

Course Redesign Instructions

Experiential Education allows students to bring course concepts to life, allowing them to translate theoretical concepts into practical, work-skills. The National Association for Colleges and Employers (NACE, 2023) found that students who engage in some form of experiential learning, whether classroom-based, internships or clinical experiences receive more job offers and higher salaries than students who do not engage in hands-on learning.

As we continue to prioritize student success and post-graduation outcomes, we invite you to participate in a new initiative designed to bridge the gap between academic theory and professional practice. We are seeking faculty partners to redesign existing courses to incorporate robust Experiential Learning (EL) components.

By embedding real-world applications—such as project-based learning, community partnerships, and/or simulations—into your syllabus, you provide students with the "social capital" and tangible skills necessary for the modern workforce.

"Career Ready" Skill Tag

General Education courses that successfully integrate these experiential learning criteria will be officially designated with a "Career Ready" skill tag in the course catalog. This tag serves as a signal to students, advisors, and employers that your course provides high-impact, transferable skills.

Instructions

Step 1: Initial Consultation (required)

Before beginning your syllabus revisions, you will schedule a 30-minute consultation with a member of the Experiential Education and Career Connections team. During this meeting, we will:

- Discuss your goals for the course.
- Brainstorm potential experiential activities (e.g., simulations, reflective projects, or field research).
- Review the specific experiential learning goals for your academic department.

Step 2: Rubric Assessment & Syllabus Redesign

Using the Career Readiness Point System Rubric, identify and integrate activities that meet the required threshold for designation.

Identify Activities: Select or create assignments that align with the rubric's core pillars. Please note that the rubric is simply a guide for your course redesign. You may have other experiential activities that are not listed here that align with your course goals.

Assign Points: Ensure the total weight of experiential components meets the minimum points required for the "Career Ready" tag.

Update Syllabus: Explicitly highlight these activities in your revised syllabus so students and the committee can easily identify the experiential components.

Step 3: Committee Evaluation

Once your syllabus is updated and your experiential learning activities have been clearly identified, submit it and your updated assignments/activities for a Preliminary Review to Chantelle Wright (wrightc@montclair.edu) by September 18th. The SEEDS Experiential Learning subcommittee will evaluate your course for experiential education alignment.

Feedback Loop: If the course meets the criteria, you will receive a notification of approval. If adjustments are needed, the committee will provide specific recommendations for further revision. It is recommended that revisions be made within the timeline provided to meet the University Curriculum Committee deadline.

Step 4: Formal Submission for Final Approval

After receiving committee approval, you will be provided with a Letter of Support from the SEEDS Experiential Education Sub Committee team. **To finalize the "Career Ready" tag, submit the following package to the University Curriculum Committee by October 10th:**

1. The Approved Letter of Support: This confirms your course has met the pedagogical criteria for the designation.
2. The Updated Syllabus: The final version containing the refined Experiential Learning activities.

Recommended Timeline

Activity	Recommended Completion
Consultation (required)	8 weeks prior to submission deadline
Syllabus Revision	6 weeks prior to submission deadline
Committee Review	4 weeks prior to submission deadline
Final Submission	Per Curriculum Committee Calendar

Committee Members

The Office for Experiential Education and Career Connections, faculty tbd (Nate)

Memorandum of Approval: Experiential Learning Course Designation

To:

From: The Office for Experiential Education & Career Connections

Date:

Subject: Approval of "Career Ready" Skill Tag Designation for Course Name/Number

The Experiential Education Committee has completed its evaluation of your redesigned syllabus for Course Name/Number. We are pleased to inform you that your course has successfully met the criteria for the "Career Ready" skill tag.

Our review focused on the integration of experiential learning (EL) components and the alignment of course activities with the Career Readiness Point System Rubric.

Approved Designation Details:

- Skill Tag: Career Ready
- Experiential Category: [e.g., Project-Based Learning / Field Experience / Simulation]
- Effective Term: Semester, Year

Next Steps for Final Curriculum Approval: This memorandum serves as your official Letter of Support. To finalize the designation in the university course catalog, please include this document as part of your formal submission to the University Curriculum Committee. Your final package should include:

1. This signed Letter of Support.
2. Your updated syllabus clearly highlighting the "Career Ready" components.

We commend your commitment to enhancing the student experience and for your leadership in embedding career readiness into the academic curriculum. This designation provides our students with a clear pathway to articulating the professional value of their coursework.

Sincerely,

The Office for Experiential Education & Career Connections
Montclair State University

Committee Sign-Off:

- Consultation Completed:
- Rubric Score Verified
- Evaluation Date:

ACTIVITY RUBRIC

To qualify for the **Career Ready** course attribute, courses must meet a total of five points from the categories below.

	<u>Basic (1 point)</u>	<u>Intermediate (2 points)</u>	<u>Significant (3 points)</u>
Map major course assignments to NACE Career Readiness Competencies	Major course assignments are explicitly connected to one or more NACE or MSU Career Readiness Competencies on the course syllabus.		
Add NACE Competency Assessment to course assignments	NACE Career Readiness Competencies are connected to course assignments, including one or more instances of students completing the NACE Competency Assessment Tool.		
Update course learning outcomes	Course learning outcomes include references to NACE Career Readiness Competencies and experiential learning principles.	Course learning outcomes are directly mapped to NACE Career Readiness Competencies and the course includes significant experimentation and reflection opportunities.	
Group Project	Students complete a group project explicitly connected to one or more of the NACE Career Readiness Competencies.	Students complete a group project explicitly connected to one or more of the NACE Career Readiness Competencies with a significant reflective opportunity at the beginning and end of the project.	
Research/Creative Project Presentations	Students complete a research or creative project and present their work to an audience that includes not only their classmates, but other Montclair community members.	Students complete a research or creative project and present their work to a Montclair / external audience. Students are asked to reflect on their research experience after their	

		presentation.	
Visit to class by alumni/employer	The visitor meets with the class once to discuss a topic related to course material. Students reflect on the visit and its connection to the course and/or their career goals.	The visitor meets with the class once to discuss a topic related to the course material. Students have multiple reflection opportunities before/after the discussion.	The visitor meets with the class multiple times to discuss a topic/topics related to the course material. Students have multiple reflection opportunities before/after the discussions.
Industry-focused case study		Case study addresses a current issue in a relevant field, including dialogue among students, and has a post-dialogue reflective component.	Case study addresses a current issue in a relevant field, including a dialogue among students and an employer. A post-dialogue reflective component is included.
Site visit to employer worksite			Students visit an employer site as a group to build a network, engage the employer on a relevant topic, and learn about the employer's work in their industry. Students have substantial reflection opportunities before and after the visit.