Texas Woman’s University – Quality Enhancement Programs
2015-2016 Experiential Faculty Fellows Program
Criteria and Application

Application Deadline: Friday, October 31, 2014
Notification of Selection: Monday, December 1, 2014

PURPOSE AND OVERVIEW
The Experiential Faculty Fellows program encourages faculty to integrate experiential education into the curriculum through development of QEP-designated courses in alignment with TWU’s Quality Enhancement Plan, Pioneering Pathways: Learn by Doing. The program is a year-long faculty development program which provides the following:

- $1500 faculty development award for use in QEP-designated course development (i.e., curriculum materials, course-related travel, or shared materials for community partners);
- three full-day training sessions on the National Society for Experiential Education’s (NSEE) eight principles of good practice in Spring 2015;
- collaboration and mentorship;
- regular meetings, collaboration sessions, or faculty development activities;
- experiential education showcase.

ELIGIBILITY
All permanent, full-time faculty members (including tenure-track, tenured, lecturers, or clinical faculty) are eligible to apply.

Senior Experiential Faculty Fellows
Senior Experiential Faculty Fellows serve as mentors and must have strong expertise in developing and implementing experiential education into their courses.

Experiential Faculty Fellows
Experiential Faculty Fellows have little or no previous experience in implementing experiential education into their respective courses.

PROGRAM REQUIREMENTS
Commitment to full participation in program activities is required. Applicants must commit to the following activities in order to be considered for selection:

Senior Experiential Faculty Fellows
- develop and teach a QEP-designated course (in alignment with QEP student learning outcomes and NSEE principles) in Fall 2015, Spring 2016, or Summer 2016;
- attend and complete three NSEE full-day workshops in Spring 2015;
- mentor Experiential Faculty Fellows;
- conduct appropriate course assessments as required by the QEP;
- attend regular meetings, workshops, and collaborative sessions;
- present at the Experiential Education Showcase;
- present/host a faculty development session on experiential education to the TWU community.
Experiential Faculty Fellows

- develop and teach a QEP-designated course (in alignment with QEP student learning outcomes and NSEE principles) in Fall 2015, Spring 2016, or Summer 2016;
- attend and complete three NSEE full-day workshops in Spring 2015;
- attend regular meetings and sessions with your mentor;
- conduct appropriate course assessments as required by the QEP;
- attend regular meetings, workshops, and collaborative sessions;
- present at the Experiential Education Showcase.

QEP-DESIGNATED COURSES

Experiential learning may include civic engagement, service learning, scholarship or creative activity, and internships. Regardless of the activity, experiential learning at TWU bridges theory with practice, and is a dynamic, engaged form of learning characterized by: active collaboration; real-world problem solving; hands-on application of classroom theories; in-depth engagement with content; or simulation of skills external to the classroom.

Development of a QEP-designated course must include alignment with QEP student learning outcomes and NSEE’s eight principles of good practice for experiential learning. Applicants may wish to review and utilize NSEE’s Eight Principles of Good practice in completing the application. You may print a copy of the principles at [http://www.twu.edu/qep/faculty.asp](http://www.twu.edu/qep/faculty.asp) or at [http://nsee.memberclicks.net/8-principles](http://nsee.memberclicks.net/8-principles).

Additionally, QEP-designated courses must include at least one short- or long-term course project that includes the following elements:

- Application of classroom theories to real-world settings or situations, real-world problem solving, or simulation of skills in a real-world context;
- Guided reflection;
- Student completion of the Collaboration, Application, Problem-Solving (CAPS) Self-assessment;
- Faculty assessment of student skills and/or knowledge including collaboration, application, and problem-solving;
- At least one direct assessment measure of course project;
- Experience sharing (formally or informally) among the students;
- Inclusion of three statements on the course evaluation specific to the experiential learning activities in the course.
Applicant Name: ____

Title: ____

Email: ____  Department: ____

Phone: ____

**Course Information:** Please include details below about the course you plan to teach as a QEP-designated course in Fall 2015, Spring 2016, or Summer 2016.

Course Term ____  Course Number ____

Course Title ____  Course Section(s) ____

Estimated Number of Experiential Contact Hours ____

Please describe the proposed experiential activity in the course (i.e. internship, scholarship, creative activity, civic engagement, service learning, course-embedded, etc.).

__________________________________________  ______________________________
Applicant Signature  Date

__________________________________________  ______________________________
Chair Signature  Date

__________________________________________  ______________________________
Dean Signature  Date
Experiential Faculty Fellow Application

1. Please describe the experiential activities included in this course and how these activities are meaningful in a real-world context for the students. Please also indicate how you will orient students to the experience.

2. For experiential learning to be impactful, students must have an appropriate level of knowledge prior to the experience. Please indicate how you will prepare and/or orient students (or determine that students are prepared) for the experiential learning activities in the course.

3. Please list the student learning outcomes for your course and indicate how the experiential learning activities in your course align with QEP goals and SLOs. You may wish to illustrate alignment by using the table format below.

<table>
<thead>
<tr>
<th>Course SLOs</th>
<th>QEP Goal</th>
<th>QEP SLOs</th>
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</thead>
<tbody>
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</table>

4. Please describe your plan for assessing the experiential learning activities in your course. You must include at least one direct assessment measure for assessing QEP SLO 1. You may wish to illustrate your plan by using the table format below.

<table>
<thead>
<tr>
<th>Course SLO</th>
<th>Learning Activity</th>
<th>Assessment Measure</th>
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<tbody>
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</table>

5. For experiential learning to be impactful, students must have an appropriate level of knowledge prior to the experience. Please indicate how you will prepare students (or determine that students are prepared) for the experiential learning activities in the course.

6. Guided reflection is a key aspect in maximizing students’ learning through experiential activities. Please describe how you will utilize the guided reflections in the course. You will also be provided guided reflection templates to utilize and adapt as you deem appropriate.

7. Students should have an opportunity to share and celebrate their experiences (formally and/or informally). Please describe how students will share their experiences with others as a part of the course. Please also note students may present their work at the Fall Cultural Connections Leadership Conference, the Spring TWU Student Creative Arts & Research Symposium, and QEP Showcase events.
8. Provide a detailed budget describing the resources needed to develop your QEP-designated course. Include items such as personnel (including graduate assistants and student workers), technical resources such as computer hardware or software and equipment, course materials (if applicable), and additional costs such as travel. You may wish to use the table format below or a similar format to outline your budget.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Unit Cost</th>
<th>Total Item Cost</th>
</tr>
</thead>
</table>

9. Describe your interest(s) in experiential learning.

10. Please include any additional information you would like the reviewers to consider.

Please submit the following with your application:

- short vita (no more than 5 pages);
- syllabus (inclusive of SLOs, assignments, and activities described in this application) for the proposed QEP-designated course.

Applications should be submitted via email to Dr. Kimberly Miloch, Director of Quality Enhancement Programs at learnbydoing@twu.edu.

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