

Requirement	Criterion	Evidence	Yes/No	Notes
The proposer has planned the required assignments within the syllabus.	The syllabus includes the required ALE assignments (outlined below). The assignments are clearly indicated as ALE assignments in the course syllabus.	Syllabus		
Requirement 1 Experiences involve learner engagement at least equivalent to the intensity, depth and/or time commitment of a 1-credit-hour course, a minimum of 45 hours engagement in total. The experience is not required to be credit-bearing.	The experience is equivalent to the intensity of a 1-credit-hour course, a minimum 45 hours of sustained engagement.	Syllabus Upload		
Requirement 2 Experiences are intentionally designed to develop professional, technical, personal, and/or interpersonal skills. These learning outcomes and competencies are supported and assessed.	The experience is intentionally designed to develop professional, technical, personal, and/or interpersonal skills.	Question box		
	An appropriate system is detailed for each student to have a knowledgeable mentor.	Question box		
	The mentor, student, and faculty all bear responsibility to ensuring the experience provides the richest learning possible.	Question box		

	There is sufficient flexibility and formative feedback to ensure the learner can react and adjust during the experience.	Question box		
Requirement 3 Experiences incorporate purposeful experience, active engagement, and critical reflection. The learner is responsible for the sharing and communication of new understandings and the application to new situations.	The experience is authentic in nature. It involves real, current problems and/or solutions from business, industry, community, university, or other career partners. The experience does not involve simulation or contrived variables.	Question box		
	Through the reflective process, learners develop a sense of being: the sense that they are not just experiencing something, but that they are developing a professional identity.	Question box		
	There is opportunity for shared reflection with the mentor and when appropriate amongst peers.	Question box		
Course Title and Number:				
Reviewer:				
Date:				

ALE Required Assessments

The four components—ALE Student Planning Form, Timesheet and Mentor Log, Formative Reflections, and Summative Reflection—have been identified as essential elements of a high-quality applied learning experience. Kansas State University will use the results from these components to assess the impact of the applied learning requirement and continuously improve its implementation. This approach ensures consistency across courses and contributes to a cohesive educational experience for all students.

The components will be collected through Canvas Outcomes < <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-Outcomes/ta-p/75>> . Much like student learning outcome assessment in Canvas for programs, collecting ALE components through Canvas Outcomes will allow for continuous improvement of the ALE imperative.

1. Student Planning Form

Requirement – [ALE Student Planning Form](#) for minimum. Courses may add additional components to the form.

Measurable Outcome:

Students will complete and submit the ALE Student Planning Form with clearly defined learning goals, timelines, and mentor expectations, achieving a minimum score of 80% on the planning rubric.

2. Student Activity and Mentor Log

Requirement – An activity and mentor log. Can be faculty-designed that meets the ALE framework or a course may use a [ready-to-use version](#).

Measurable Outcome:

Students will accurately log/record experiential learning activities and have intentional conversations related to their activities with their assigned mentor. The activity log shall reflect a minimum of 45 hours of experiential learning related to the learner's planning form.

3. Student Formative Reflections

Requirement – At least 3 formative reflections assignments throughout the semester. Can be faculty-designed that meets the ALE framework or course may use a [ready-to-use version](#).

Measurable Outcome:

Students will submit at least three formative reflections that demonstrate growth in professional competencies, with each reflection meeting or exceeding expectations on a reflection rubric (e.g., scoring 3 or higher on a 4-point scale).

4. Student Summative Reflection

Requirement – A summative reflection assignment that meets the ALE framework ([i.e., synthesizes their ALE experience, authentic application of knowledge, active engagement with initial goals, development of professional identity](#)). Can be faculty-designed that meets the ALE framework or course may use a [ready-to-use version](#).

Measurable Outcome:

Students will submit a summative reflection that synthesizes their ALE experience, demonstrating authentic application of knowledge, active engagement with initial goals, development of professional identity, and creation of new knowledge applicable to future practice, scoring at least 85% on the summative reflection rubric.