**Texas Woman’s University – Quality Enhancement Programs**

*Pioneering Pathways: Learn by Doing -* Experiential Student Scholar Program

Summer 2014

**Application Deadline: Thursday, April 10, 2014**

**Notification of Selection: Friday, May 2, 2014**

**Contact: Dr. Kimberly Miloch**

**kmiloch@twu.edu** **or 898-3310**

**PURPOSE AND OVERVIEW**

The purpose of the Experiential Student Scholar program is to engage students in experiential project partnerships with faculty. Experiential projects are defined as:

Inquiries, investigations, or projects that bridge theory with practice and require engaged learning characterized by active collaboration with a faculty mentor, application of discipline specific theories, real-world problem solving, and simulation of skills external to the classroom.

The program is centered on the student learning outcomes (SLOs) identified in the University’s Quality Enhancement Plan *Pioneering Pathways: Learn by Doing.* These include:

SLO 1: effectively connecting classroom theories to real-world experiences through practical application of knowledge; and

SLO 2: accurately assessing knowledge and skills related to personal or professional goals including collaboration, application, and problem-solving.

**ELIGIBILITY**

Students must be currently enrolled TWU undergraduate or graduate students with declared majors and in good academic standing. Each student must receive the faculty mentor’s approval to apply for the program. The faculty mentor must be a TWU faculty member who has demonstrated success in mentoring students, an ongoing scholarly program, and proficiency in experiential education.

**AMOUNT OF AWARD**

Successful student applicants will receive $2000 in support of their experiential project. The students will receive the award as a stipend credited to their university account. In instances where financial aid may be negatively impacted, students will receive the funds as research support. The faculty mentor will receive $500 to be used for supplies or equipment, professional travel, or other professional expenses related to the student’s project. The funds will be placed in the faculty mentor’s departmental account. Materials and equipment acquired with funds provided to the mentor/department under this program are the property of TWU.

**COLLABORATIVE REQUIREMENTS**

The purpose of the Experiential Student Scholar program is to foster student-faculty collaboration on experiential projects, and it is expected that the proposal be co-written by both the student and faculty mentor. Students must understand and articulate the appropriate questions to be addressed in the proposal and should write the “Description of the Proposed Project” section. The faculty mentor should write the “Expectations” and “Student Learning Outcomes” section of the proposal in consultation with the student.

**PROGRAM REQUIREMENTS**

The experiential project must include measurable student learning outcomes (SLOs) and align with the QEP SLOs.

The student agrees to attend an initial orientation regarding experiential projects and attend a recognition event. In accepting funding for the project, the student agrees to complete regular reflections throughout the duration of the project and submit the S-CAPS self-assessment upon project completion. The student is also required to submit a final report (2 pages maximum) outlining project efforts, challenges, achievements, and skill acquisition related to personal or professional goals. In accepting funding for the project, the faculty mentor agrees to submit the F-CAPS assessment upon the student’s completion of the project. Final reports, reflections, and assessments are due to Dr. Kimberly Miloch no later than September 30, 2014. The report must be reviewed and signed by the faculty mentor.

**ELEMENTS OF THE PROPOSAL**

Proposals are limited to no more than 8 pages and should include the following:

1. **Cover Page -** with all required elements completed.
2. **Description of the Proposed Research** – This section should be written by the student. It should clearly describe the proposed experiential project and its goals. This section should be no more than 1 ½ pages.
3. **Expectations**: The student and faculty mentor should clearly outline the expectations of the student (e.g. expected hours per week in the lab, studio, or venue, expected skills to be mastered in alignment with the QEP, expectations for participation in project meetings, expectations for frequency and content of journals/reflections, expected dissemination of project results, etc.).
4. **Learning Outcomes:** The student and faculty mentor should list expected learning outcomes and describe how they align with QEP student learning outcomes. A plan for measuring progress toward achieving the learning outcomes must also be included (e.g., structured project meetings with faculty mentor, participation in a project or research group, collaboration with other students, faculty, units, plan for disseminating project results, etc.).
5. **Project Timeline:** The student and faculty mentor should develop a specific timeline for the project which includes major milestones with estimated completion dates. If appropriate, the timeline should include completion of the Responsible Conduct of Research (RCR) training and any additional university requirements necessary to initiate the project, such as human subjects approval. Projects must be completed no later than August 31, 2014.
6. **Mentor Budget:** A brief budget outlining how the mentor funds will be utilized must be included. Mentors are awarded $500 for the project.
7. **Student CV:** Students must include a brief CV (1-2) pages with the application.
8. **Mentor CV:** Faculty mentors should attach a brief CV (4-5) pages. The CV should highlight the faculty mentor’s expertise in experiential education and show commitment to collaborative projects with students and other faculty.

**EVALUATION OF THE PROPOSAL**

The QEP Advisory Council will review applications and utilize criteria from the National Society for Experiential Education’s Eight Principles of Good Practice. The principles may be viewed at <http://www.nsee.org/8-principles>. In evaluating the proposal, the following elements will be considered, as adapted from NSEE:

* **Intention and Planning**: Both the faculty mentor and student must set clear goals and student learning outcomes. Specific details outlining why the specific project is most appropriate for student learning is paramount. It should be clearly noted how the proposed project aligns with the QEP goals and student learning outcomes.
* **Preparation and Orientation:** Students should be oriented to the experience.
* **Real-world Authenticity:** The project should be of real-world, practical significance and bridge theory with practice. It should clearly be designed to address collaboration, application, and problem-solving.
* **Continuous Improvement and Assessment:** A plan for monitoring students’ progress toward achievement of student learning outcomes must be measurable and appropriate. Reflection should be included as an integral aspect of the learning experience.
* **Acknowledgement and Dissemination:** The findings of the project must be disseminated and shared in a peer-reviewed format, and students must submit a final product.

**PARTICIPATION REQUIREMENTS**

Students must attend an initial orientation meeting and a recognition event. When accepting funding for the proposed project, students agree to submit a final report (no more than 3 pages) outlining the project, challenges of the project, achievements of the project, skill and knowledge gained from conducting the project, practical and theoretical implications of the project for the student’s discipline, and how participation in the project has impacted students’ personal or professional goals.

Final reports must be signed by the faculty mentor and submitted to Dr. Kimberly Miloch at kmiloch@twu.edu or via hard copy to BHL 228C in the Pioneer Center for Student Excellence.