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**Applied Learning Faculty Mentors: Things to Keep in Mind**

Although every discipline has different ways of approaching and evaluating applied learning, some problems arise across disciplines that could be avoided with a little foresight.

1) **Be clear about deadlines, and any order in which work must be accomplished.** The faculty mentor may set any intermediate deadlines for work that seems appropriate, and students are often helped by having set dates for the completion of the various steps. If it is important, for example, that the student complete some reading or a literature review before beginning an internship or student abroad, the student needs to know this and needs to know how that effects the rest of the scheduling as well as grading.

2**) Stay in** **contact with the student.** There’s no other way of making sure that progress is being made toward the project. At the beginning of the process, deadlines for reaching certain plateaus should be established and maintained. If the student is having difficulty, everyone will recognize that fact earlier if there’s a deadline. There will be less work for the faculty members and the student if there’s no last minute rush to finish the project.

3) **Don’t let the student take up too much of your time.** We don’t want your first experience with an applied learning project to be your last. Discuss frankly with the student what your expectations and constraints are and make sure that he/she is aware of other resources available to students at the university or through Honors.

4) **Encourage an appropriate amount of originality from the student.** Effective applied learning allows a student to integrate knowledge and experience. Encourage students to take responsibility for their own learning, to refer to background materials and research when appropriate and to bring their experience to bear on received knowledge. This dynamic should make the process and the project more interesting and more fun for the student and the faculty mentor.



**SAMPLE SYLLABUS**

**HNRS 481 Cooperative Education and HNRS 481N Internship**

|  |  |
| --- | --- |
| **Instructor:** | Kimberly Engber |
| **Department:** | Honors/English |
| **Office Location:** | Shocker Hall A118 |
| **Telephone:** | 316-978-6459 |
| **Email:** | Kimberly.engber@wichita.edu |
| **Preferred Method of Contact:** | Email |
| **Office Hours:** | Thursday 1pm-3pm, Shocker Hall 118A |
| **Classroom; Days/Time:** | By appointment |
| **Prerequisites** | Permission of the Cohen Honors College |

**How to use this syllabus**

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

**Definition of a Credit Hour**

Success in a 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for preparation/studying and research-related activities for a total of at least 135 hours.

**Course Description**

Complements and enhances the student’s academic program by providing an opportunity to apply and acquire knowledge in a workplace environment. Provides a time of reflection and transition between coursework and employment.

**Expected Outcomes of Honors Applied Learning – Cooperative Education or Internship**

Through academic credit for study abroad, you can personalize and enhance your education by engaging in a transformational project that you create. Think deeply about your values, aspirations, talents, and passions to build an educational framework that is yours alone, that will take you farther along the path to your future than any major or minor might do alone. For summer study abroad, your project should be something you can accomplish between June 1 and August 15 and should be something that takes advantage of whom you are and who you hope to become.

*Through successful completion of HNRS 481 or HNRS 481N, students will:*

* Develop social and interpersonal skills by interacting effectively in a professional setting
* Improve their self- image, build confidence and competency
* Take responsibility for their own learning through independent on-site research and reflection
* Develop a capacity for identifying unaddressed challenges and needs
* Develop a willingness to accept risk and ambiguity in proposing solutions
* Apply theoretical principles (e.g. leadership and law & public policy scholarship or coursework) to professional practice
* Demonstrate professional ethics
* Reflect on personal development
* Reflect on intellectual development
* Reflect on professional development

**Expected Outcomes of Honors Education**

*Article I of the original Honors College Charter stipulates that the Honors College shall dedicate itself to the following pursuits:*

* Cultivating an intellectual ethic among its members, including:
	+ A contribution to the knowledge in one’s chosen discipline;
	+ A value of and interest in the knowledge in other disciplines;
	+ A mastery of cognitive, transferable, and practical skills;
	+ A commitment to curiosity and lifelong learning.
* Cultivating a professional ethic among its members, including:
* A passionate pursuit of long-term goals
* A high degree of personal integrity and ethical conduct;
* A value of respectful, productive working relationships;
* A sense of common purpose and meaning.
* Cultivating an innovative ethic among its members, including:
	+ A creative approach to solving problems;
	+ A capacity for identifying unaddressed challenges and needs;
	+ A willingness to accept risk and ambiguity in proposing solutions;
	+ A facility with borrowing from several disciplines and identifying connections between them to find interdisciplinary solutions.
* Cultivating a transformational ethic among its members, including:
	+ - An urge to make a positive impact on the community and in the world;
		- An open-minded embrace of diversity in backgrounds, values, and perspectives;
		- A marriage of deliberation and decision in taking action;
		- An understanding of the importance of inspiring others.

**Academic Honesty**

Students are responsible for knowing and following the Student Code of Conduct <http://webs.wichita.edu/inaudit/ch8_05.htm>and the Student Academic Honesty policy [http://webs.wichita.edu/inaudit/ch2\_17.htm.](http://webs.wichita.edu/inaudit/ch2_17.htm)

When referring to the work of others, it is important to cite their research with a suitable reference. A thesis will typically cite 20-50 references. The reasons for this are twofold. First, it directs the reader to a source that may be useful for understanding the project and provides evidence that the statements being made in the thesis are valid. Second, it provides credit to the authors of the study. Formatting of a Literature Cited or Works Cited section is at the discretion of the faculty mentor but should follow a standard and specific citation styl.e (e.g., MLA, APA).

**Class Protocol**

Students are expected to arrange meetings or communicate regularly with the faculty member and to arrive on time to meetings prepared with questions related to the research, creative activity, site visits, and any written work or presentation assigned. To cancel a meeting, email the instructor with as much advance notice as possible.

**Assignments**

All honors students registering for academic credit for an internship or cooperative education experience must complete a reflection essay. All students who are applying this course toward their honors interdisciplinary track requirements must complete a proposal and reflection essay.

Given variances across disciplines and student experience, determinations of the scope, breadth, and intellectual parameters of additional assignments remain the judgment of the faculty mentor.

PROPOSAL (20 points total) – required for interdisciplinary track students

(Please include these section headings in your proposal)

1. Personal Statement (5 points)

In one page (1-inch margins, 12 point font, single-spaced), write a personal statement that tells the story of

who you are, where you hope to go, and how applied learning through cooperative education or internship can help you move toward your future.

Please make sure you answer these questions in this statement:

• Who am I?

• Who do I want to be?

• What kind of contribution do I want to make, and how?

• How can my project help me be who I want to be and help me make this contribution?

2. Applied Learning Project Summary (5 points)

Please provide a 50 word summary that briefly describes your intended applied learning (e.g. internship or cooperative education) experience and project.

3. Project Description (10 points)

In two pages (1-inch margins, 12-point font, single-spaced), articulate a purpose for your applied learning and a clear, well-organized, and thought-provoking project that you will pursue along with your internship or cooperative education experience. Your description should consider the following questions.

* What is the primary objective of your internship?
* How does your internship reflect your aspirations, talents, and passions?
* How will your internship be personally challenging and help you attain personal goals?
* How might your internship help you to build a network of people and other resources?
* How will your internship project be intellectually developing, helping you to grow as an individual and a professional and attain professional goals?

• How will this internship project be transformative for you?

* What courses, if any, have you taken or will you take and when will you take them as you prepare for or after you complete your internship project?
* Is your internship project feasible with respect to time and resources? (Please provide a project timeline.)

JOURNAL OR BLOG (30 points)

During your internship or cooperative education, keep a daily or regular record. You may choose to do this in the form of a digital blog or video log. You may start out keeping a notebook of observations and decide it will be more valuable to interview some of the people you meet or to whom you report. Have a plan but be open to serendipity.

REFLECTION (50 points)

All students must report back on their applied learning experience through a reflection essay submitted to the Cohen Honors College Blackboard. You may be asked to show the university the value and depth of your experience in a public forum.

Reflection Essay

You must answer some specific questions for the reflection essay, but you are also welcome and encouraged to post a blog, link to a portfolio, post photographs, include a website link, etc. Questions may be based in part on student goals articulated in the proposal.

**Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **Points** | **Letter grade** | **Grade Points** | **Interpretation** |
| 90-100 points | A | 4.00 | *denotes excellent performance.* |
| 80-89 points | B | 3.00 | *denotes good performance.* |
| 70-79 points | C | 2.00 | *denotes satisfactory performance.* |
| 60-69 points  | D | 1.00 | *denotes unsatisfactory performance.* |
| 59 points or below | F | 0.00 | *denotes failing performance.* |

Reflection (50 possible points)

A: Student completes written or creative assignments in a timely manner and meets or exceeds all expectations. (45-50 points)

B: Student completes written or creative assignments in a timely manner and meets most expectations. (40-44 points)

C: Student does not complete written or creative assignments by the suggested deadlines and meet some expectations. (35-39 points)

D: Student does not complete some written or creative assignments and the assignments completed contain significant flaws. (30-34 points)

F: Student fails to complete written or creative assignments. (29 points or lower).

**Other Important Course and Campus Information**

**Disabilities**

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

**Counseling & Testing**

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

**Diversity and Inclusion**

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

**Intellectual Property**

Wichita State University students are subject to Board of Regents and University policies (see <http://webs.wichita.edu/inaudit/ch9_10.htm>) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President’s designee, and such decision will constitute the final decision.

**Shocker Alert System**

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [www.wichita.edu/alert.](http://www.wichita.edu/alert)

**Student Health Services**

WSU’s Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see [www.wichita.edu/studenthealth.](http://www.wichita.edu/studenthealth)

**The Heskett Center and Campus Recreation**

Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see [www.wichita.edu/heskett.](http://www.wichita.edu/heskett)

**Video and Audio Recording**

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.