launching its resource center.

Political Communication COMM 4343, Mitchell -- 1
Students are required to do oral presentations and research papers.

Popular Culture COMM 4343, Garza -- 3
Students must volunteer to help in South by Southwest and are given free admission to the events. After the students have seen the shows, they write an analysis paper and give oral presentations on their findings.

Computer Mediated Communication COMM 4344, Zink -- 3

The class is given 3 projects to work on throughout the course. First, the students must develop a "tool box" and learn how to draft and initiate effective web designs. Second, the students are given a Service Learning project which targets specific university needs; the students design and initiate a solution for the university organization. Thirdly, the students develop a product. This class requires proposals, testing and written analysis of theories and material learned in class.

Persuasion COMM 4347, Mitchell -- 1

Students are required to do oral presentations and research papers.

ENGLISH LITERATURE

Required Courses

Chaucer ENGL 3303, Klawitter -- 2

Students utilize interactive web page for pronunciation exercises.

English Romantic Poets ENGL 3305, Altimont -- 2

Students write some poetry.

ENGLISH WRITING & RHETORIC

Required Courses

Research & Argumentation ENGW 2323,

Drummond -- 2

Students design interactive essays with prompts to facilitate critical thinking and reading skills; students create web pages that teach freshman how to critically evaluate webpages for research.

Champie -- 2

No examples provided.

Technical and Business Writing ENGW 3335,
<Crosslisted as COMM 3335>

Drummond -- 3

Service learning project: students compile 20-50 page handbooks individually or in teams that have a particular purpose for a particular audience;

handbooks must have real-world application.
Skinner -- 2
Students complete 20-page handbook that will be put to use on or off campus.

Magazine Writing ENGW 4342, Drummond -- 3
Service learning project: students write 2-3 stories for *SEU Magazine* and put a magazine together for a campus department.

Internships ENGW 4350,
Champie – 3
No examples provided.
Drummond – 3
No examples provided.
Rist – 3
No examples provided.
Skinner -- 3
Students work a variety of internships including student publications, student assistants in introductory courses and in writing labs.

Electives

Fiction Writing ENGW 2302, Drummond -- 3
Students learn about revisions and do a portfolio of their best work. They must also write stories with 4th or 5th grade students, and take a story and make it interactive on the web by diagramming techniques.

Poetry Writing ENGW 2301, Altimont --2
Students write poetry, get peer feedback, keep a journal, and present their work at readings.

Journalism I ENGW 2321,
O'Connell -- 3
Students write for the *Hilltop Views*.
Reilly -- 2
Students find stories on campus and submit to *Hilltop Views*.

Principles of Style ENGW 2324, Filippidis -- 2
Students critique and revise published brochures.

Personal Essay ENGW 3302, Drummond -- 3
Students participate in peer responses, write a letter of assessment reflecting on their learning, diagram an interactive essay on the web, do revisions, and compile a portfolio of work.

ntermediate Creative Writing ENGW 3310, Drummond -- 3
Students do peer responses with oral and written feedback on their work and revise their work through 3-5 drafts after feedback.

Desktop Publishing ENGW 3333, O'Connell -- 3
Students create flyers, brochures, and magazines using desktop publishing software.

Advanced Creative Writing ENGW 4343, Drummond -- 3
Students do peer responses with oral and written feedback, revise, and then compile a portfolio of publishable work. An on-line discussion page is also required.

MUSIC--Minor

Required Courses

Beginning, Intermediate, and Advanced Voice MUSI 1283, 2223,4243, Stout -- 3
Activities include group and solo singing. Students' performances are recorded on video and cassette tapes.

Advanced Topics in Voice MUSI 4243, Jones, J -- 3
Music is put into short, musical phrases for students, and what a musical piece means is translated into laymen's terms.

PHILOSOPHY

Required Courses

History of Philosophy I PHIL 2316, Zanardi -- 1
No examples provided.

History of Philosophy II PHIL 2317, Cherry -- 1
No examples provided.

Ethical Analysis PHIL 2329, Zanardi -- 1
No examples provided.

Philosophy of Religion PHIL 3331, Zanardi -- 1
No examples provided.

Theory of Knowing PHIL 3337, Cherry -- 2
No examples provided.

Senior Seminar PHIL 4342, Cherry -- 3
No examples provided.

Elective

Introduction to Philosophy PHIL 1301, Zanardi -- 1
No examples provided.

PHOTOCOMMUNICATIONS

Required Courses

Photography I PHCO 1318,
Miller -- 3
No examples provided.
Vitone -- 3
Students learn to process Black and White film and make prints. They turn in work prints, contact sheets, negatives, and prints at the end of the semester in a portfolio.

Photography II PHCO 1319, Miller -- 3
Students learn to tone and use several other creative aspects of Black and White processing and printing to turn in a portfolio and various other assignments of their choice.

Video Production PHCO 3331, Vitone -- 3
In the past, students have created public service announcements for various nonprofit agencies.

Digital Imaging I PHCO 3333, Vitone -- 3
No examples provided.

Large Camera PHCO 3334, Vitone -- 3
Students learn to use film larger then 35mm format.

Color Photography PHCO 3338, Miller -- 3
Students learn to process color film and make color prints.

History of Photography PHCO 4341, Miller -- 3
No examples provided.

Electives

Multimedia PHCO 3339, Vitone -- 3
No examples provided.

Digital Imaging PHCO 3340, Vitone -- 3
No examples provided.

RELIGIOUS STUDIES

Required Course

Introduction to Old Testament RELS 2321,
Budde -- 2
Students research a prophet, then relate that person to a modern social issue. They write a paper speculating how that person would deal with the problem they have chosen.
Casarez -- 2
Students are required to go to a synagogue service, and then they have to write a reflection paper. Importance of service; how is it used?

SPANISH

Required Courses

Spanish for Bilingual Speakers II SPAN 2315, McClendon -- 3
Students work in groups practicing dialogues in order to learn and implement the language.

Reading and Listening Comprehension SPAN 2325, Randle -- 2
No examples provided.

Practical Conversation SPAN 2326, Isart -- 2
No examples provided.

Culture and Civilization of Latin America SPAN 3331, Randle -- 2
No examples provided.

Culture and Civilization of Spain SPAN 3332, Randle -- 2
No examples provided.

Spanish for Careers SPAN 3334,
Isart -- 3
No examples provided.
Mercado -- 3
The class picks between 2 different service learning projects. In the first, students volunteer at a middle school reading stories, in Spanish, to children whose first language is Spanish. The students must find creative ways to present to the children to get them to interact with the storyteller. All presentations are tape recorded for later evaluation by both the student and the professor. The second service learning option is for students to volunteer at a medical clinic that services lower income patients, most of whom only speak Spanish. The students work on a one-on-one basis with doctors to help determine patient history and needs. Students are evaluated by the doctors who then report to the professor. Both options require a lot of work outside of the classroom.

Introduction to Spanish Literature SPAN 3340, Nino -- 2
No examples provided.

Professional Oral Communication SPAN 4342, Isart -- 3
No examples provided.

Electives

Business Spanish SPAN 3335, Nino -- 3
No examples provided.

Topics in Hispanic Culture SPAN 4301, McClendon -- 2
No examples provided.

Topics in Latin America SPAN 4303, Nino -- 2
No examples provided.

THEATRE ARTS

Required Courses

Theatre Skills I: Stagecraft and Lighting THAR 1330, Massey -- 3
No examples provided.

Costume and Make-Up Skills THAR 1331, Medina-Pape -- 3
This course implements learning through experience from day one to the final project. Students are required to run shows at the Mary Moody Northern Theatre, do laundry, fittings for the actors, and offer to do face painting at local elementary schools and festivals.

Acting IA THAR 1351,
George -- 3
No examples provided.
Loughran -- 3
No examples provided.

Acting 1B THAR 1352, Martinez -- 3
This class incorporates breath, movement and sound to in-class exercises. This class is 100% Experiential Learning. This includes, memorization techniques, movement exercises, performance, and conceptualization projects.

Theatre History I THAR 2361, Medina-Pape -- 2
Students are expected to select a scene from a period play designated by the instructor. The students perform the play as if it were being performed in that time period. Students are evaluated by the instructor and by teammates.

Theatre History II THAR 2362,
Medina-Pape -- 2
See description for Theatre History I THAR 2361.
Massey -- 3
No examples provided.

Stage Lighting THAR 3323, Massey -- 3
No examples provided.

Scene Design THAR 3324, Massey -- 3
No examples provided.

Arts Administration I THAR 3334, Martinez -- 1
The students are split into two groups to analyze the five theatrical venues. By the end of the semester, students are expected to invent their own theatre

company. This project is completely in depth and covers all levels of the mock theatre company.

Acting III THAR 3338, Loughran -- 3
No examples provided.

Acting IV THAR 4341, Martinez -- 3
This class is an advanced structuring of Dr. Martinez's Acting IB.

Electives

Voice and Diction I THAR 2337, Lunning -- 3
No examples provided.

Costume Design THAR 3325, Medina-Pape -- 2
The basic principle used in this class is "putting the students' hands on things." This class is expected to volunteer for an area theatre company and help design, locate, mend and supply costumes to the area company. The students will gain credit in the theatre's playbill, and the application of lessons taught by the instructor are easily applied.

Arts Administration II THAR 3335, Martinez -- 1
This class is an advanced structuring of Dr. Martinez's Arts Administration I.

Topics in Theatre: Body Awareness/ Breath Work/ Yoga THAR 3336, Crow -- 3
This course is entirely experiential because it focuses on strengthening the body and mind for daily life. However, it does not require a lot of work outside the classroom.

Directing THAR 3337, Martinez -- 3
Students must direct their own production. The students focus on theories learned from the instructor. They must orchestrate, design, and implement all facets of the production from lighting to stage design and direction.

DANCE

Electives

Topics in Dance I, II DANC 1113, 2123, Carney -- 2
Students must attend a dance performance then write a paper reflecting on the experience.

Beginning Ballet DANC 1141, Carney -- 3
Students learn fundamentals of ballet through experience.

GERMAN

Required Courses (Minor)

German I GERM 1311, Becker -- 3
Students must keep a journal written in German. This forces them to not only use the language frequently, but also to simplify their lives in the only German words they know.

German IV GERM 2312, Becker -- 3
No examples provided.

Electives (Minor)

Topics in Language GERM 3338, Becker -- 2
No examples provided.

JAPANESE

Required Courses (Minor)

Japanese I, II JAPN 1311, 1312, Moriuchi -- 3
Students learn the language through practicing dialogues with each other.

SCHOOL OF NATURAL SCIENCES

BIOLOGY

Required Courses

Cells and Organ Systems Lab BIOL 1107, O'Leary -- 2
Students do lab work with cells and organ systems.

Genes, Organisms, and Population Lab BIOL 1108, Quinn -- 3
Students do lab work with organisms .

General Biology: Cells and Organ Systems BIOL 1307,
Hook -- 2
Students have field components and work with organisms.
Mills -- 1
Students identify organisms.
O'Leary -- 1
Students do presentations in class.

General Biology: Genes, Organisms, and Populations BIOL 1308,
Hook -- 1
Students work with organisms.
Mills -- 1
Students identify organisms.
Quinn -- 3
Students work with organisms.

Human Anatomy and Physiology BIOL 2404,
Hook -- 2
Students work with organisms.
O'Leary -- 2
Students do presentations on a wide range of topics.

Genetics BIOL 3334,
Kopecki-Fjetland -- 2
Students do lab work.
Quinn -- 1
Students do lab work.

Biology of the Algae BIOL 3438,
Mills -- 1
Students learn field sample techniques and learn to culture algae.

Microbiology BIOL 3439, Mills -- 1
Students learn to identify organisms, staining, and other basic techniques.

Research Methods BIOL 4147, Hook -- 2
Students research a biological topic and give a presentation.

Evolution BIOL 4344,
Hook -- 2
No examples provided.
Quinn -- 1
Students find current papers dealing with evolution.

Population Biology and Ecology BIOL 4442,
Quinn -- 3
No examples provided.
Russell -- 3
Students go out into the field and observe ecological events.

Electives

Biology Principles BIOL 1306,
O'Leary -- 1
No examples provided.
Quinn -- 1
No examples provided.
Russell -- 1
Class presentations.

Entomology BIOL 2420, Hook -- 3
Students collect and analyze insects for a collection.

Plant Biology BIOL 2424, Quinn -- 3
No examples provided.

Vertebrate Zoology BIOL 2428, Hook -- 2
Students observe animals in their natural surroundings.

Physiology BIOL 3435, O'Leary -- 1
Students do a presentation on a physiological topic regarding the body.

Cell and Molecular Biology BIOL 3437,
Kopecki-Fjetland -- 2
Students do lab work.
Quinn -- 3
Students do lab work.

Biology of the Algae BIOL 3438, Mills -- 1
Students collect samples.

Microtechnique BIOL 3440, Mills -- 1
Students collect samples.

Principles of Neurobiology BIOL 3444, O'Leary -- 3
Students do a presentation on how the nervous system is affected by a disease and a guest speaker is brought in for the lab.

CHEMISTRY

Required Courses

Introduction to Chemistry CHEM 1305, Altmiller -- 3
Students do lab work.

General Chemistry CHEM 1340,
Altmiller -- 3
Students do lab work.
Kopecki-Fjetland -- 2
Students do lab work.

Analytical Chemistry CHEM 2320, Altmiller -- 3
Students do lab work.

Organic Chemistry I CHEM 2323, Healy -- 2
Students do lab work.

Undergraduate Research CHEM 4148,
Altmiller -- 3
No examples provided.
Healy -- 3
Students conduct extensive research and experimentation on a problem they must solve by the end of the semester.

Biochemistry I CHEM 4343,
Healy -- 2
Students build a webpage.
Kopecki-Fjetland -- 2
Students do group research and presentations.

Science in Perspective SCIE 2320,

O'Leary -- 1

No examples provided.

Colome -- 1

Mystery box- students are handed a box and must make an educated guess on the contents of the box and explain why they came to that conclusion.

Electives

General Chemistry Laboratory CHEM 1140, Healy -- 2

Students do lab work.

Chemical Instrumentation Laboratory CHEM 3242, Altmiller -- 3

Students do lab work.

Spectroscopy and Chemical Structure CHEM 3332, Altmiller -- 3

Students do lab work.

Structural Inorganic Chemistry CHEM 3334, Altmiller -- 3

Students do lab work.

Quantum Mechanics and Spectroscopy CHEM 3336, Altmiller -- 3

Students do lab work.

Thermodynamics and Kinetics CHEM 3337, Altmiller -- 3

Students do lab work.

Senior Seminar CHEM 4149, Altmiller -- 3

Students research a topic and do a presentation on it.

Advanced Synthesis and Structural Determination Laboratory CHEM 4242, Altmiller -- 3

Students do lab work.

Internship in Chemistry CHEM 4150, Altmiller -- 3

All students have undergraduate research: they are assigned a faculty member who gives them a problem and they have to solve it by the end of the semester.

Advanced Organic Chemistry CHEM 4320, Healy -- 2

Junior students do undergraduate research: they are assigned an advisor and must pick a research topic. Over the next four semesters they develop that topic, experiment with it, collect data and present results both internally and externally.

COMPUTER INFORMATION SCIENCE

Required Courses

Quantitative Applications Software for PCs CISC 1318,
Camden -- 2
Students do hands-on computer work.
Last -- 3
Students do hands-on computer work.
Littlefield -- 1
Students do hands-on computer work.

File Processing CISC 3335, Camden -- 2
Students do hands-on computer work.

Software Engineering with Systems Analysis CISC 3339, Last -- 3
Students are put into teams to create software for Mike Peterson, Director of Plant Services.

Senior Seminar CISC 4149, Last -- 3
Students develop their own project, then coordinate and present it within a year's time.

Research Methods/Project CISC 4247, Kopec -- 3
Students solicit various projects on and off campus, or they bring in their own projects.

Electives

Introduction to Problem Solving in Computer Science CISC 1301, Kopec -- 1
Students create a webpage that applies to any subject matter, including their personal life.

Systems Administration and Integration CISC 3315, Purvis -- 1
Students do hands-on work with computers and software.

Topics in Applied Programming CISC 3325, Purvis -- 1
Students come up with a project, including specifications, and deliver it. Students must take concepts and apply them.

COMPUTER SCIENCE

Required Courses

Topics in Applied Programming COSC 3325, Camden -- 3
Students do hands-on computer work.

Computer Architecture and Assembly Language Programming COSC 3331, Purvis -- 1
Students do hands-on computer work.

Computing Sciences Concepts I Laboratory COSC 2123, Baker -- 2
Students develop a web page.

Computing Sciences Concepts I COSC 2323, Baker -- 1
Students give presentations.

Computing Sciences Concepts II COSC 2325,
Baker -- 2
Students give presentations on a significant problem/project they've worked on throughout the semester.
Bilansky -- 2
Students give team project presentations.

Algorithms and Data Structures COSC 2327, Baker -- 2
Students do hands-on computer work.

Object-Oriented Programming COSC 3314, Baker -- 2
Students write a program and another student has to complete an assignment using it.

Internship in Computer Science COSC 4150, Baker -- 3
Internships depend upon student interests and participation.

Compiler Theory and Automata COSC 4342 , Baker -- 2
No examples provided.

Electives

Personal Computer Programming and Problem Solving COSC 1313, Baker -- 2
No examples provided.

Purvis -- 1
Students do hands-on computer programming.

MATHEMATICS

Required Courses

Calculus I MATH 2313,
McKemie -- 2
The main goal is getting students to solve problems and write what they are doing, using MAPLE to help them model a concrete problem.
Naples, C. -- 2
No examples provided.
Naples, D. -- 2
Students use complete theory application.

Calculus II MATH 2314,
Brother Barthel -- 1
No examples provided.
Naples, C. -- 2
No examples provided.
Naples, D. -- 2
Students use complete theory application.

Calculus III MATH 2321, Naples, C. -- 2
Students use complete theory application.

Linear Algebra MATH 3305, Koch -- 1
Students use complete theory application.

Probability and Statistics MATH 3334,
Koch -- 2
Students collect data, analyze and research it.
Naples, C. -- 2
Students use complete theory application.

Research Methods MATH 4147,
Koch -- 3
No examples provided.
McKemie -- 3
Students use complete theory application.
Naples, D. -- 3
Students read articles and learn to answer open-ended questions.

Undergraduate Research MATH 4148,
Koch -- 3
Students use complete theory application.
McKemie -- 3
The course is entirely student driven; students are offered the opportunity to solve open-ended questions in Mathematics.

Electives

Basic Mathematics MATH 0309 , Chady -- 2
Students use complete theory application.

Introduction to College Algebra MATH 1314,
Chady -- 3
Students use complete theory application.
Koch -- 1
Students use complete theory application.
Naples, C. -- 2
Students go out to the soccer field and perform a uniform motion problem set-up. They also measure the volume of gravel around Sorin Oak.

Mathematics for Elementary Teachers MATH 1335, Naples, C. -- 3
Students go into a classroom and observe other Math students.

Geometry for Elementary Teachers MATH 1336, Naples, C. -- 3
Students use complete theory application.

Precalculus MATH 2312
McKemie -- 2
No examples provided.
Naples, D. -- 2
Students use complete theory application.

Discrete Mathematics MATH 2315
Koch -- 2
No examples provided.
McKemie -- 1
Students use complete theory application.

Elementary Statistics MATH 2320, Naples, C. -- 2
Students use complete theory application.

Real Analysis MATH 4332, McKemie -- 1
Students use complete theory application.

Abstract Algebra MATH 4342, Koch -- 1
Students use complete theory application.

Mechanics and Waves Laboratory PHYS 2125, Naples, D. -- 3
Students use complete theory application.

Mechanics and Waves PHYS 2320, Brother Barthel -- 1
Students use complete theory application.

University Physics I Laboratory PHYS 2325, Naples, D. -- 3
Students analyze and observe the principles of Physics.

NEW COLLEGE

Curry

Business Communications A-BUSI 3330 -- 1
Students are asked to do an audit for their business. If necessary, a work situation can also be imaginary.
Group Communications A-COMM 3339 -- 1
No examples provided.
Organizational Communications A-COMM 4340 -- 1
No examples provided.
Theories of Rhetoric and Communications A-ENGW 3336 -- 1
No examples provided.
Organizational Behavior A-MGMT 3334 -- 1
No examples provided.

Green

Moral Issues in Society A-CAPS 4360 -- 1
No examples provided.
Research and Argumentation A-ENGW 2323 -- 1
No examples provided.
Technical and Business Writing A-ENGW 3335 -- 2
Students will conduct interviews, construct real-life manuals and have to prepare a portfolio to use when seeking potential employment.
Literature and Film A-ENGL 3307 -- 1
No examples provided.
Literary Criticism: Theories of Rhetoric and Composition A-ENGL 4341 -- 1
No examples provided.
Women Writers A-ENGL 4361 -- 1
No examples provided.

Introduction to Critical Inquiry A-NCCI 3330 -- 1
No examples provided.

Keller

Cost Accounting A-ACCT 3333 -- 2
Students participate in the development of an ABC system in some process in a real organization.
Auditing A-ACCT 3343 -- 2
Students perform a simulated audit.
Financial Accounting A-ACCT -- 2
Students write letters to CEO's and various other interest groups about new FASB regulations.
Statistics P-BUSI 2301 -- 2
Students perform statistical analyses using real-world databases, answering questions asked in real arenas.

Michael, C.

Moral Issues in Society A-CAPS 4360 -- 3
No examples provided.
Oral Communication for Business A-BUSI 2321 -- 3
This class is conducted by business simulation. The students are given a business project and then asked to present them in a meeting situation.
Business Communication A-BUSI 3330 -- 3
This is as close to the work field as can be. The students will have meetings and take different roles of the company and then be asked to introduce speakers, conduct meetings and think of solutions for the company when problems arise.
Principles of Management A-MGMT 2301 -- 3
No examples provided.
Organizational Behavior A-MGMT 3334 -- 3
Students' knowledge is put to different uses. They must think, not regurgitate. They are made to take what they already know and add to it.
Special Topics in Mgmt: Women in Management A-MGMT 3337 -- 3
No examples provided.
Special Topics in Mgmt: Managing for Diversity A-MGMT 4341 -- 3
No examples provided.

Myers

Strategic Management A-BUSI 4349 -- 2
Students implement teamwork and make the classroom more like a business meeting or business simulation.

O'Neal, J.

Physical Anthropology A-ANTH 2301 -- 1
No examples provided.

Cultural Anthropology A-ANTH 2351 -- 1
No examples provided.
Native Americans: Peoples and Cultures of North America A-ANTH 3331 -- 1
No examples provided.
Women's and Men's Roles in Cross Cultural Perspective A-ANTH 3333 -- 1
No examples provided.
History of Anthropology A-ANTH 4343 --1
No examples provided.
Human Rights and Social Justice A-ANTH 4344 -- 1
No examples provided.
Moral Issues in Society A-CAPS 4360 -- 3
Students are required to do service learning, teamwork, and coordination with other groups.
Introduction to Critical Inquiry A-NCCI 3330 -- 1
No examples provided.

Roth

Moral Issues in Society A-CAPS 4360 -- 3
No examples provided.
Human Resource Management P-MGMT 3332 -- 2
Students do case studies and analogies.
Managing Diversity P-MGMT 4341 -- 3
Cultural Flower is when the professor cuts out flower petals from construction paper and the students take 2 to 3 petals each, and then the student writes their name and which cultural identity defines them best. Then each student does a presentation on what is written on his or her petal.

Sutherland

People and Cultures of North America A-ANTH 3331 -- 1
No examples provided.
Cross--Cultural Gender Roles A-ANTH 3333 -- 1
Students do interviews with someone of a different culture, use research methodologies and peer critiques.
Mythology: Values and Culture A-ANTH 3336 -- 1
No examples provided.
Culture of the Southwest Indians A-ANTH 3338 -- 1
No examples provided.
Field Methods in Anthropology A-ANTH 4340 -- 3
Students learn and apply anthropological ways of studying; they participate, observe, ask questions and teach technique.
Cultural Geography A-GEOG 1302 -- 1
No examples provided.
World Geography A-GEOG 1303 -- 1
No examples provided.

Ursery

Business Ethics A-BUSI 4340 -- 2
Students make a corporate code of ethics, create a business and examine real world businesses.
Introduction to Humanities A-HUMA 1301 -- 1
No examples provided.
Introduction to Philosophy A-PHIL 1301 -- 1
No examples provided.
Ethics and Technology A-PHIL 3303 -- 1
No examples provided.
Science and the Modern World A-PHIL 4343 -- 1
No examples provided.

GRADUATE PROGRAM

MBA PROGRAM

Finance Concepts & Policies FINC 5301, Way -- 2
Students conduct investment projects.

Financial Management FINC 6301, Cox -- 2
Students conduct financial reporting by analyzing real world financial statements.

Financial Management FINC 6301, Way --2
Students design financial plans for a mock family.

Special Topics in Finance FINC 6399, Way -- 2
Students develop financial portfolios.

Principles & Concepts MKTG 5301, Gaden -- 1
Students examine case studies from real world businesses and discuss their practical application.

Marketing Management MKTG 6301, Cameron -- 2
Students are split up into 8 groups, each group acts as a company. They make a product, market and distribute it; they make marketing and investment decisions for their company. Every week of class is a year in the life of the company. Each "company" is given a budget planning form and a data entry form for the allocation of marketing funds. Each week data entry forms are completed and entered into a computer simulated program called "The Marketing Game." This computer program then takes the information,

computes dozens of algorithms, and reports the profitable or non-profitable investments to each group. It creates financial results from the decisions that the company made within seconds. Students are graded on how profitable or non-profitable each group was.

Issues-Health Care Management MGMT 6399, Way -- 3
Students develop comprehensive business plans and conduct interviews.

Managerial Communication COMM 6399, Freggar -- 2
Students must give impromptu speeches in class with only a preparation time of 15 minutes. The students will have some previous knowledge on the subject. Students also critique their classmates who are presenting, helping them to learn how to evaluate someone's performance as a person in a managerial position might have to do.

MAHS PROGRAM

Family Function/Dysfunction and Therapy HSSP 6339, Albanese -- 3
Students go out in the community, interview families, and observe and record their behavior. Case vignettes are used to formulate diagnostic impressions and treatment goals and treatment plans. Discussion groups, student presentations of assigned text readings, group role playing therapist client and family members are additional activities incorporated into the class.

Counseling Skills and Techniques HSSP 6351, Chitwood -- 3
Students prepare to become counselors. The class uses role playing, discussion, guest speakers, videos and demonstrations for students to learn by experience. The class is split into groups where one person will act as a client, one as a counselor, and one acts as an observer. Each group is given a situation to discuss and "play." As the students are role playing they work on confrontation skills including: silence, empathy and direct challenge.

Counseling Practicum 2 HSSP 6369, Katz -- 2
Students perform case consultations in role playing situations.

Internship: Conflict Resolution Track HSCR 6348,
Donley -- 3
The entire course is experiential by design. Common EL practices include: job site placement, mediation, facilitation, systems design and related conflict resolution assignments performed by the students relevant to the internship proposal for that student in line with expectations of the site supervisor.
Todaro -- 3
EL activities include: policy writing for conflict resolution in businesses, dispute systems in which design-students are taught how to make policies

for disputes and conflicts in organizations where students learn how to file grievances and complaints.

Appendix

Stages of the Service Learning Project

In the Fall of 1999, Laurie Drummond's Technical and Business Writing class at St. Edward's University was given a service learning project to gather information from faculty about their use of experiential learning and create a handbook out of the data they collected for Catherine MacDermott, Director of Experiential Education at SEU.

Although Professor Drummond, Catherine MacDermott and the students expected some stress and glitches during the course of the project, none of us realized the immense time commitment and preparation required to complete the handbook.

STARTING THE PROJECT

At the beginning of the semester, each student took a Strength Deployment Inventory Test to analyze individual teamwork, communication and work skills. Questions addressed an individual's reaction toward others under normal conditions and then again in stressful situations. The results were used to place students in six teams (4 people per team) which worked together for most of the semester. Initially many of us believed that choosing our own group would be more beneficial; yet as time progressed, the use of the SDI to form teams seemed successful. Of the 22 students who finished the course, all but 3 said they were pleased and happy with their team composition.

The course objectives for Technical and Business Writing consist of developing the skills necessary to write professional memorandums, proposals, progress reports, outlines, letters, and summaries. All of these assignments were incorporated into the service learning project; some documents were individually generated while others were team generated. Therefore, students were not only polishing their technical writing skills but were also professionally communicating with our client, professor, other faculty, and each other.

A service learning journal was also required (two entries each week during the course of the semester) and turned in three different times throughout the semester. This was used as a tool for students to vent their concerns, reflect on what they were learning, and keep track of their status to the completion of the project. It also allowed Professor Drummond to keep aware of individual needs and potential team conflicts.

THE PROJECT GAINS MOMENTUM

The class decided that the best way to gather information from faculty (240 in all) was to create a survey. We first brainstormed on questions individually, then as a team, then as a class.

Meanwhile, teams were meeting to compose their Teamwork Guide which established goals and deadlines, identified individual skills and designated regular team meetings. Teams also composed and sent letters to the faculty alerting them

about the project and upcoming requests for interviews; a copy of the survey was attached to each letter so faculty would have the opportunity to prepare their answers.

Before interviewing began, each team submitted a proposal to Catherine MacDermott that identified what they saw her needs to be, how they planned to set up the team handbook (preliminary to the final handbook), and to establish a time line.

A practice interview session was conducted during class with six professors (one for each team) to fine-tune the survey and provide training, monitoring, assessment and feedback for students before we ventured forth on our own to interview faculty.

FRUSTRATION HITS

Just over three weeks were allotted for students to contact and interview their faculty (each student had anywhere from 10-14 faculty members to interview) by mid-October. This was probably the most stressful part of the project. The majority of the class found interviewing to be tedious, frustrating, and stressful. Many of the faculty were difficult to contact (especially adjuncts who do not have voice mail, some do not have offices, and many do not check their email), and frequently setting up interview times posed problems because of conflicting schedules between student and professor. Some professors were rude and abrupt, and some refused the interview altogether.

Frustrations doubled and tripled at this point for many of us. Complaints included

- the project was not organized well enough,
- there was not enough time to get everything done,
- the client's needs and how she would use the handbook were not clear,
- too many questions during class time were irrelevant and slowed progress,
- too many assignments overlapped with originals and revisions of different documents due at similar times.

A common complaint was that the class should have thought the entire project through from start to finish before even deciding on the survey questions; in hindsight, however, this realistically was not possible. All of these frustrations are frequently a part of the valuable experience of a service learning project.

COMPILATION OF TEAM DATA

Both individual and team progress reports kept Professor Drummond apprised of work completed, work in progress and complications. Some teams made

adjustments to their timetable for completion, mostly due to problems conducting interviews. Students turned in their individual data in a rough format similar to what their team envisioned for the final handbook.

When all the interviews were completed, each team submitted a proposal to Catherine MacDermott in early November that specified exactly how they envisioned the final handbook would look: organization, format, cover page, fonts, headers and footers, binding, front matter, and headings. Catherine MacDermott then selected suggestions from the various proposals that she wanted in the final handbook. Thank you letters were sent to those faculty who had agreed to be interviewed.

Teams turned in four disks: one with their team handbook on it; one with Best Practices, Frustrations, and Professors not Interviewed; one with Examples of EL Activities; and a third with Resources, Eight Components, and Professors Who Don't Use EL.

In mid-November, the class was divided into three compilation teams, their task was to take the team data and put it onto one disk for each section (*i.e.,* 8 components, Examples of EL, etc.). A number of problems began to arise with the Melissa virus, incomplete information of various teams' disks, and inconsistent formatting among teams.

FINAL PRODUCTION

The class was broken down into professor-designated final production teams. The Project Managers set up the production schedule after talking with the Editors and Assistant Editors, the Proofreaders, the Layout Team, and Final Production Manager as to their need in terms of time constraints.

All the sections were printed out and proofed by the Chief Proofreaders and Quality Control Supervisors. The Editors and Assistant Editors made the changes on the disks, then the sections were printed out again and given to the entire class to proof over the Thanksgiving break. The Layout Team also received two finalized sections, so they could begin making design and layout decisions.

After Thanksgiving break (and much needed rest), a number of students pitched in to make the required changes to the final text. More problems were experienced with the Melissa virus and students not completing their work within the designated time period; however, overall, progress was impressive. The Layout Team presented some terrific designs for the cover and inside cover page.

The Layout team received all the disks with the final handbook sections the first week of December to make all of the finalizations. A number of Editors, Proofreaders, and a Project Manager spent a very long Sunday making the final

layout and format changes, compiling the table of contents, and printing out a master copy.

On December 7, 1999, the final handbook, the one you hold in your hands, was turned in to our client, Catherine MacDermott. Professor Drummond received our service learning journals and letter of assessment as the final components of our project.

Many students worked very hard on this project: some dropped other classes, one quit a job, most spent hours trying to make this the best possible end product it could be, and everyone suffered from excessive stress at one point or another throughout the project. This handbook is a testament to the professional attitude and sense of responsibility the class assumed when they took on the project.

We hope you find this handbook a beneficial resource to your Experiential Learning implementation.

Best Practices

of Experiential Learning

SCHOOL OF BEHAVIORAL AND SOCIAL SCIENCES

Prof. Jennifer Bradt

- Plan the project and present it clearly.

Prof. Jeffrey Cookston

- Have patience with slow learners when using the computers.

Dr. Wendy Erisman

- Have students reflect on the activity through in-class writings and journals.

Dr. Michael Farrall

- Make students understand how much was given or received from the experience.

Dr. Jean Frank

- Use cross-cultural activities.
- Closely monitor student activity and correct quickly, without festering, when necessary.

Dr. Marianne Hopper

- Keep in touch with the students throughout the course of the project. Student reflections are essential in making connections between field work and course studies.

Prof. Tracy Manier

- Choose interesting activities which students can reflect to and experience daily.

Dr. Terry Newton

- Be open to new responsibilities that may arise from new activities.

Prof. Mary Jo Rodriguez

- Be organized.
- Follow through with the students.

Prof. Bunny Smith

- Create a safe environment for disagreement and expression of ideas.

Prof. Ann Strong

- Utilize these five important aspects of EL activities: consistency, fairness, ground rules, explanations of usefulness, and group discussion.

Prof. Bob Strong

- Be organized and plan well.

Dr. Alan Swinkels

- Make an assignment active, reflective, and open-ended.
- Require students to contemplate what they have done and synthesize the results in formal presentations.

Dr. Neal Wise

- Plan well and be organized.

SCHOOL OF BUSINESS ADMINISTRATION

Dr. Curt Hirsch

- Use technology to assess progress.

Dr. Allen Hook

- Utilize high critical thinking activities.

Dr. John Loucks IV

- Give students a choice in the EL activity.

Prof. Catherine MacDermott

- Make the learning experience as authentic as possible.
- Use highly organized projects.
- Prepare for projects in a step-by-step manner.
- Allow the time and opportunity for students to share learning experiences.

Dr. Fidelma O'Leary

- Let students express own area of interests, students must educate themselves.

Dr. Mark Polous

- Use different options to make the student a better decision maker.

Dr. Bill Quinn

- Have the group, including the teacher, agree upon a specific set of expected outcomes.
- Provide precise yet flexible protocol and instructions.

Dr. Leland Russell

- Propose a problem and let the students work out a resolution.
- Discuss experience after the activity.

SCHOOL OF HUMANITIES

Dr. Alan Altimont

- When problems arise with group discussions in class, schedule individual meetings with the groups. Have groups come to the office to discuss group work and assess activities.

Dr. Harald Becker

- Try to make every exercise as meaningful as possible.
- Find a personal reason for each student to be doing what they are doing.
- Steal as many ideas as you can from other professors.

Prof. Ashley Bennington

- Balance the expected learning outcomes with circumstances.

Prof. Ann Carney

- Provide students with an opportunity they will enjoy.

Prof. Brion Champie

- Monitor students' progress regularly and makes sure they have confidence in what they are doing.
- Give them advanced preparations on how to contact clients.
- Expect a professional job from the students and their production level will rise to meet your expectations.

Prof. Mark Cherry

- Students only learn philosophy by doing philosophy.

Prof. Walle Conoly

- Use very little theory and a lot of practice.

Sister Anne Crane, I.H.M.

- Coordinate activities that connect class work to real life to increase understanding.

Prof. Laurie Drummond

- Use an assessment letter at the end of the class.
- Use journals to get good feedback from students.

- Pre-plan activities.
- Brainstorm potential problems.
- Empower students as much as possible.
- Be prepared for potential potholes.

Prof. Babetta George

- Get students to open up through self-expression.

Prof. Stanley Irvin

- Sit down with each student to evaluate what they would like to get out of the class and set goals to show how they intend to get there.

Prof. Jeffrey Jones

- In musicals, know the character being portrayed.

Brother George Klawitter, C.S.C.

- Utilize interactive web sites.
- Arrange field trips.

Prof. Susan Loughran

- Have students take on responsibility for their own plays.

Prof. Everett Lunning

- Use physical and mental drills.
- Repetition is the key.

Prof. Michael Massey

- Take away distractions.
- Set boundaries.

Prof. Ivonne Mercado

- Make individual responsibility a key component.
- Let students know at the beginning of the course the amount of work the course is going to entail.

Prof. Sybil Miller

- Set broad guidelines. Students need to be able to be creative and think for themselves. However, if the instructions are too general, they will be too confused or will not do the work.

Prof. Mary Reilly

- Engage in confidence building activities.

Prof. Susan Shields

- Do individual activities as opposed to group activities to give more experience.
- Get students outside of the classroom "bubble."

Dr. Anna Skinner

- Encourage students to talk to their supervisors at work to see if there is a writing project that needs to be done at their workplace. Students generally get a lot of positive reinforcement for doing such projects, and they generally follow through with these projects.

Prof. Pamela Stout

- Use group and solo singing to encourage students to open up.

Prof. Joseph Vitone

- Coordinate readings with activities so the students are doing something while learning.
- Repeat, repeat, repeat. As the students are doing the activity, ask questions or remind them of what they have read.
- Use group critiques of projects so students can learn from each other and see that everyone has their own style.

Prof. William Zanardi

- Students only learn philosophy by doing philosophy.

MAHS AND MBA GRADUATE PROGRAMS

Prof. Ilana Albanese

- Facilitate interviews, case vignettes, discussion groups, and role-playing.
- Monitor students' progress before, during, and after activities.
- Use spoken, written, and mental drills.

Dr. Michaelle Cameron

- Monitor group and student progress regularly to make sure students know what they are doing.
- Facilitate computer simulated programs, discussion groups, and presentational work.
- Require students to be in class.

Prof. Karen Chitwood

- Facilitate role reversal, role playing, and demonstrations.
- Use little lecture and a lot of practice.
- Personalize activities to fit students in the group.

Prof. Sharon Cox

- Try not to influence the students' direction or choices when performing the activities, but rather act as an observer who offers advice when asked.

Prof. Kris Donley

- Aid in job placement.
- Do not use theory, use practice.

Prof. Brad Freggar

- Supply students with ample opportunities to experience new methods of problem-solving.

Prof. Jack Gaden

- Let the students have a say in the types of projects they will be conducting, and giving them a choice so they can pick something they are interested in.

Prof. Elizabeth Katz

- Do not interfere with the students during the EL activities. Let them deal with the experience and then provide feedback after its completion.

Prof. William Way

- Provide the students with the minimum requirements for the course so you give them a broad area in which to conduct their work, while also encouraging them to exceed these expectations.

Prof. Jetta Todaro

- Facilitate role-playing and discussion groups.
- Leave reflection time for students.
- Coordinate readings with activities, and lecture with activities.

Problems and Frustrations

with Experiential Learning

PROBLEMS MOST FREQUENTLY ENCOUNTERED

Out of all the professors interviewed, 39 expressed similar concerns. The following are the 9 most frequently encountered problems or frustrations.

20 find implementing EL consumes excessive time.
14 say students lack preparation, participation, and motivation in EL activities.
11 think the planning and coordination of EL activities is too difficult.
9 say student experiences with EL activities differ from course subject matter.
6 are troubled by students complaining about EL activities.
3 find students' experience confusion when dealing with open-ended projects.
2 professors lose class time by being over-helpful.
5 say deadlines pose difficulties for students.
2 have trouble finding good placement for students in off-campus projects.

PROFESSOR-SPECIFIC FRUSTRATIONS

Prof. Ilana Albanese

Sometimes students are very resistant and anxious about EL; they constantly ask if the material will be on the test.

Dr. Alan Altimont

When a class breaks up for group discussion it is very hard to monitor all the groups and to make sure they stay on task. A lot of students start to chitchat about non-school related topics when in unmonitored groups.

Dr. Henry G. Altmiller

EL requires a lot of time; I always have students who do not get research done until the last minute.

Dr. Laura J. Baker

Students become dissatisfied; over-achievers in class think it is a waste of time and want to do things that are really hard.

Prof. Ashley Bennington

Getting across the idea that the process is more important than the outcome.

Prof. Mark Bilansky

Students are reluctant to be graded as a part of a group.

Dr. John Camden

Difficulty with group activities. Professor always does more work to set up EL exercise than other activities.

Prof. Michelle Cameron

Using EL to "surprise" students with activities is detrimental to the student/teacher relationship. It makes students not trust their professor. The loss of trust does not outweigh the benefits of EL. Giving students more handholding than they need at the beginning of each EL activity. Many times students are very skeptical of EL activities, since they do not know what to expect.

Prof. Elma Cantu

Difficult to get students to understand the object of the activity; real world applications may have harder objectives to understand.

Prof. Barbara Cassidy

Keeping up-to-date on tax laws and financial data.

Brother Tom Chady

During group projects, some students miss class or do not participate.

Dr. Walle Conoly

EVERYTHING!

Prof. Sharon Cox

Students lack prior knowledge or experience with EL.

Prof. Kris Donley

Scheduling; wasting an intern or supervisor's time when activities are dependent on the pace of the systems.

Prof. Laurie Drummond

Student anxiety. It is difficult to determine when to fix things. When should I step in and when should I let students solve problems on their own?

Prof. Jack Gaden

Open-ended projects cause student frustration. Trying to coordinate the EL projects with the text and curriculum. Student complaints and time constraints effect projects.

Dr. Eamonn F. Healy

Time: it is not a part of "our" load

Dr. Alan Hook

It takes students time to master certain skills, realizing that the needed time will not be substantial.

Prof. Stanley Irvin

Difficulty in giving students too much freedom before they learn enough "basic skills"; this leaves too many gaps in their ability to solve problems or may lead to developing very undisciplined work habits.

Prof. Elizabeth Katz

Difference in skill level among students. Lack of preparation for EL activities from prior undergraduate studies.

Dr. Alan Koch

It can be tough to monitor group activities; grading for Statistics is very time consuming.

Dr. Richard Kopec

Students who fail to keep up with the deadlines, no feedback and too much procrastination. There is no control over student capabilities.

Dr. Mary A. Kopecki-Fjetland

If the student is not prepared it is very apparent; it is frustrating when there is not enough equipment.

Prof. Mary Last

Beginning students are not disciplined enough, especially in a class project. Projects are out-of-sight and out-of-mind. When you develop applications for someone, users expect teachers to update and maintain applications. Maintenance is a huge difficulty and burden.

Dr. John Loucks

Coming up with sources and situations.

Dr. Jean McKemie

It is difficult to get students who do not participate in undergraduate research to start reading math problems; many times the students are shy and think that negative progress is the wrong kind of progress but any progress is good

Dr. Jimmy Mills

Living organisms, used in lab work, do not always do what you want them to do. Cultures do not always grow.

Prof. Linda Montignani

Students complain and do not recognize the value of the project; when students fall off the main idea and do something different; trouble keeping them focused.

Dr. Cynthia Naples

The data will never fit the theory but will come close. Students get frustrated when data does not come out the same.

Dr. David Naples

When the electricity goes off, and passing out laptops.

Dr. Fidelma S. O'Leary

Problems with research methods; students who are not at all familiar with research. These experiences can uncover weaknesses (ESL students).

Dr. Hadi Oveisi

Students not showing up to class on time and the activity becomes delayed when a group is required to participate.

Dr. Mark Poulus

Everything has to be documented, have an objective, have an outcome, and be assessed-- everything is "over killed".

Prof. John Purvis III

It is difficult to always meet with students because of personal schedules, especially in team-oriented activities; there are a wide variety of skill levels.

Dr. Bill Quinn

Details involved in preparation; either they are too numerous or unexpected. Inability to adequately optimize the experience. Inadequate time allocated to assess EL.

Prof. Jason Rosenblum

Different students find different ways to figure out problems. There is an enormous amount of detail needed to plan for course components.

Dr. Leland Russell

Consequences in labs: students seem to always find something in the experiment that does not work out. It is difficult to initially think through what would come out of the proposed activity.

Dr. Anna Skinner

Students fail to pick up a finished, polished copy of the texts they had composed for some workplace at the end of the semester.

Prof. Jetta Todaro

I have to be very careful not to be too helpful. I tell the students that I am available for questions, but I try to have them work on their own as much as possible. Students will learn more from what they do wrong than from what they do right.

Eight Components

of Experiential Learning

Faculty were asked about their use of the eight different methodologies that Catherine MacDermott identified as being essential to a good experiential learning activitiy. Data was also collected about those methodologies faculty would like to learn more about.

ALL SEU FACULTY INTERVIEWED

CURRENT USAGE

95 provide an orientation or training session for students before the activity.

103 monitor the students' progress throughout the learning activity.

77 provide for student reflection of the experience before the activity.

84 provide for student reflection of the experience during the activity.

89 provide for student reflection of the experience after the activity.

85 ask students to assess the activity.

89 recognize and acknowledge student experience.

74 assess and provide for continuous improvement of the learning activity.

FACULTY WHO WOULD LIKE MORE INFORMATION

38 provide an orientation or training session for students before the activity.

36 monitor the students' progress throughout the learning activity.

45 provide for student reflection of the experience before the activity.

42 provide for student reflection of the experience during the activity.

41 provide for student reflection of the experience after the activity.

42 ask students to assess the activity.

40 recognize and acknowledge student experience.

37 assess and provide for continuous improvement of the learning activity.

GENERAL EDUCATION

CURRENT USAGE

3 provide an orientation or training session for students before the activity.
3 monitor the students' progress throughout the learning activity.
4 provide for student reflection of the experience before the activity.
3 provide for student reflection of the experience during the activity.
4 provide for student reflection of the experience after the activity.
3 ask students to assess the activity.
3 recognize and acknowledge student experience.
3 assess and provide for continuous improvement of the learning activity.

FACULTY WHO WOULD LIKE MORE INFORMATION

6 provide an orientation or training session for students before the activity.
5 monitor the students' progress throughout the learning activity.
4 provide for student reflection of the experience before the activity.
4 provide for student reflection of the experience during the activity.
4 provide for student reflection of the experience after the activity.
4 ask students to assess the activity.
5 recognize and acknowledge student experience.
4 assess and provide for continuous improvement of the learning activity.

SCHOOL OF BEHAVIORAL AND SOCIAL SCIENCES

CURRENT USAGE

8 provide an orientation or training session for students before the activity.
10 monitor the students' progress throughout the learning activity.
5 provide for student reflection of the experience before the activity.
7 provide for student reflection of the experience during the activity.

8 provide for student reflection of the experience after the activity.
7 ask students to assess the activity.
8 recognize and acknowledge student experience.
2 assess and provide for continuous improvement of the learning activity.

FACULTY WHO WOULD LIKE MORE INFORMATION

2 provide an orientation or training session for students before the activity.
1 monitor the students' progress throughout the learning activity.
3 provide for student reflection of the experience before the activity.
3 provide for student reflection of the experience during the activity.
1 provide for student reflection of the experience after the activity.
3 ask students to assess the activity.
2 recognize and acknowledge student experience.
2 assess and provide for continuous improvement of the learning activity.

SCHOOL OF BUSINESS

CURRENT USAGE

29 provide an orientation or training session for students before the activity.
28 monitor the students' progress throughout the learning activity.
28 provide for student reflection of the experience before the activity.
29 provide for student reflection of the experience during the activity.
24 provide for student reflection of the experience after the activity.
23 ask students to assess the activity.
26 recognize and acknowledge student experience.
11 assess and provide for continuous improvement of the learning activity.

FACULTY WHO WOULD LIKE MORE INFORMATION

11 provide an orientation or training session for students before the activity.
12 monitor the students' progress throughout the learning activity.
12 provide for student reflection of the experience before the activity.
11 provide for student reflection of the experience during the activity.
12 provide for student reflection of the experience after the activity.
12 ask students to assess the activity..
12 recognize and acknowledge student experience.
11 assess and provide for continuous improvement of the learning activity.

SCHOOL OF HUMANITIES

CURRENT USAGE

39 provide an orientation or training session for students before the activity.
43 monitor the students' progress throughout the learning activity.
30 provide for student reflection of the experience before the activity.
33 provide for student reflection of the experience during the activity.
38 provide for student reflection of the experience after the activity.
39 ask students to assess the activity.
38 recognize and acknowledge student experience.
43 assess and provide for continuous improvement of the learning activity.

FACULTY WHO WOULD LIKE MORE INFORMATION

13 provide an orientation or training session for students before the activity.
15 monitor the students' progress throughout the learning activity.
16 provide for student reflection of the experience before the activity.
17 provide for student reflection of the experience during the activity.
14 provide for student reflection of the experience after the activity.
15 ask students to assess the activity.

15 recognize and acknowledge student experience.

16 assess and provide for continuous improvement of the learning activity.

SCHOOL OF NATURAL SCIENCES

CURRENT USAGE

16 provide an orientation or training session for students before the activity.

19 monitor the students' progress throughout the learning activity.

10 provide for student reflection of the experience before the activity.

14 provide for student reflection of the experience during the activity.

15 provide for student reflection of the experience after the activity.

13 ask students to assess the activity.

14 recognize and acknowledge student experience.

15 assess and provide for continuous improvement of the learning activity.

FACULTY WHO WOULD LIKE MORE INFORMATION

6 provide an orientation or training session for students before the activity.

3 monitor the students' progress throughout the learning activity.

10 provide for student reflection of the experience before the activity.

7 provide for student reflection of the experience during the activity.

7 provide for student reflection of the experience after the activity.

9 ask students to assess the activity.

6 recognize and acknowledge student experience.

5 assess and provide for continuous improvement of the learning activity.

Resources

used by Professors

Faculty members indicated they use a number of resources; however, few of those resources were specific in part because professors could not remember the names of the books, articles or websites they had used. Resources are listed in order of most to least used.

36 use websites.
34 use textbooks and other books.
32 use journals, articles and newspapers
26 use Center for Teaching Excellence.
25 use other colleagues.
24 use speakers, workshops and seminars.
5 use their own experiences.
4 obtain information from Catherine MacDermott.
1 uses *Teaching Professor.*
1 uses contacts in the SEU and Austin community.
1 uses the Career Planning and Experiential Learning office.

Professors Who Do Not Use

Experiential Learning

FULL TIME

Brother Andrew Angermeier

Dr. Ramsey Fowler

Dr. Penny Green

Dr. John Loucks

Dr. Jimmy T. Mills

Dr. Phillip Owens

Prof. Patricia Perry

Dr. Bill Zacchaeus

ADJUNCT

Prof. Kim Barksdale

Prof. David Collins

Prof. Patrick Collins

Prof. Helen Gant Guillory

Prof. Edward Jordan

Prof. James Kock

Prof. Daniel Przybylski

Professors Not Interviewed

or Not Available

Dr. Vivek Ajmani
Left several messages via e-mail and telephone that were never returned.

Prof. Murtaza Ally
Very punctual with returning e-mails, but could not coordinate schedules.

Prof. Andrea Blum
Difficult time getting in touch with her; after finally receiving her office hours, scheduled interview time had run out.

Dr. Gerald Brooks
Did not respond to e-mails or phone messages.

Prof. Les Carter
Could not coordinate schedules.

Dr. Dan Dabney
Sent brief response to survey, but otherwise unreachable.

Dr. George Dawkins
Left several messages via e-mail and telephone that were never returned.

Prof. Douglas Dobbs
Left several messages via e-mail and telephone that were never returned.

Prof. Michael Dore
Left several messages via e-mail and telephone that were never returned.

Prof. Robert Earley
Did not respond to numerous e-mails and phone calls.

Prof. Tony Florek
After the faculty letter and follow-up e-mail, he replied via e-mail requesting to be contacted after a specific date. His request was fulfilled, but no reply was received via phone or e-mail after that date.

Prof. Margo Frasier
In addition to the initial letter to faculty, e-mail and phone messages were left, but did not result in any response.

Prof. Thomas George
Did not receive any messages until the interview deadline had passed.

Prof. Leonard Gingerella
Left 4 messages, but was unavailable.

Prof. Michael Grafton
Left several messages via e-mail and telephone that were never returned.

Dr. Aundrea Kay Guess
Left several messages via e-mail and telephone that were never returned.

Prof. Carol Hall
Left several messages that were never returned.

Prof. Donald Haughey
Did not respond to e-mails or phone messages.

Dr. Glenn Hinkle
Did not return e-mail.

Prof. Thomas Howard
Left several messages via e-mail and telephone that were never returned.

Prof. Vijay Joglekar
Left several messages via e-mail and telephone that were never returned.

Dr. Helen Just
Could not be interviewed because of time constraints.

Dr. Elizabeth Katz
Left several messages via e-mail and telephone that were never returned.

Prof. William Kennedy
Was called 3 times and e-mailed. He was too busy for an interview, but said he would e-mail the information. Student never received the information, and asked him to send it again, but never got a response.

Dr. Daniel E. Kolar
Overall difficult attitude.

Prof. Amanda Krafka
Did not return phone call and e-mail; was not in office when student visited.

Prof. Alberto Levy-Ferre
Left several messages via e-mail and telephone that were never returned.

Dr. Emma Lou Linn
Did not respond to various e-mails or phone calls.

Prof. Carnie Littlefield
Did not respond to e-mails or phone messages.

Prof. T. Paul Louis
Did not respond to various e-mails or phone calls.

Prof. Aldo Maldonado
Did not respond to e-mails or phone messages.

Prof. Gregory Marchbanks
Left 5 messages, but could not coordinate schedules.

Dr. Paula Marks
Did not interview; works in Administration and has not taught in the last 4 years.

Prof. Sean Massey
Did not respond to various e-mails or phone calls.

Prof. John Mercado
Left several messages via e-mail and telephone that were never returned.

Dr. Robert Montgomery
Did not respond to various e-mails or phone calls.

Dr. Robert Munday
Was not able to interview because of conflicting schedules.

Prof. Gerard Nugent
Left several messages that were never returned.

Prof. Leonard O'Brien
Messages and e-mails were not returned and was unavailable during office hours.

Prof. Lawrence Oliva
Left several messages via e-mail and telephone that were never returned.

Prof. Bob Otey
Left several messages via e-mail and telephone that were never returned.

Brother John Perron
Left several messages that were never returned.

Dr. Allan Pevoto
Left several messages via e-mail and telephone that were never returned.

Dr. Catherine Rainwater
Does not use EL and was not interested.

Prof. Melinda Robinson
Does not have an office on campus, and her phone number was unavailable.

Dr. Joanne Sanchez
Did not return phone calls or e-mails.

Prof. Jo Ann Schatz
Was left 2 e-mail messages and called; went by her office but could not find her.

Prof. Ray Schiflett
Corresponded after interview deadline.

Prof. William Seabrooke
Left several messages via e-mail and telephone that were never returned.

Prof. Margaret Simpson
Did not respond to e-mails or phone messages.

Dr. Sarah Sitton
Could not coordinate schedules before deadline.

Prof. Kerstin Somerholter
Left several messages via e-mail and telephone that were never returned.

Brother Donard Steffes
E-mailed student stating he did not use EL.

Prof. Ellen Stephens
Messages and e-mails were not returned, and professor was unavailable during office hours.

Prof. Annie Suite
E-mailed 3 times and tried to call her office, but never got a response.

Prof. David Swarbrick
Did not respond to e-mails or phone messages.

Dr. Steve Taber
Did not respond to e-mails or phone messages.

Dr. Wani Luan Tombe
Messages and e-mails were not returned.

Prof. Vicki Totten
Was unreachable.

Dr. David Trott
Could not coordinate schedules.

Dr. Terrence Tutchings
Left several messages via e-mail and telephone that were never returned.

Dr. Jerome Valentine
Left several messages via e-mail and telephone that were never returned.

Prof. Randi Voss
Left several messages that were never returned.

Prof. Kelly Wagner
Visited her during office hours but she was never there; left survey questions with phone number and e-mail and never heard back; also left various phone messages and never received a response.

Dr. James Warren
Left several messages via e-mail and telephone that were never returned.

Prof. Clint Winters
Did not respond to various e-mails or a phone call.

Prof. Ben Wolf
Not teaching this semester.

Dr. David Patrick Wright
Attempted to schedule, and could not get in touch with him. He always had a student in the office during office hours.

Professors Interviewed

for the Project

ALTIMONT, ALAN

Literature and the Human Experience	CULF 1318
Rhetoric and Composition	ENGW 1302
British Literature	ENGW 2222
Romantic Poets	ENGW 3305

ALTMILLER, HENRY G.

Introductionduction to Chemistry	CHEM 1305
General Chemistry	CHEM 1340
Analytical Chemistry	CHEM 2320
Chemical Instrumentation Laboratory	CHEM 3242
Spectroscopy and Chemical Structure	CHEM 3332
Structural Inorganic Chemistry	CHEM 3334
Quantum Mechanics and Spectroscopy	CHEM 3336
Thermodynamics and Kinetics	CHEM 3337
Undergraduate Research	CHEM 4148
Senior Seminar	CHEM 4149
Internship in Chemistry	CHEM 4150
Advanced Synthesis/Structural Determination Lab	CHEM 4242
Science in Perspective	SCIE 4345

BAKER, LAURA J.

Computing Sciences Concepts II Laboratory	CISC 2125
Quantitative Applications Software for PCs	COSC 1318
Computing Sciences Concepts I Laboratory	COSC 2123
Computing Sciences Concepts I	COSC 2323
Computing Sciences Concepts II	COSC 2325
Algorithms and Data Structures	COSC 2327
Object-Oriented Programming	COSC 3314
Internship in Computer Science	COSC 4150
Compiler Theory and Automata	COSC 4342

BARTHEL, BROTHER ROMARD

Calculus I	MATH 2314
Mechanics and Waves	PHYS 2320

BECKER, HARALD

Capstone	CAPS 4360
Contemporary World Issues	CULF 3331
Freshman Studies	FSTY 1310
Introduction to the Culture of Germany	GERM 1310
German I	GERM 1311
German II	GERM 1312
German III	GERM 2311

German IV	GERM 2312
Advanced Culture/Civilization of Modern Germany	GERM 3331
Advanced Conversation and the Composition	GERM 3335
Topics in Literature, Language, or Culture	GERM 3338
Internship	GERM 3350
The Fairy Tale as Myth	HONS 3377
German Nationalism	HONS 3390

BILANSKY, MARK

Computing Sciences & Concepts II	COSC 2325

BRADFORD, MARY

Beginning Piano Class I	MUSI 1281
Beginning Piano Class II	MUSI 1282
Intermediate Piano Class	MUSI 2281
Advanced Topics in Piano	MUSI 4241

BRADT, JENNIFER

Test and Measurement	PSYC 3337

BROWN, KATHY

Identity of the West	CULF 3330
U. S. to 1877	HIST 1301
U. S. since 1878	HIST 4342
Senior Thesis	HONS 4399

BUDDE, BARBARA

Introduction to Old Testament	RELS 2321
Introduction to New Testament	RELS 2322
Sharing the Faith	RELS 3337

CAMDEN, JOHN M.

Quantitative Applications Software for PCs	CISC 1318
File Processing	CISC 3335
Topics in Applied Programming	COSC 3325

CANTU, ELMA

Introduction to Problem Solving in Computer Science	COSC 1301

CARNEY, ANN MARY

Topics in Dance	DANC 1113
Beginning Ballet	DANC 1141

CARPENTER, JONI

Rhetoric and Composition I	FSTY 1311

CASAREZ, JOSEPH

Old Testament	RELS 2321
New Testament	RELS 2322
Senior Seminar	RELS 4342

CASSIDY, BARBARA

Financial Accounting	ACCT 2301
Personal Finance	ACCT 3332
Federal Taxation	ACCT 3334

CHADY, BROTHER TOM

Basic Mathematics	MATH 0309
Introduction to College Algebra	MATH 1314

CHAMPIE, BRION

Research and Argumentation	ENGW 2323
Writing with Computers	ENGW 2327
Nonfiction Writing: Ads/Publishing	ENGW 3301
Legal Writing	ENGW 3304

COE, BROTHER LOUIS

Does not teach classes. He assists in the Tutoring Center

COLLINS, DAVID

Introduction to Religions of the World	RELS 1304

COLLINS, STEVE

Presentational Speaking	COMM 1317
Argumentation and Debate	COMM 3336

COLOME, CECILIA

Science in Perspective	SCIE 2320

CONOLY, WALLE M.

Beginning Design	ARTS 1311
Drawing I	ARTS 1316

Color & Design	ARTS 1317
Beginning Painting	ARTS 2316
Drawing II	ARTS 3332
Internship Program	ARTS 4350

COOKSTON, JEFFREY

Quantitative Research	COMM 2329
Statistics for Behaviorial Science	SOCI 2329
Statistics for Behaviorial Science	SOCW 2329
Statistics for Behaviorial Science	POLS 2329

CROW, BHAGIRIT

Topics in Theatre: Body Awareness/Breath Work/Yoga	THAR 3336

ERISMAN, WENDY

American Dilemmas	CULF 1320

FILIPIDDIS, BARBARA

Principles of Style	ENGW 2324
Rhetoric and Composition I	FSTY 1311
Topics in Literature and Film	HONS 3384

GANT GUILLORY, HELEN

French I	FREN 1311
French II	FREN 1312
French III	FREN 2311
French IV	FREN 2312

GARZA, TERE

Fundamentals in Communication Theory	COMM 1310
Presentational Speaking	COMM 1317
Native American Chicano/Chicana Communication	COMM 4343
Popular Culture	COMM 4343

HARRIS, DAVID MICHAEL

Accounting Lab	ACCT 2102
Financial Reporting and Analysis	ACCT 3330
GAAP: Assets	ACCT 3331
GAAP: Equities	ACCT 3332
Introduction to Finance	FINC 3330

HEALY, EAMONN

General Chemistry Lab	CHEM 1140
Advanced Organic Chemistry	CHEM 4320
Biochemistry I	CHEM 4343

HERNANDEZ, PAMELA

Spanish I	SPAN 1311

HOOK, ALLAN W.

General Biology: Cells and Organ Systems	BIOL 1307
General Biology: Genes, Organisms, & Populations	BIOL 1308
Human Anatomy and Physiology	BIOL 2404
Entomology	BIOL 2420
Vertebrate Zoology	BIOL 2428
Research Methods	BIOL 4147
Evolution	BIOL 4344

HOPPER, MARIANNE

Internship for Criminal Justice	CRIJ 4350/4650
Principles of Sociology	SOCI 1301
Special Topics in Sociology: Theories of Deviance	SOCI 4349
Special Topics in Sociology: Social Problems	SOCI 4349
Internship in Sociology	SOCI 4350/4650

HORTON, DAVID

Internship for Criminal Justice	CRIJ 4350 & 4360

IRVIN, STANLEY

Clay I	ARTS 1318
Beginning Sculpture	ARTS 2326
Drawing II	ARTS 3332
Clay II	ARTS 3338
Art Exhibition Techniques	ARTS 4346

ISART, JUAN

Spanish II	SPAN 1312
Practical Conversation	SPAN 2326
Spanish for Careers	SPAN 3334
Professional Oral Communication	SPAN 4342

JIMENEZ, GONZALO

Spanish I	SPAN 1311
Spanish for International Trade	SPAN 4346

JORDAN, MSGR. EDWARD

Introduction to Christian Morality	RELS 1318
Peace, Justice, and Liberation	RELS 2323
Sacramental Theology	RELS 3338

KINSEY, MARCIA

Communication Lab	ENGW 0106

KNISELY, NANOU

Spanish III	SPAN 2311
Spanish IV	SPAN 2312

KOCH, ALAN

Introduction to College Algebra	MATH 1314
Discrete Mathematics	MATH 2315
Elementary Statistics	MATH 2320
Linear Algebra	MATH 3305
Probability & Statistics	MATH 3334
Research Methods	MATH 4147
Undergraduate Research	MATH 4148
Abstract Algebra	MATH 4342

KOPEC, RICHARD

Senior Project	CISC 4247
Introduction to Problem Solving in Computer Science	COSC 1301

KRAFKA, FRANK

Modeling Simulations	BUSI 3399
Operations Management	MGMT 4340

LAST, MARY

Quantitative Applications Software for PC's	CISC 1318
Software Engineering with Systems Analysis	CISC 3339
Senior Seminar	CISC 4149

LAWSON, CECIL

Capstone	CAPS 4360
Literature and Human Experience	CULF 1318
Rhetoric and Composition II	ENGW 1302
Rhetoric and Composition I	FSTY 1311

LENN, LESLIE

Business Statistics	BUSI 2106
Principals of Management	MGMT 2301
International Management	MGMT 3399
Operations Management	MGMT 4340

LITTLEFIELD, CARNIE

Quantitative Applications Software for PC's	CISC 1318

MANIER, TRACY

Jewish Literature	CULF 1318

MARKMAN, KRIS

Presentational Speaking	COMM 1317
Media and Professional Presentations	COMM 2320

MARTINEZ, MELBA

Acting IB	THAR 1352
Directing	THAR 3337
Arts Administration I	THAR 3334
Arts Administration II	THAR 3335
Acting IV	THAR 4341

McCLENDON, JOANNA

Spanish for Bilingual Speakers I	SPAN 2313
Spanish for Bilingual Speakers II	SPAN 2315
Grammar and Composition	SPAN 3330
Mexican-American Cultural Experience	SPAN 3333
Introduction to Spanish Linguistics	SPAN 3337
Internship	SPAN 4350

McKEMIE, JEAN

Calculus I	MATH 2313
Discrete Mathematics	MATH 2315
Research Methods	MATH 4147

Undergraduate Research	MATH 4148
Real Analysis	MATH 4332

MEDINA-PAPE, SARA

Theatre History I	THAR 2361
Theatre History II	THAR 2362
Costume Design	THAR 3325
Costume/Make-up Skills	THAR 3310

MERCADO, IVONNE

Spanish I	SPAN 1311
Spanish II	SPAN 1312

MILLER, SYBIL

Photography I	PHCO 1318
Photography II	PHCO 1319
Photography in the Humanities	PHCO 2323
Junior Seminar	PHCO 3330
Color Photography	PHCO 3338
Directed Studies	PHCO 4340
History of Photography	PHCO 4341
Senior Project	PHCO 4342
Internship	PHCO 4350

MILLS, JIMMY T.

General Biology: Cells & Organ Systems	BIOL 1307
General Biology: Genes, Organisms & Populations	BIOL 1308
Biology of the Algae	BIOL 3438
Microbiology	BIOL 3439
Microtechnique	BIOL 3440

MITCHELL, INNES

Mass Communication	COMM 1307
Presentational Speaking	COMM 1317
Gender Communication	COMM 2321
Contemporary Theories of Rhetoric	COMM 3331
Rhetorical Criticism	COMM 3333
Political Communication	COMM 4343
Persuasion	COMM 4347

MONTIGNANI, LINDA

Introduction to Graphic Art	ARTS 2313
Typography	ARTS 2314
Graphic Art II	ARTS 3331

MORIUCHI, MAYUMI

Japanese I	JAPN 1311
Japanese II	JAPN 2311

NAPLES, DAVID

Precalculus	MATH 2312
Calculus I	MATH 2313
Calculus II	MATH 2314
Research Methods	MATH 4147
Mechanics & Waves Lab	PHYS 2125
University Physics I	PHYS 2325

NAPLES, CYNTHIA

Introduction to College Algebra	MATH 1314
Mathematics for Elementary Teachers	MATH 1335
Geometry for Elementary Teachers	MATH 1336
Calculus I	MATH 2313
Calculus II	MATH 2314
Calculus III	MATH 2321
Elementary Statistics	MATH 2320
Advanced Calculus	MATH 3316

NEWTON, TERRY

American Experience	CULF 1320

NICHOLAS, WILLIAM

Europe (Area Studies: Europe & the EU)	INTL 3333
Public Policy	POLS 3334
Comparative Politics	POLS 4341
Foreign Policy	POLS 4349

NINO, MIGUEL

Spanish I	SPAN 1311
Spanish II	SPAN 1312
Business Spanish	SPAN 3335
Introduction to Latin American Literature	SPAN 3336
Introduction to Spanish Literature	SPAN 4304
Internship	SPAN 4350

O'CONNELL, JOE

Journalism I	ENGW 2321
Principles of Style	ENGW 2324
Rhetoric and Composition I	FSTY 1311

OLEARY, FIDELMA

Cells & Organ Systems Lab	BIOL 1107
Biology Principles	BIOL 1306
General Biology: Cells & Organ Systems	BIOL 1307
Human Anatomy & Physiology	BIOL 2404
Physiology	BIOL 3435
Principles of Neurobiology	BIOL 3444
Science in Perspective	SCIE 2320

OSTERHAUS, LEO

Labor Relations	MNGT 3333
Organizational Behavior	MNGT 3334

OWENS, PHILIP

Introduction to Problem Solving in Computer Science	COSC 1301

PERRY, PAT

Portfolio Preparation	A-APLR 1132
Capstone	CAPS 4360
Identity of the West	CULF 3330
Contemporary World Issues	CULF 3331

PESOLI, PETER

Literature and the Human Experience	CULF 1318
American Literature	ENGW 3301
Shakespeare's Tragedies	ENGW 3336

PRZYBYLSKI, DANIEL

International Marketing	MKTG 4341

PURVIS, JOHN

Systems Administration & Integration	CISC 3315
(No course listed under this number; see below)	CISC 3235
File Processing	CISC 3335
Data Communications & Networks	CISC4335/COSC 3344
(No course listed under this number; see below)	CISC 3345

Data Communications & Networks	CISC4335/COSC3344
(No course listed under this number)	CISC 3348
Introduction to Problem Solving in Computer Science	COSC 1301
(No course listed under this number)	COSC 1316
(No course listed under this number)	COSC 1318
Computer Architecture/Assembly Lang. Programming	COSC3331

QUINN, BILL

Genes Organisms & Populations Lab	BIOL 1108
Biology Principles	BIOL 1306
General Biology Genes Organisms & Populations	BIOL 1308
Plant Biology	BIOL 2424
Genetics	BIOL 3334
Cell & Molecular Biology	BIOL 3437
Evolution	BIOL 4344
Population Ecology & Biology	BIOL 4442

RANDLE, JANICE

Spanish I	SPAN 1311
Spanish II	SPAN 1312
Reading and Listening Comprehension	SPAN 2325
Culture and Civilization of Latin America	SPAN 3331
Internship	SPAN 4350

RIST, MARY

Speaking and Listening Lab- Int'l	ENGW 0105
Writing Lab (International)	ENGW 0107
Rhetoric and Composition I	FSTY 1311

RODRIGUEZ, MARY JO

Chemical Dependency	SOCI 2341
Internship	SOCI 4350/4650

ROSENBLUM, JASON

Introduction to Problem Solving in Computer Science	COSC 1301

RUSSELL, F. LELAND

Biology Principles	BIOL 1306
Population Ecology & Biology	BIOL 4442

SILVA, MORAGNE

Basic Writing (International)	ENGW 0302

Rhetoric and Composition II	ENGW 1302
Rhetoric and Composition II (International)	ENGW 1307

SKINNER, ANNA

Revising and Editing	ENGW 2326
Desktop Publishing	ENGW 3333
Technical and Business Writing	ENGW 3335

SMITH, BUNNY

American Dilemmas	CULF 2321
Austin Dilemmas	
Capstone	CAPS 4360
Career Planning & Management	
Exceptionalities	
Legal Ethical Issues	

SPERO STRUCKER, TRACIE

Interpersonal Communication	COMM1312

STRONG, ANN

American Dilemmas	CULF 2321
Research Methods	MATH 4147
Topics (Conflict Resolution)	

STRONG, BOB

Capstone	CAPS 4360
American Dilemmas	CULF 2321

SWINKELS, ALAN

Research Methods	MATH 4147
Senior Research	
Statistics	PSYC 2317
Social Psychology	PSYC 3319
Literature of Psychology	PSYC 4347

VAN NOTE, BEVERLY

Introductionduction to Liberal Arts	FSTY 1310
Rhetoric and Composition I	FSTY 1311

VITONE, JOSEPH

Photography I	PHCO 1318
Photography II	PHCO 1319

Styles and Themes	PHCO 2322
Video Production	PHCO 3331
Digital Imaging I	PHCO 3333
Large Camera	PHCO 3334
Multimedia	PHCO 3339
Digital Imaging II	PHCO 3340

WHITESIDE, SUSAN

Presentational Speaking	COMM 1317
Public Relations	COMM 3337
Advertising	COMM 3332

WILSON, CHRISTIE

Identities of the West	CULF 3330

WISE, NEAL

American Dilemmas	CULF 2321
American National Government	POLS 1305
State and Local Government	POLS 1306
President	POLS 4344
Political Theory	POLS 4347
Internships	POLS 4350

ZINK, RON

Presentational Speaking	COMM 1316
Group Communication	COMM 3339
Cross Cultural Communication	COMM 3344
Organizational Communication	COMM 4340
Computer Mediated Communication	COMM 4344
Internship	COMM 4350