



## Application for ThinkAchieve: *Beyond the Classroom* (BTC) Experiential Learning Designation

*Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.*

### APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF

Please complete the application and submit to [think@utc.edu](mailto:think@utc.edu). More information on ThinkAchieve, UTC's platform supporting Experiential Learning is at [www.utc.edu/think](http://www.utc.edu/think). If you have questions, please call Bengt Carlson at (423)-425-5825.

### Application Content Requirements

- 1) Complete the General Information section
- 2) Select the *Beyond the Classroom* experience category most applicable
- 3) Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
- 4) Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

### GENERAL INFORMATION

Faculty/Staff Name: Dr. Stephan Davenport

Course/Experience Title (if course, please include course number): ACC 3999R Intro to Tax Prep.

Department or Office: Accounting

First Semester the Course/Experience will be Offered: Spring 2023

How often do you plan to offer this Course/Experience? Each Spring semester

### ***BEYOND THE CLASSROOM*** EXPERIENCE CATEGORIES (select one)

This application will be evaluated using a *rubric corresponding to one of the experience categories*. More information is available at [www.utc.edu/think](http://www.utc.edu/think).

- ☐ **Creative:** Articulate, implement, and reflect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression
- ☐ **Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application afforded by the specific off-campus setting

- ☐ **Internship:** Practice skills or methods related to their field of study through supervised work in a professional or organizational setting
- ☐ **Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination
- ☒ **Service Learning:** Articulate, implement, and reflect on a substantive application of their academic foundations to a real-world service setting and/or need
- ☐ **Leadership:** Articulate, implement, and reflect on a substantive application of their academic foundations to develop skills for leadership

## ***BEYOND THE CLASSROOM DESCRIPTION PROMPTS***

Please specifically and concisely describe the experiential element of this opportunity in the three areas below. The experiential element should constitute  $\frac{1}{4}$  of the credit or non-credit bearing opportunity.

1. **Authentic Responsibility:** Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes (see detail in category specific rubric)  
Students will volunteer between 4-10 hours each week at a local Volunteer Income Tax Assistance site. After completing IRS training materials and passing certification tests, students will prepare tax returns for low-income and/or elderly tax payers.
2. **Reflection:** Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reflects on the activity; articulates personal, civic/social, and/or academic learning; identifies values and attitudes developed through the activity. See detail in category specific rubric)

<b>Description of <u>pre-experience</u> reflection activities</b>	Students will be required to reflect on their level of knowledge regarding taxes, particularly related to tax issues facing low-income individuals; students will reflect on their own attitudes and societal stereotypes of economically disadvantaged individuals.
<b>Description <u>during the experience</u> reflection activities</b>	Students will be required to keep journals and record their experiences as they volunteer.
<b>Description of <u>post-experience</u> reflection activities</b>	Students will reflect on their level of knowledge regarding taxes and how the VITA program benefits society. They will select one area/issue they encountered during the semester and complete a research assignment related to that issue.

3. **Regular mentorship, supervision, and feedback:** Mentorship entails responding regularly to student work; supporting student reflection (more description below), integrating learning through the activity and goal-setting for future involvement or inquiry (see detail in category specific rubric)  
Each tax return is reviewed by at least one other individual, so students will receive feedback on each return. I will provide regular written feedback on student journals, and will be on site to assist students with tax preparation questions as they arise.