

College Park Scholars faculty directors are encouraged to provide prompts to their students when presenting their big questions upon the conclusion of their students' experience. Prompts should not direct or restrict students reflections, but guide their thinking.

First and foremost, faculty directors should provide prompts that guide students thinking around the content of their programs. Second, faculty directors are encouraged to prompt students to reflect on their Scholars experience through lenses that represent what College Park Scholars values. In 2005, the faculty and staff of College Park Scholars focused its collective attention on identifying criteria to evaluate candidates for the program. 20 criteria were identified, clustered in the following three categories. Each candidate referred from the Office of Undergraduate Admissions receives full-file review.

- **Academic Success** (AS)
- **Contribution to one's community** (CC) that foster mutual respect, caring and acting on commitments
- **Valuing diverse perspectives** (DP). Shared- and active-learning benefit from interaction among students who bring to the learning process a diversity of perspectives and experiences; therefore, we seek students who reflect a broad array of backgrounds or experiences, and who value diverse perspectives

Additionally, the Scholars Mission and Goals statements underscore two more variables that may be considered when asking students to respond to Scholars programs' big questions:

- Scholars value of **life-long learning** (LLL); and
- Scholars unique niche of **active learning** (AL).

To follow is a sample introduction and set of prompts to consider when presenting program big questions to students:

The following exercise is an opportunity for you to synthesize your College Park Scholars experience. Though some prompts have been provided, access them only as guides to your thinking.

In no more than two pages, double-spaced and typewritten, respond to the prompts below; use at least two field experiences, learning activities, comments from guest speakers, or readings from your colloquia or supporting courses, to support your thesis. Write about (fill in the program's big question). How has your Scholars experience informed you about (the program's big question)? Support your thesis by discussing learning and experiences from:

- Your Scholars colloquia (AS)
- Your Scholars supporting classes (AS)
- Your Scholars co-curriculum (AL)
- Your Scholars practicum/capstone experience (AL)
- A group or team project – in our outside the classroom, or solo class presentation (CC)
- A fellow Scholar or faculty member with a perspective, or set of experiences, different from your own. (DP)
- How will your Scholars experience inform your junior and senior years? Your life after Maryland? (LLL)