Beginning to Mid-Course Corrections (Adjustments)
When-Why-How to make adjustments to course or experience

• Evaluating Student Preparedness (Situational Factors)
  *Building upon the foundation/background info of pre-requisite courses and skill sets*
  Preliminary assessment through discussions/initial projects
  Bring in focused materials/readings/concepts/techniques from prior courses
  Learned experience from prior groups in similar situations
  *Introduction of new concepts or technology*
  Workshops/demonstrations/focused exercises using work already completed
  *Student awareness and education ownership*
  Communicate situation/conditions/issues/problems to students frequently and consistently

• Assessing Degree of Difficulty vs Level of Student Progress
  *Expectations and progress of course work for student population vs reality of capabilities*
  Modify established processes/procedures to fit the particular learning group
  Monitor student capture of applied learning concepts and ability to write-up results
  Grade consistently and quickly
  Provide work sessions and reviews
  Back off work load to lower/avoid student/faculty frustration
  *Student awareness and education ownership*
  Communicate situation/conditions/issues/problems to students frequently and consistently

• Conducting Non-Traditional/Outdoor Applied Learning Activities
  *Adverse conditions and safety considerations during applied projects*
  Constantly monitor weather conditions for changes to planned daily activities
  Contingency/backup dates and plans
  *Delays in student progress on applied projects*
  Monitor student health and welfare
  Adjust for sickness/injuries/partners
  Adjust daily activities and specifically advise accordingly during daily briefings
  Adjustment to course expectations/grading
  *Land ownership*
  Contingency/backup plans
  *Equipment/technology malfunctions*
  Spare equipment/supplies always in place
  Backup/contingency materials in place
  Focus student attention on the thought process, not the product and adapt
  *Student awareness and education ownership*
  Communicate situation/conditions/issues/problems to students frequently and consistently

• Evaluating Products
  *Changes to course design or daily activities*
  Integrate into new grading system
  *Student awareness and education ownership*
  Communicate situation/conditions/issues/problems to students frequently and consistently
  *Assessment*
  Document adjustments, assess impact, and integrate into next iteration of applied learning experience