**Descriptions, Expected Learning Outcomes, and Rubrics for Selected High Impact Practices**

**Overview:** The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Practices currently qualifying for the 4+ credit designation are: Service Learning; Education Away; Research & Creative Inquiry, Interdisciplinary Team-Taught courses, and courses with Instruction in a Foreign Language.

Each of these practices is associated with specific ELOs. A sample of these is provided here for Service Learning, Education Away, and Research and Creative Inquiry. Materials are in development for Interdisciplinary Team-Taught courses and Instruction in a Foreign Language.

Courses seeking one of these designations will need to provide additional documentation beyond a syllabus at the time of course submission and will need to participate in assessment both for their Theme category and for their focal integrative practice. Drafts of this documentation (Called Integrative Practice Checklists) and rubrics that could be used to evaluate the checklists are provided for Service Learning, Education Away, and Research and Creative Inquiry. Materials are in development for Interdisciplinary team-taught courses and instruction in a Foreign Language.

Finalized checklists, ELOs, and rubrics will be shared via the Undergraduate Education website and through the ASC Curriculum and Assessment website.

**Questions:** In addition to vetting the general form and completeness of the ELOs and checklist, the requirements for approval need to be resolved. Which of the items on the checklist are required for approval, and what level of attainment is expected?

**Key References**

Hahn, T.W., Hatcher, J.A., Price, M.F., Studer, M.L. (2016). IUPUI Taxonomy for Service Learning Courses. Retrieved from: https://rise.iupui.edu/resources/course-development/taxonomies/

“Eight Key Elements of High Impact Practices” Source: Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). From: <https://www.radford.edu/content/high-impact/home/faculty-resources.html>

**SERVICE-LEARNING ELOs AND OBJECTIVES (Template)**

|  |  |  |
| --- | --- | --- |
| **Goals** | **Expected Learning Outcomes** | **Service-Learning Specific Objectives** |
| **GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.** | **Successful students will…**  1.1 Engage in critical and logical thinking about the topic or idea of the theme. | **1.1.a Critical thinking:** Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.  **1.1.b** **Analysis**: Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.  **1.1.c** **Critical thinking &** **analysis:** Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position. |
| 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. | **1.2.a Scholarly engagement:** Articulate a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working. |
| **GOAL 2: Successful students will integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.** | 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. | **2.1.a Integration of knowledge:** Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to Service Learning activity.  **2.1.b Multiple perspectives:** Evaluates and applies diverse perspectives to complex subjects from multiple cultural lens. |
| 2.2Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. | **2.2.a Self-awareness:** Thoroughly evaluate the impacts of the Service Learning experience on themselves, the organization, and also analyze/describe the long term impact of the work on the community.   **2.2.b Empathy**: Interpret and explain Service Learning from the perspectives of own and the community and connect with its members in non-judgmental and authentic way. |

**STUDENT ASSESSMENT RUBRIC FOR SERVICE-LEARNING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Benchmark  (1) | Milestone  (2) | Milestone  (3) | Capstone  (4) |
| **ELO 1.1 Successful students are able to engage in critical and logical thinking about the topic or idea of the theme by…**  **a) articulating topics or ideas** | Issue/problem to be considered critically is stated without clarification or description. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. |
| **b)** **selecting and using information to investigate a point of view or conclusion** | Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts and professionals are taken as fact, without question. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts and professionals are taken as mostly fact, with little questioning. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts and professionals are subject to questioning. | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and professionals are questioned thoroughly. |
| **c) acknowledge influence of context and assumptions** | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).  Begins to identify some contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. |
| **ELO 1.2** **Successful students are able to demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.** | Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working. | Identifies the issues, resources, assets, and cultures of the community in which they are working. | Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working. | Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working. |
| **ELO 2.1 Students make connections between concepts and skills learned in an academic setting and community-based work.** | Student expresses a limited, unclear connection of course content to the Service-Learning activity. | Begins to connect knowledge (facts, theories, etc.) from course content to the Service-Learning activity. | Connects and analyzes knowledge (facts, theories, etc.) from course content to the Service-Learning activity. | Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to the Service-Learning activity. |
| **ELO 2.2 Students evaluate the impacts of the service-learning activity.** | Student minimally evaluates the impacts of the Service-Learning experience. | Student evaluates the impacts of the Service-Learning experience on themselves. | Student evaluates the impacts of the Service-Learning experience on themselves and the contributions that they made to the goals and aims of the organization. | Student thoroughly evaluates the impacts of the Service-Learning experience on themselves, the organization, and also considers the long-term impact of the work on the community. |

**Checklist for Obtaining Integrative Theme Course Status**

**• Service Learning •**

**Elements of Integrative Course**s**\***

The following 10 elements of your course plan/structure will help to enable your students to experience high educational impact from their experience in your class. Please describe how your class will provide these key elements, clearly, concisely, and in language that colleagues not in your discipline will be able to follow.

1. Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked community service activities and academic learning)

Answer here in <500 words:

1. Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working.)
2. Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring​, and peer and community partner support​

Answer here in <500 words:

Answer here in <500 words:

1. Students will get frequent, timely, and constructive feedback on their work, especially on their community awareness and their experience with difficult differences

Answer here in <500 words:

1. Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility)

Answer here in <500 words:

1. Opportunities to discover relevance of learning through real-world applications(e.g., intentional connection between academic content and the community work in which they engage)

Answer here in <500 words:

1. Public Demonstration of competence in academic settings and in the community engagement site

​

Answer here in <500 words:

1. Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that differ from their own

Answer here in <500 words:

1. Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety, e.g. universal design principles, culturally responsible pedagogy

Answer here in <500 words:

1. Clear plan to market this course to get a wider enrollment of typically underserved populations, as HIPs such as these integrative courses are disproportionately enrolled by white, female, non-first gen students

Answer here in <500 words:

**\*** adapted from:

1) “Eight Key Elements of High Impact Practices” Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). From: <https://www.radford.edu/content/high-impact/home/faculty-resources.html>

**Rubric for Evaluating Checklist**

**• Service Learning •**

|  |  |  |  |
| --- | --- | --- | --- |
| KEY ELEMENT | Ready | Uncertain | Unclear or missing |
|  | The statement makes clear how this element will contribute to a high-impact learning experience | Some questions remain about how this element is present and will contribute to a high-impact learning experience | The statement is unclear or not describing how this element is present and will contribute to a high-impact learning experience |
| 1. Appropriately high level of expectation for student work – Students engage in appropriately linked community service activities and academic learning. |  |  |  |
| 2. Students will invest a significant amount of time and effort over an extended period in community service and on developing an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working. |  |  |  |
| 3. The plan includes structured, regular, substantive, and meaningful faculty mentoring​ and peer and community partner support |  |  |  |
| 4. Students will get frequent, timely, and constructive feedback, especially on their community awareness and their experience with difficult differences, in curriculum that build over time |  |  |  |
| 5. There will be periodic, structured opportunities to reflect and integrate learning about the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility |  |  |  |
| 6. Opportunities are offered to discover relevance of learning through real-world applications |  |  |  |
| 7. Student will publicly demonstrate their evolving competence, both in academic settings in the community engagement site. |  |  |  |
| 8. The course includes experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that differ from their own |  |  |  |
| 9. The course includes equity elements (e.g. universal design principles, culturally responsible pedagogy) to intentionally create a sense of inclusiveness, belonging, and safety in the classroom |  |  |  |
| 10. The instructor has a plan to market this course to get a wider enrollment of typically underserved populations, beyond the typical students who self-select |  |  |  |

**EDUCATION ABROAD & AWAY DESCRIPTION** (adapted from Hahn, *et al*)

The Forum on Education Abroad, defines education abroad as “education that occurs outside the participant’s home country.” In addition to engagement in academic courses, this can include such credit-bearing international experiences as internships, volunteering, and directed travel, as long as these programs are driven to a significant degree by learning goals. Education Away expands this definition to include experiences in areas of the US that are culturally different from what they could experience on their home campus of The Ohio State University.

Both types of courses and programs help students explore cultures, life experiences, and worldviews different from their own. These courses—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural learning is augmented by immersion experiences in diverse communities in local and global settings.

**EDUCATION ABROAD & AWAY ELOS AND OBJECTIVES (Template)**

|  |  |  |
| --- | --- | --- |
| **Goals** | **Expected Learning Outcomes** | **Education Abroad Specific Objectives** |
| **GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.** | **Successful students will…**  1.1 Engage in critical and logical thinking about the topic or idea of the theme. | **1.1.a Critical thinking:** Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.  **1.1.b** **Analysis**: Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.  **1.1.c** **Critical thinking &** **analysis:** Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position. |
| 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. | **1.2.a Scholarly engagement:** Articulate a thorough and complex understanding of the issues, resources, assets, and cultures of the culture and location in which they are working. |
| **GOAL 2: Successful students will integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.** | 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. | **2.1.a Integration of knowledge:** Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to contemporary global issues and contexts and their experience away.  **2.1.b Multiple perspectives:** Evaluates and applies diverse perspectives to complex subjects from multiple cultural lens. |
| 2.2Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. | **2.2.a Cultural self-awareness:** Engage in intercultural learning and reflect on their own cultural values and seek to understand how their actions affect both local and global communities they live in.  **2.2.b Intercultural empathy:** Interpret and explain intercultural experience from the perspectives of own and more than one worldview and demonstrates intercultural empathy towards culturally different others. |

**STUDENT ASSESSMENT RUBRIC FOR EDUCATION ABROAD & AWAY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Benchmark  (1) | Milestone  (2) | Milestone  (3) | Capstone  (4) |
| **1.1 Critical thinking** | Issue/problem to be considered critically is stated without clarification or description. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored,  boundaries undetermined,  and/or backgrounds unknown. | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. |
| **1.1 Analysis** | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts and professionals are taken as fact, without question. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts and professionals are taken as mostly fact, with little questioning. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts and professionals are subject to questioning. | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and professionals are questioned thoroughly. |
| **1.2 Scholarly engagement** | Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working. | Identifies the issues, resources, assets, and cultures of the community in which they are working. | Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working. | Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working. |
| **2.1 Integration of knowledge** | Student expresses a limited, unclear connection of course content to intercultural experience. | Begins to connect knowledge (facts, theories, etc.) from course content to intercultural experience. | Connects and analyzes knowledge (facts, theories, etc.) from course content to intercultural experience. | Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to intercultural experience. |
| **2.2 Cultural self-awareness** | Evaluates the impacts of the intercultural experience on themselves. | Begin to evaluate the impacts of the intercultural experience on themselves and others. | Evaluates the impacts of the intercultural experience on themselves and the local and global community. | Demonstrates complex understanding of the impacts of the intercultural experience on themselves and the local and global community. |
| **2.2 Intercultural empathy** | Views the experience of others but does so through own cultural worldview. | Identifies components of other cultural perspectives but responds in all situations with own worldview. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of different others. |

**UNDERGRADUATE RESEARCH AND CREATIVE ACTIVITY DESCRIPTION** (adapted from Hahn, *et al*)

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods. Undergraduate research is recognized as a high-impact educational practice (Kuh, 2008), and its many benefits include gains in student learning (e.g., making use of primary literature, formulating research questions, logical and creative thinking, and/or making of creative arts) and personal gains (e.g., increased ability to work independently and greater tolerance for obstacles).

Research-supportive curricula

* Provide students with training in the tools and methodology of the discipline;
* Are designed to scaffold undergraduate research and creative experiences, such that early curricular experiences provide students with the transferable skills to subsequently undertake high-level scholarly projects;
* Impress upon students the value of understanding methods and research results, noting that students undertaking scholarly work must be prepared to read and interpret primary literature

**UNDERGRADUATE RESEARCH AND CREATIVE ACTIVITY ELOS AND OBJECTIVES (Template)**

|  |  |  |
| --- | --- | --- |
| **Goals** | **Expected Learning Outcomes** | **Undergraduate Research Specific Objectives** |
| **GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.** | **Successful students will…**  1.1 Engage in critical and logical thinking about the topic or idea of the theme. | **1.1.a Critical thinking:** Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.  **1.1.b** **Analysis**: Interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.  **1.1.c** **Critical thinking &** **analysis** Systematically and methodically analyze their own and others' assumptions and carefully evaluate the relevance of contexts when representing a position. |
| 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. | **1.2.a Scholarly engagement:** Articulate a thorough and complex understanding of the factors and contexts, including natural, social, cultural and political, contributing to the research problem or creative project. |
| **GOAL 2: Successful students will integrate approaches to the theme by making connections across disciplines or between out-of-classroom experiences and academic knowledge and/or to work they have done in previous classes and that they anticipate doing in future.** | 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. | **2.1.a Integration of knowledge:** Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to their research or creative activity.  **2.1.b Multiple perspectives:** Evaluates and applies diverse perspectives to complex subjects from multiple cultural lens as appropriate. |
| 2.2Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. | **2.2.a Self-awareness:** Evaluates the impacts of the research or creative work on themselves, the scholarly inquiry, the local and global systems and also considers the long-term impact of the work on the scientific or artistic community.  **2.2.b. Empathy**: Interpret and explain research or creative activity from the perspectives of own and more than one worldview and demonstrates empathy towards others in the research community. |

**STUDENT ASSESSMENT RUBRIC FOR UNDERGRADUATE RESEARCH AND CREATIVE ACTIVITY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Benchmark  (1) | Milestone  (2) | Milestone  (3) | Capstone  (4) |
| **ELO 1.1 Successful students are able to engage in critical and logical thinking about the topic or idea of the theme by…**  **a) articulating topics or ideas** | Issue/problem to be considered critically is stated without clarification or description. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. |
| **b) selecting and using information to investigate a point of view or conclusion** | Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts and professionals are taken as fact, without question. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts and professionals are taken as mostly fact, with little questioning. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts and professionals are subject to questioning. | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and professionals are questioned thoroughly. |
| **c) acknowledge influence of context and assumptions** | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).  Begins to identify some contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. |
| **ELO 1.2** **Successful students are able to demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.** | Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working. | Identifies the issues, resources, assets, and cultures of the community in which they are working. | Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working. | Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working. |
| **ELO 2.1 Students make connections between concepts and skills learned in an academic setting and research or creative work.** | Student expresses a limited, unclear connection of course content to research or creative activity. | Begins to connect knowledge (facts, theories, etc.) from course content to research or creative activity. | Connects and analyzes knowledge (facts, theories, etc.) from course content to research or creative activity. | Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to research or creative activity. |
| **ELO 2.2 Students evaluate the impacts of the research or creative activity.** | Student minimally evaluates the impacts of the research or creative activity. | Student evaluates the impacts of the research or creative activity on themselves. | Student evaluates the impacts of the research or creative activity on themselves and the contributions that they made to the goals and aims of the organization. | Student thoroughly evaluates the impacts of the research and creative activity on themselves, the organization, and also considers the long-term impact of the work. |

**Checklist/Application/Assurance Form for Obtaining Integrative Theme Course Status**

**• Education Abroad/Education Away Course •**

**Elements of Integrative Course**s**\***

The following 10 elements of your course plan/structure will help to enable your students to experience high educational impact from their experience in your class. Please describe how your class will provide these key elements, clearly, concisely, and in language that colleagues not in your discipline will be able to follow.

1. Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study

Answer here in <500 words:

1. Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context)

Answer here in <500 words:

1. Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content

Answer here in <500 words:

1. Frequent, timely, and constructive feedback on both their intercultural interactions and academic learning

Answer here in <500 words:

1. Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences

Answer here in <500 words:

1. Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts

Answer here in <500 words:

1. Public Demonstration of competence both in academic settings and in the study away site

Answer here in <500 words:

1. Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that differ from their own

Answer here in <500 words:

1. Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness

Answer here in <500 words:

1. Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations, as HIPs such as these integrative courses are disproportionately enrolled by white, female, non-first gen students

Answer here in <500 words:

**\*** adapted from:

1) “Eight Key Elements of High Impact Practices” Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). From: <https://www.radford.edu/content/high-impact/home/faculty-resources.html>;

**Rubric for Evaluating Integrative Theme Course Status based on Checklist/Application/Assurance Form**

**• Education Away •**

|  |  |  |  |
| --- | --- | --- | --- |
| KEY ELEMENT | Ready | Uncertain | Unclear or missing |
|  | The statement makes clear how this element will contribute to a high-impact learning experience | Some questions remain about how this element is present and will contribute to a high-impact learning experience | The statement is unclear or not describing how this element is present and will contribute to a high-impact learning experience |
| 1. Appropriately high level of expectation for student work – Students will engage in both academic and experiential exploration of the setting in which they study |  |  |  |
| 2. Students will invest a significant amount of effort over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context) |  |  |  |
| 3. The plan includes structured, regular, substantive, and meaningful faculty mentoring​ and peer support for cultural self-awareness, intercultural empathy, and academic content |  |  |  |
| 4. Students will get frequent, timely, and constructive feedback on both their intercultural interactions and academic learning |  |  |  |
| 5. There will be periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experiences away |  |  |  |
| 6. Opportunities are offered to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts and their experience away |  |  |  |
| 7. Student will publicly demonstrate their evolving competence both in academic settings and in the away site. |  |  |  |
| 8. The course includes experiences with diversity wherein students demonstrate intercultural competence and empathy with people and circumstances that differ from those with which students are familiar |  |  |  |
| 9. The course includes equity elements (e.g. universal design principles, culturally responsible pedagogy, structured development of cultural self-awareness) to intentionally create a sense of inclusiveness, belonging, and safety in the class |  |  |  |
| 10. The instructor has a plan to market this course to get a wider enrollment of typically underserved populations, beyond the typical students who self-select |  |  |  |

**Checklist/Application/Assurance Form for Obtaining Integrative Theme Course Status**

**• Undergraduate Research and Creative Activity •**

**Elements of Integrative Course**s**\***

The following 10 elements of your course plan/structure will help to enable your students to experience high educational impact from their experience in your class. Please describe how your class will provide these key elements, clearly, concisely, and in language that colleagues not in your discipline will be able to follow.

1. Performance expectations set at appropriately high levels (e.g. Students investigate their own questions or develop their own creative projects

Answer here in <500 words:

1. Significant investment of time and effort by students over an extended period of time (e.g., discuss how scientific method or creative processes will be approached in scaffolding manner = Review literature​, develop methods, collect data, interpret)
2. Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring​ and peer support​

Answer here in <500 words:

Answer here in <500 words:

1. Students will get frequent, timely, and constructive feedback on their work, scaffolding research or creative skills in curriculum to build over time

Answer here in <500 words:

1. Periodic, structured opportunities to reflect and integrate learning (e. g. students should Interpret findings—not just collect data, or will reflect on creative work—not just produce it.)

Answer here in <500 words:

1. Opportunities to discover relevance of learning through real-world applications(e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework)

Answer here in <500 words:

1. Public Demonstration of competence, such as a significant public communication of research​ or display of creative work; community scholarship celebration​

Answer here in <500 words:

1. Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that differ from their own

Answer here in <500 words:

1. Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety, e.g. universal design principles, culturally responsible pedagogy

Answer here in <500 words:

1. Clear plan to market this course to get a wider enrollment of typically underserved populations, as HIPs such as these integrative courses are disproportionately enrolled by white, female, non-first gen students

Answer here in <500 words:

**\*** adapted from:

1) “Eight Key Elements of High Impact Practices” Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). From: <https://www.radford.edu/content/high-impact/home/faculty-resources.html>;

**Rubric for Evaluating Integrative Theme Course Status based on Checklist/Application/Assurance Form**

**• Undergraduate Research and Creative Activity •**

|  |  |  |  |
| --- | --- | --- | --- |
| KEY ELEMENT | Ready | Uncertain | Unclear or missing |
|  | The statement makes clear how this element will contribute to a high-impact learning experience | Some questions remain about how this element is present and will contribute to a high-impact learning experience | The statement is unclear or not describing how this element is present and will contribute to a high-impact learning experience |
| 1. Appropriately high level of expectation for student work – Students will investigate their own questions or develop their own creative projects. |  |  |  |
| 2. Students will invest a significant amount of time and effort over an extended period and across the appropriate methods of research or creative activity. (e.g., discuss how scientific method will be approached in scaffolding manner) |  |  |  |
| 3. The plan includes structured, regular, substantive, and meaningful faculty mentoring​ and peer support |  |  |  |
| 4. Students will get frequent, timely, and constructive feedback on their research or creative projects, with scaffolding for their research/creative skills in curriculum to build over time |  |  |  |
| 5. There will be periodic, structured opportunities to reflect and integrate learning (students should Interpreting findings—not just data collection or reflect on creativity, not simply produce it |  |  |  |
| 6. Opportunities are offered to discover relevance of learning through real-world applications |  |  |  |
| 7. Student will publicly demonstrate their evolving competence. Significant public communication of research or display of creativity; Community scholarship celebration. |  |  |  |
| 8. The course includes experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that differ from their own |  |  |  |
| 9. The course includes equity elements (e.g. universal design principles, culturally responsible pedagogy) to intentionally create a sense of inclusiveness, belonging, and safety in the classroom |  |  |  |
| 10. The instructor has a plan to market this course to get a wider enrollment of typically underserved populations, beyond the typically disproportionately white, female, non-first gen students who self-select |  |  |  |