



Stony Brook **University**

# Experiential Learning in the Stony Brook Curriculum

Nancy S. Goroff

Associate Provost for the Integration of Research,  
Education, and Professional Development

Stony Brook University



# The Stony Brook Curriculum

Adopted in 2014

Focuses on learning objectives for breadth and depth of study, as well as skills for life-long learning.

Developed by joint Provostal/Senate Committee.

The key SBC learning objectives are:

- Demonstrate versatility
- Explore interconnectedness
- Pursue deeper understanding
- Prepare for life-long learning



# The Stony Brook Curriculum

Adopted in 2014

Focuses on learning objectives for breadth and depth of study, as well as skills for life-long learning.

Developed by joint Provostal/Senate Committee.

The key SBC learning objectives are:

- Demonstrate versatility
- Explore interconnectedness
- Pursue deeper understanding
- Prepare for life-long learning



## Pursue deeper understanding

Students must complete **advanced** study in 3 of 4 distinct areas of knowledge.

- Experiential Learning (EXP+)
- Humanities and Fine Arts (HFA+)
- Social and Behavioral Sciences (SBS+)
- Science, Technology, Engineering, and Mathematics (STEM+)

The EXP+ Committee works to implement the requirement, including meeting the NSEE standards for effective practice.



## EXP+ standard: Reflection

Learning requires reflection.

Testing of assumptions against reality of experience.

Reflection needed at all phases: before, during, and after experience.

Essential for adjusting the experience (formative assessment) and evaluating outcomes (summative).



## EXP+ standard: Monitoring

Students need real-time feedback and advising.

Experience needs to be monitored for learning objectives and quality.

Faculty monitoring critical for every EXP+ activity.

*Challenge: How do we make it easier for faculty to provide this monitoring, so that more students can participate in EXP+ activities?*



## EXP+ Implementation: The Contract

Enrollment in a EXP+ course will require the contract.

Student fills out the contract in consultation with the advisor.

Starts the reflection process.

Identifies the specific learning objectives and purpose for the experience.

Identifies the mechanism for continued reflection, and for continued monitoring.

*Expectations for EXP+ are built into the contract.*



## Moving Forward

New challenge: How do we spread the word and encourage adoption of the EXP+ contract? (compliance vs usefulness)

Faculty education and buy-in remain critical pieces of the puzzle.

Faculty time remains biggest hurdle for broader adoption of EXP+ activities.

Want to move to online contract and e-portfolio site.



# Acknowledgments

## EXP+ Implementation Committee

Marianna Savoca

Susan Scheckel

Kane Gillespie

Peter Caprariello

J. Peter Gergen

Robert Kaplan

Robert Kukta

Gregory Ruf

Charles Robbins, Vice Provost for Undergraduate Affairs

Scott Sutherland, SBC Implementation Group

Braden Hosch, Assistant VP for Institutional Research