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|  | **REAL-WORLD READY (RWR)**  Faculty Grants  Criteria and Application |

***PURPOSE AND OVERVIEW.*** Through the “Real-World Ready” (RWR) initiative, the University is responding to students and departments with a commitment to organize, expand, and institutionalize experiential learning as a meaningful method for guiding students to a fuller understanding and practical application of classroom instruction. The Real-World Ready Faculty grant initiative supports faculty efforts in developing and implementing real-world experiences to supplement undergraduate classroom instruction and is in keeping with Southeastern’s goal: *To prepare students for a professional life after academics by providing authentic learning opportunities that connect academic courses with real-world experience*.

***ELIGIBILITY.*** All full-time university faculty members holding academic rank, excluding those currently holding administrative appointments above the level of department head, are eligible to design a new experiential-learning component for an existing course or to convert a class with an existing experiential-learning component to an RWR course. EL components may include service-learning, civic engagement, internships, study abroad, and research or scholarship/creative activity. The commonality within these activities is the intent to help students connect their academic experience more fully with their future profession and to gain meaningful skills and knowledge for the careers they have chosen. Grants for this cycle are for RWR course sections offered during the 2018-19 academic year.

***PROGRAM REQUIREMENTS AND EXPECTATIONS.***

•The faculty member awarded a grant becomes an RWR faculty member and, as such, will be required to align course instruction with four RWR student-learning outcomes:

1. Students will apply professional (discipline-specific) knowledge in an authentic setting;
2. Students will demonstrate effective communication in a professionally authentic form;
3. Students will reflect on their work—identifying strengths and weaknesses of product and process, and deriving directions for future efforts; and
4. Students’ professional behaviors reflect a commitment to quality work.

•The use of RWR-designated assessments is required.

•The incorporation (until at least May 2020) of the experiential-learning component into the course section is required.

•All grant recipients must comply with Southeastern’s policies and procedures for purchasing, travel, inventory, and budget management.

***DELIVERABLES.*** To receive funds, the following deliverables are required:

1. An Agreement of Student Responsibilities signed by the students and the professor.
2. An executed Affiliation Agreement with off-campus partners (as needed).
3. Submission of RWR course assessment results of the four SLOs.

***COMPLETE APPLICATIONS INCLUDE THE FOLLOWING:***

1. Faculty grant application, including appropriate signatures.
2. Narrative (two-page maximum). Respond to A, B, and C as indicated below.
3. Course SLOs that align with RWR SLOs. Use the template provided.
4. Abbreviated curriculum vitae (two-page maximum).
5. A draft of the course syllabus for the proposed RWR-designated course section(s).
6. **Project Description.** Describe the proposed experiential-learning component for the course. How will this component enhance instruction and improve student learning by helping students to connect their academic experience more fully with their future profession and to gain meaningful skills and knowledge for the careers they have chosen? Justify the appropriateness of the proposed RWR activity for preparing students for professional life within the discipline/field. Include information on the proposed community partner/site supervisor for the real-world experience and the potential for reciprocal and sustained partnership within the community. Include information for how you will orient and prepare students for the experience.
7. **Qualifications.** Describe prior and current involvement with experiential learning and describe how the proposed component prepares students for the real world. Describe any training you have received in experiential education.
8. **Budget**. Please provide a detailed description of the proposed budget. Allowable expenses include supplemental pay, educational materials, supplies, equipment, consultant fees, professional development and exploratory travel related to curricula revision. Applicants may request more than one expense item.

Deliver one original application to the Office of Experiential Learning, Mims 126, by 4:30 p.m. on **March 22, 2018**. Additionally, submit a completed application via email attachment to [RealWorldReady@southeastern.edu](mailto:RealWorldReady@southeastern.edu). The office will announce funded proposals by April 25, 2018.

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|  | **REAL-WORLD READY (RWR)**  Faculty Grants Application |

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| Faculty Name: | | |
| College: | Rank: | Department: |
| E-mail: | Faculty SLU Box: | Phone Extension: |

Please provide the details below about the undergraduate course you plan to teach as a RWR-designated course section.

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| Course Title: | |
| Course number: | Section #(s): |
| First semester to be taught: | |
| Degree program which requires this course: | |

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| Amount Requested (Check One) | |
|  | Create a new RWR component for an existing course (up to $3,000), with a maximum stipend of $2,000. |
|  | Convert a class with an existing experiential-learning component to an RWR course (up to $2,000), with a maximum stipend of $1,300. |
|  | Enhance an already-established RWR course (up to $1,500), with a maximum stipend of $1,000. |

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| Estimated number of experiential contact hours in the RWR activity.  Each student must complete a minimum of fifteen clock hours. |  |
| Does the proposal involve research on human or vertebrate animal subjects? If yes, include a brief statement describing the status of the Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC) application. The applicant must provide the Office of Experiential Learning a copy of the approval document(s) before receiving RWR grant monies. |  |
| Are other funds supporting this project?  If yes, indicate source, amount, and the use of those funds. |  |

Fill in the right column to indicate how your course student learning outcomes align with the RWR SLOs. Consult the RWR holistic rubric on the next page for additional information about the SLOs.

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| **Area of Assessment** | **RWR Student Learning Outcomes** | **Course Student Learning Outcomes that align with RWR Student Learning Outcome** |
| *The activity in which the student can connect and apply academic work in a setting authentic to the discipline.* | SLO 1: Student will apply professional (discipline-specific) knowledge in an authentic setting. |  |
| *The performance, act, or product by which the student communicates information on the experience in a method in line with the discipline (such as an oral presentation, an essay, a video, a graphic design, etc.).* | SLO 2: Student will demonstrate effective communication in a professionally-authentic form. |  |
| SLO 3: Student will reflect on the work, identifying strengths and weaknesses of product and process, and deriving directions for future efforts. |  |
| *The actions, conduct and performance of the student throughout the course and the RWR experience.* | SLO 4: Students’ professional behavior will reflect a commitment to quality work. |  |

**SOUTHEASTERN’S HOLISTIC MASTER RUBRIC**

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|  | **Assessment Category**  *and Responsible Party* | **Misses expectations**  **1** | **Meets expectations**  **2** | **Exceeds expectations**  **3** |
| **The Experience:**  The activity in which the student can connect and apply academic work in a setting authentic to the discipline. | **Connections to Experience**  *Faculty supervisor evaluates student reflection.*  **SLO 1** | The reflection is a simple description of the experience with little or no connection between the student’s academic work and the real-world application of this academic knowledge. | The reflection describes the experience and the application of academic knowledge to the experience. Specific examples of connections are provided. The reflection demonstrates the student’s awareness of the impact of the experience on the chosen profession. | The reflection moves beyond a basic description of the experience and academic connections to an analysis of how the experience contributed to the student’s understanding of the connectedness of academic material across the curriculum. The reflection demonstrates the student has meaningfully synthesized the connections among academics and the experience to deepen understanding of the field of study. |
| **Professional Performance**  *Observed behavior: Site supervisor rates the student’s ‘job’ performance.*  **SLO 1** | One or more aspects of performance are lacking, so that overall performance falls short of expectations. While there may be potential for the student to become a successful professional, extra mentoring and supervision in the first job would probably be required. | Student can perform the job associated with the profession. Any weaknesses are minor, so that the student functions at the professional level, carrying out duties competently and successfully. Students can use higher order thinking skills to overcome real world challenges and/or problems. | Student performance is above the basic standard across all aspects of the profession, so that expectations are exceeded. Can use different techniques as needed. Performance integrates knowledge from different courses. Students can use higher order thinking skills to overcome real world challenges and/or problems. |
| **The Work:**  The performance/act/product by which the student communicates information on the experience in a method in line with the discipline (such as an oral presentation, an essay, a video, a graphic design, etc.). | **Integrated Communication**  *Observed behavior: Faculty supervisor evaluates the student’s communication skills demonstrated in the ‘work’.* **SLO 2** | In the professionally authentic setting, communication skills are deficient. | In the professionally authentic setting, student can explain, describe, justify or inform so that the audience/reader understands the content. Has command of language including appropriate vocabulary and standard grammar. | In the professionally authentic setting, student uses multiple approaches to explain, describe, justify or inform so that the audience/reader understands the content. Has command of language including appropriate vocabulary and standard grammar. |
| **Self-Assessment**  *Faculty supervisor evaluates student reflection.*  **SLO 3** | Student’s reflection is inaccurate, incomplete, or fails to address what changes might be made and how they would affect future performance. | Student’s reflection accurately assesses performance, identifying how strengths can be maintained or increased, and how weaker areas can be improved. Has command of language including appropriate vocabulary and standard grammar. | Student’s reflection is not only accurate and supportive of continued growth, but shows understanding that different behaviors interact so that a change in one area affects overall performance, not just that aspect. Student can synthesize connections between coursework and actions, and predict how changes would lead to greater success in future efforts. Has command of language including appropriate vocabulary and standard grammar. |
| **The Behavior:**  The actions, conduct and performance of the student throughout the course and the RWR experience. | **Student Behavior**  *Observed behavior: Faculty supervisor AND /OR site supervisor evaluate student behavior throughout the course and/or experience.*  **SLO 4** | Student needs guidance in making the right decision, or supervision to ensure behaviors are appropriate and work is completed. Must be encouraged to collaborate in a productive, collegial manner. | The student carries out responsibilities without prompting, and behavior consistently meets the expectations, whether formal or informal, of the profession. Collaborates in a productive, collegial manner. | The student seeks out responsibilities, supporting not only his or her success but that of others. Professional behavior aspires to the highest expectations. Initiates collaboration in a productive, collegial manner. |

**Signature Page**

Applications are not considered complete until all required signatures have been obtained. If the department does not have an established RWR Committee Chair, the Department Head should sign for that section.

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| **Signature of Applicant**:  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_**  *Your signature indicates your agreement to use the funds for the purposes described in this application AND your acceptance of all RWR faculty grant requirements and guidelines.* |
| **Signature of RWR Committee Chair of the department which offers this course:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_**  *Your signature indicates that the committee supports the proposed project for funding. This support indicates approval of appropriateness of the proposed RWR experiential-learning activity for the degree program that requires the course, the budget, and the potential to assist in obtaining RWR objectives.* |
| **Signature of Department Head:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_**  *Your signature indicates the applicant is a full-time faculty member in your department and your support of this undergraduate project, including the budget and its potential to assist in achieving RWR objectives. Your signature also indicates that, based on your knowledge of student demand and needs, this class is likely to meet minimum enrollment requirements in Fall 2018 and/or Spring 2019. Your signature indicates this course and the RWR student learning outcomes will be part of the program-level assessment for your program.* |
| **Signature of Dean:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_** |