



Application for ThinkAchieve: *Beyond the Classroom* (BTC) Experiential Learning Designation

Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.

APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF

Please complete the application and submit to think@utc.edu. More information on ThinkAchieve, UTC's platform supporting Experiential Learning is at www.utc.edu/think. If you have questions, please call Bengt Carlson at (423)-425-5825.

Application Content Requirements

- 1) Complete the General Information section
- 2) Select the *Beyond the Classroom* experience category most applicable
- 3) Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
- 4) Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

GENERAL INFORMATION

Faculty/Staff Name: Lisa M. Piazza, Ph.D.

Course/Experience Title (if course, please include course number): URaCE Undergraduate Research Apprenticeship Program (URAP)

Department or Office: Office for URaCE

First Semester the Course/Experience will be Offered: offered every summer

How often do you plan to offer this Course/Experience? Every summer

***BEYOND THE CLASSROOM* EXPERIENCE CATEGORIES (select one)**

This application will be evaluated using a *rubric corresponding to one of the experience categories*. More information is available at www.utc.edu/think.

_____ **Creative:** Articulate, implement, and reflect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression

_____ **Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application afforded by the specific off-campus setting

_____ **Internship:** Practice skills or methods related to their field of study through supervised work in a professional or organizational setting

X **Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination

_____ **Service Learning:** Articulate, implement, and reflect on a substantive application of their academic foundations to a real-world service setting and/or need

_____ **Leadership:** Articulate, implement, and reflect on a substantive application of their academic foundations to develop skills for leadership

BEYOND THE CLASSROOM DESCRIPTION PROMPTS

Specifically and concisely respond to the following. You may attach your responses if desired.

A. Describe the experiential element of this course/experience (opportunity). This should include a discussion of the ways the opportunity incorporates:

1. **Regular mentorship, supervision, and feedback:** which, taken together with the opportunity itself constitutes $\frac{1}{4}$ of the entire course or experience. Mentorship entails responding regularly to student work; supporting student reflection (more description below), integrating learning through the activity and goal-setting for future involvement or inquiry

The URaCE Undergraduate Research Apprenticeship Program (URAP) is a ten-week, residential, intensive research and career training experience for students interested in gaining a competitive advantage for graduate school, medical school, and professional careers.

The program introduces students to the academic research culture through hands-on participation in interdisciplinary research and creative projects, professional development training, and community building. Under the direction of faculty mentors and program administrators, student scholars complete a research project, participate in discovery seminars, and build community through social activities and residential activities. Participants also develop e-portfolios and complete multiple reflection activities to archive their experiences as they move through the program. The program culminates with presentation of research findings at the UTC Undergraduate Research Symposium.

2. **Authentic Responsibility:** Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes

Adapted from the REU Program Guide: The REU experience will culminate in the completion of a research or creative project, and presentation at two professional conferences. Some students will also have the opportunity to publish work with their research mentors. This program is student centered and “hands-on”, which means that students will play an active role in all aspects of this experience. In addition, collaboration, constructive feedback, productive discussion, and a sense of equity are primary features of this program. While engaged in this program students will be accountable to their mentor, the program director, and their colleagues. Specifics elaboration on each of these responsibilities is available in the “Learning Objectives” and “Program Activities and Deliverables” sections of the Syllabus Program Guide.

B. Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reflects on the activity; articulates personal,

civic/social, and/or academic learning; identifies values and attitudes developed through the activity.) More information on Critical Reflection is at <http://www.utc.edu/think-achieve/critical-reflection.php>

Description of pre-experience reflection activities	Reflection essay submitted at the beginning of the program. Prompts invite participants to reflect on level of competence with research, their role as a researcher, and what they hope to gain by participation
Description during the experience reflection activities	Reflection essay submitted at the program midpoint. Prompts invite participants to reflect on the research process and progress.
Description of post-experience reflection activities	Reflection essay submitted at the end of the program. Prompts invite participants to reflect on the summer experience, programming, and research projects. Prompts also invite participants to reflect on the value of UR and how they will transfer skills and knowledge gained to future academic and professional endeavors.