

Texas Woman's University – Experiential Learning
Pioneering Pathways: Learn by Doing
Fall 2018-Spring 2019 Experiential Student Scholar Program

Experiential Learning (formerly Quality Enhancement Programs), in partnership with the Pioneer Center for Student Excellence, invites applicants for the AY 2018—2019 Experiential Scholar Program.

Application Deadline: Friday, September 28, 2018
Notification of Selection: Friday, October 5, 2018
Final Projects Due: Friday, April 26, 2019 (subject to change w/mentor approval)
Mentor (M)-CAPS Assessment Due: Friday, July 29, 2019

PURPOSE AND OVERVIEW

The purpose of the Experiential Student Scholar program is to engage students in experiential project partnerships with faculty or staff. 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 or staff mentor (hereafter called *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 Experiential Learning *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.

CATEGORIES

Projects with a service learning and civic engagement focus may be submitted in any category which applicants feel is most appropriate.

Applied Research and Creative Activity – Projects in this category are designed to utilize theoretical concepts in conjunction with primary and/or secondary data in developing solutions to real-world problems related to the student's discipline. Examples include the creation of artifacts, products, programs, or strategies that contribute to solving the identified problem. Applied research and creative activity makes original contributions to the discipline by providing practical and actionable solutions to a specific phenomenon, situation, or problem.

Basic or Scientific Research – Basic or scientific research is hypothesis driven and designed to address and/or test specific scientific questions and theories. Examples include theoretically sound conceptual research designs which may include scientific experimentation related to the student's discipline.

Internships – This category is intended to support and assist students in completing unpaid internships specifically related to their discipline. Students must complete projects that bridge theory with practice while completing the internship and must be supervised by a faculty mentor in addition to the internship site supervisor.

Education Abroad – This category is intended to support and assist students in completing courses or experiential projects while studying abroad. Projects must include a practical, applied, or hands on project directly linked to the student’s academic discipline. This may include an analysis of how discipline specific concepts are applied in the host country

ELIGIBILITY

The applicant must be a current TWU student (enrolled for both Fall 2018 and Spring 2019) in good academic standing. The applicant must receive a mentor’s approval to apply for the program. The mentor must be a TWU faculty or staff member who has demonstrated success in mentoring students and proficiency in experiential education.

AMOUNT OF AWARD

Successful student applicants will receive \$1,000 in support of their experiential project. The students will receive the award as a stipend credited to their university account. The 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 mentor’s departmental account. Materials and equipment acquired with funds provided to the mentor/department under this program are the property of TWU.

PROGRAM REQUIREMENTS

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

The *student* agrees to the following:

- Completion of pre- and post-reflections and Experiential Learning assessments
- Complete and submit a final report on or before 5:00 p.m. Friday, April 26, 2019 (subject to change with mentor approval). The final report must be reviewed and signed by the mentor.
- Participate in a poster recognition/showcase event and appreciation luncheon (tentatively Wednesday, April 24, 2019)

The *mentor* agrees to the following:

- Complete and submit the Mentor (M)-CAPS assessment upon the student’s completion of the project on or before 5:00 p.m., Friday, July 27, 2019.

ELEMENTS OF THE PROPOSAL

Proposals are limited to no more than 3 pages and should include the following:

1. **Cover Page** - with all required elements completed. (not counted toward the 3 page limit)
2. **Description of the Proposed Project** – This section should be written by the student with input from the mentor. It should include the following:
 - a. A clear and concise purpose statement for the project; and
 - b. Clear description of the project goals (3 – 5 sentences); and
 - c. 1 - 3 desired student learning outcomes to result from project completion.
3. **Project Timeline:** The student and 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 5:00 p.m., Friday, July 27, 2018 (date subject to change if project requires).

4. **Student and Mentor Expectations:** The student and 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 Experiential Learning, expectations for participation in project meetings, expectations for frequency and content of journals/reflections, expected dissemination of project results, etc.). This section should not exceed one paragraph.
5. **Approvals:** Students and mentors must submit all required approvals for projects involving the use and care of animals and the use of human subjects.

COLLABORATIVE REQUIREMENTS

The purpose of the Experiential Student Scholar program is to foster student-faculty/staff collaboration on experiential projects, and it is expected that the proposal be co-written by both the student and 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 mentor should write the “Expectations” and “Student Learning Outcomes” section of the proposal in consultation with the student.

EVALUATION OF THE PROPOSAL

The Experiential Learning 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 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 Experiential Learning goals and student learning outcomes.
- **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.

Final reports must be signed by both the student and the mentor and submitted to Mr. Kurt Krause:

1. by email to kkrause5@twu.edu, or
2. in person, to the Pioneer Center for Student Excellence, Blagg-Huey Library, Suite 220.

Questions?

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