

HOW TO WRITE A SUCCESSFUL ENGAGED LEARNING PROPOSAL

SCORING TEMPLATE

	1	2	3	4	5	6
	Well-articulated proposal	Capstone-level project	Identified goal(s) for project	Identified target population or community of practice to be impacted	Identified student's academic learning to be applied to project	Identified student's personal, academic and/or career learning goals
SCORING BAR: Enter Yes, No, Partial for each of the 6 items.						
PROJECT CATEGORY	NOTES:					
Student Name						
Project Title						
Location						
Mentor Name, Title						
Major – Minor						
Class, Graduation Date						

PROPOSAL DEFINITION

- The Engaged Learning project is a capstone-level, student driven project with clear project and personal learning goals. The student applies academic learning to the project which impacts the needs of a target population or community of practice.
- A target population is a group of people that are served by a host agency or organization outside of SMU. A community of practice is a group of individuals engaged around common interests, such as the research and arts communities.

BREAKING DOWN THE PROPOSAL

The Engaged Learning project is:

- **capstone-level,**
- student driven project with clear **project** and **personal learning goals.**

The student **applies academic learning to the project;**

The project **impacts the needs of a target population or community of practice.**

STUDENT LEARNING OUTCOMES

Engaged Learning Student Learning Outcomes Rubric

Use the information this chart as a guide. It will help you understand the level of performance expected of your participation in the Engaged Learning project.

Outcomes	1 - Absent	2 - Beginning	3-Developing	4-Accomplishing	5-Excelling
PERFORMANCE (to be completed by the mentor)					
1. The student engages in the activity through a personal effort, applying academic learning to the project through a cumulative understanding of interdisciplinary or disciplinary practice. (R, UC-C1 and UC-CE2)	Does not engage in activity through a personal effort.	Engages in activity as part of group, but no evidence of a cumulative understanding of inter/disciplinary practice or application of academic learning.	Engages in activity through personal effort, but only moderate evidence of a cumulative understanding of inter/disciplinary practice or application of academic learning.	Engages in activity through personal effort, applying academic learning resulting in a cumulative understanding of inter/disciplinary practice.	Engages in activity through personal effort, applying extraordinary amount of academic learning resulting in high level of cumulative understanding of inter/disciplinary practice.
PRESENTATION (to be completed by the ELAC Selection Panel and the Office of Engaged Learning)					
2. The student communicates the outcome of the activity, selecting and using appropriate forms of evidence. (R, UC-O1)	Does not participate in presentation.	Communicates outcome poorly, with minimal forms of poorly-selected evidence.	Communicates outcome, selecting and using some forms of evidence but not all are appropriate.	Communicates outcome, selecting and using appropriate forms of evidence.	Communicates outcome, selecting and using appropriate forms of evidence in a succinct well-delivered presentation.
3. The student designs verbal messages to suit the audience. (R, UC-O2)	Does not participate in presentation.	Designs at least one verbal message but not suitable to audience.	Designs a few verbal messages minimally suitable to the audience.	Designs verbal messages somewhat suitable to the audience.	Designs and demonstrates a mastery of verbal messages to suit the audience.
4. The student enhances the presentation through visual tools. (UC-O3)	Does not participate in presentation.	Uses visual tools that do not enhance the presentation.	Uses visual tools that minimally enhance the presentation.	Uses visual tools that enhance the presentation.	Enhances the presentation through well-chosen, exceptional visual tools.
FINAL PRODUCT (to be completed by the mentor)					
5. The student produces a well-articulated record or artifact showing original achievement in research, synthesis, creative endeavor, exploration or other production. (R, UC-C2)	Does not produce a final report.	Produces record or artifact with no original achievement.	Produces record or artifact with some original achievement, but report needs development.	Produces a well-articulated development results using professional vocabulary and resources appropriate for the professional field is record or artifact with original achievement suitable for publication in the university's Engaged Learning Collections.	Produces a well-articulated record or artifact with original achievement to be published or exhibited through a peer review journal or other professional avenue.
6. The student demonstrates analytical and practical skills necessary for engaged, informed citizenship through addressing specific needs of a target population or community of practice. (R, UC-CE1)	Does not demonstrate appropriate analytical and practical skills necessary for activity.	Minimally demonstrates appropriate analytical and practical skills necessary for activity.	Demonstrates some analytical and/or practical skills necessary for activity, and beginning to understand what it means to be an engaged, informed citizen.	Demonstrates an average level of analytical and practical skills necessary for engaged, informed citizenship through addressing specific needs of a target population or community of practice.	Demonstrates a high level of analytical and practical skills necessary for engaged, informed citizenship through addressing specific needs of a target population or community of practice.

STUDENT LEARNING OUTCOMES

1. The student **engages in the activity** through a **personal effort**, **applying academic learning to the project** through a **cumulative understanding of interdisciplinary or disciplinary practice.**
6. The student **demonstrates analytical and practical skills necessary for engaged, informed citizenship** through **addressing specific needs of a target population or community of practice.**

REFLECTION EXERCISE 1

1. State three learning goals that you hope to attain as a result of pursuing your project:

1. (personal)
2. (academic)
3. (career)

2. Describe the impact you hope that your project will have on its intended target population or community of practice.

3. Describe the impact you hope that your involvement in your project will have on your future professional plans.

4. List courses that you have taken at SMU that you think will help you in your project:

5. List several of your skills or talents that you think will help you in your project:

6. List challenges that you might encounter during your project:

7. Respond to this statement: My mentor and I plan to work together...

1. To develop and review my proposal:

1-Always 2-Frequently 3-Sometimes 4-Infrequently 5-Never

2. While I am engaged in my activity:

1-Always 2-Frequently 3-Sometimes 4-Infrequently 5-Never

3. To develop and practice my presentation:

1-Always 2-Frequently 3-Sometimes 4-Infrequently 5-Never

4. To develop and approve my final report:

1-Always 2-Frequently 3-Sometimes 4-Infrequently 5-Never

TIMELINE

APPLICATION CYCLE

Application Cycle: NOV 15 - FEB 15

New projects announced: MAR 15 - APR 1

EARLY DECISION CYCLE

Application Cycle: NOV 15 - DEC 15

New projects announced: JAN 15 - FEB 1

THE BOTTOM LINE

