

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 designation as 4+ credit, integrative courses 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 that relate to the pedagogical practice rather than the content.

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, Research and Creative Inquiry and Interdisciplinary Team-Taught courses. Communities of Practice for each of the Integrative Practices have been consulted in their development. Materials are in development for instruction in a Foreign Language in a committee convened by the CLLC.

The incorporation of submission documents was recommended by ULAC as a way to scaffold the expected “GE Rationale” and support faculty in course development by making expectations more transparent. Submission documents have also been prepared for each Theme and for two of the Foundations (with additional Foundation submission documents expected, pending ASCC agreement).

This portfolio includes a listing of the ELOs associated with each practice, a draft rubric for evaluating those ELOs, and a draft form to accompany course submission. Feedback on any/all of these is welcome. Once the content has been resolved for these and for the other documents, ALL documents will be edited so that they are similar in language and formatting. Finalized checklists, ELOs, and rubrics will be shared via the Undergraduate Education website and through the ASC Curriculum and Assessment website.

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 DESCRIPTION (Hahn, *et al*)

As a dimension of university-community engagement, service learning can be defined as a “course or competency-based, credit-bearing educational experience in which students:

1. participate in mutually identified service activities that benefit the community, and
2. 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.” (Bringle and Clayton, 2012, adapted from Bringle and Hatcher, 1995)

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.	<p>Successful students will...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.</p> <p>1.1.b Analysis: Interpret and evaluate information from multiple sources, including their community engagement experiences, to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.</p> <p>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.</p>
	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>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.</p>
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.	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to Service Learning activity.</p> <p>2.1.b Multiple perspectives: Evaluates and applies diverse perspectives to complex subjects from multiple cultural lens.</p>
	<p>2.2 Demonstrate 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.</p>	<p>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.</p> <p>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.</p>

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...	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.
a) articulating topics or ideas				
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.

Submission Form for Obtaining Integrative Theme Course Status**• Service Learning •**

Courses that are accepted into the General Education (GE) Themes as Integrative Practices courses must demonstrate how the course plan and structure aligns with the expectation of the Integrative Practice. Rubrics and other supportive materials explaining the rationale for these are available through [URL](#).

Please note that you must also submit a document that identifies the ways in which this course meets the Expected Learning Outcomes (ELOs) of the Theme to which it has been submitted. That form is available [here](#).

Please enter text in the boxes to describe how 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. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Service-Learning*

1. Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study)

Answer here in 150-300 words:

2. 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.)

Answer here in 150-300 words:

3. Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction

Answer here in 150-300 words:

4. Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences

Answer here in 150-300 words:

5. 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 150-300 words:

6. 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 150-300 words:

7. Public Demonstration of competence in academic settings and, if possible, in the community engagement site

Answer here in 150-300 words:

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

Answer here in 150-300 words:

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

Answer here in 150-300 words:

10. Clear plan to market this course to get a wider enrollment of typically underserved populations

Answer here in 150-300 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 Submission Form

• Service Learning •

KEY ELEMENT	<u>Ready</u>	<u>Uncertain</u>	<u>Unclear or missing</u>
	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 academic and experiential exploration of the community setting in which they study			
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, peer support, and community partner interaction			
4. Students will get frequent, timely, and constructive feedback from all appropriate sources, especially on their community awareness and engagement, 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			

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 appropriately advanced, 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.
	2.2 Demonstrate 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.

Submission Form for Obtaining Integrative Theme Course Status
• Undergraduate Research and Creative Activity •

Courses that are accepted into the General Education (GE) Themes as Integrative Practices courses must demonstrate how the course plan and structure aligns with the expectation of the Integrative Practice. Rubrics and other supportive materials explaining the rationale for these are available through [URL](#).

Please note that you must also submit a document that identifies the ways in which this course meets the Expected Learning Outcomes (ELOs) of the Theme to which it has been submitted. That form is available [here](#).

Please enter text in the boxes to describe how 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. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Research & Creative Inquiry*

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

Answer here in 150-300 words:

2. Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term = Review literature, develop methods, collect data, interpret or develop a concept or idea into a full-fledged production or artistic work)

Answer here in 150-300 words:

3. Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support

Answer here in 150-300 words:

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

Answer here in 150-300 words:

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

Answer here in 150-300 words:

6. 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 150-300 words:

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

Answer here in 150-300 words:

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

Answer here in 150-300 words:

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

Answer here in 150-300 words:

10. Clear plan to market this course to get a wider enrollment of typically underserved populations

Answer here in 150-300 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 Submission Form

• Undergraduate Research and Creative Activity •

KEY ELEMENT	<u>Ready</u>	<u>Uncertain</u>	<u>Unclear or missing</u>
	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 projects will be approached in an iterative, scaffolded 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 Interpret findings—not just data collection or should reflect on creativity, not simply produce it			
6. Opportunities are offered to discover relevance of learning through real-world applications, such as interpreting their focused research question or creative project as part of a larger conceptual framework			
7. Students will publicly demonstrate their evolving competence. Significant public communication of research or display of creativity.			
8. The course includes experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may 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 for students in the classroom			
10. The instructor has a plan to promote this course to get a wider enrollment of typically underserved populations			

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, environmental justice, and power, and other issues relevant to General Education themes. 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 & Away 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, complex, and scholarly 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: Evaluate and apply diverse perspectives to complex subjects from multiple cultural lenses.
	2.2 Demonstrate 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 and are affected by both local and global communities they live in. 2.2.b Intercultural empathy: Interpret and explain intercultural experience from the perspectives of their own and at least one other worldview, and demonstrate

	intercultural empathy towards culturally different others.
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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.

Submission Form for Obtaining Integrative Theme Course Status

• Education Abroad/Education Away Course •

Courses that are accepted into the General Education (GE) Themes as Integrative Practices courses must demonstrate how the course plan and structure aligns with the expectation of the Integrative Practice. Rubrics and other supportive materials explaining the rationale for these are available through [URL](#).

Please note that you must also submit a document that identifies the ways in which this course meets the Expected Learning Outcomes (ELOs) of the Theme to which it has been submitted. That form is available [here](#).

Please enter text in the boxes to describe how 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. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Education Away*

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 150 - 300 words:

2. 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 150-300 words:

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

Answer here in 150-300 words:

4. Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning

Answer here in 150-300 words:

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

Answer here in 150-300 words:

6. 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 150-300 words:

7. Public Demonstration of competence both in academic settings and, if possible, in the study away site

Answer here in 150-300 words:

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

Answer here in 150-300 words:

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

Answer here in 150-300 words:

10. Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations

Answer here in 150-300 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 Submission Form

• Education Abroad & Away •

KEY ELEMENT	<u>Ready</u>	<u>Uncertain</u>	<u>Unclear or missing</u>
	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 from all appropriate sources on 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, if possible, in the away site.			
8. The course includes experiences with diversity wherein students demonstrate intercultural competence and empathy with people and circumstances that may 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 for the students in the class			
10. The instructor has a plan to promote this course to get a wider enrollment of typically underserved populations			

**INTEGRATIVE, INTERDISCIPLINARY, TEAM-TAUGHT LEARNING ELOS AND OBJECTIVES
(Template)**

Goals	Expected Learning Outcomes	Integrative, Interdisciplinary Specific Objectives
<p>GOAL 1: Successful students analyze an important topic or idea at a more advanced and in-depth level than the foundations.</p>	<p>Successful students will...</p> <p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p>	<p>1.1.a Critical thinking: Clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.</p> <p>1.1.b Analysis: Interpret and evaluate information from multiple sources and multiple disciplinary perspectives to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.</p> <p>1.1.c Critical thinking & analysis Systematically and methodically analyze their own and others' assumptions using more than one disciplinary lens and carefully evaluate the relevance of contexts when representing a position.</p>
	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	<p>1.2.a Scholarly engagement: Articulate a thorough and complex understanding of the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.</p>
<p>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.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>2.1.a Integration of knowledge: Connect, analyze, and extend knowledge (facts, theories, etc.) from course content to integrate their insights through construction of a more comprehensive perspective.</p> <p>2.1.b Multiple perspectives: Evaluate and apply diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.</p>
	<p>2.2 Demonstrate 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.</p>	<p>2.2.a Self-awareness: Evaluates the impacts of cross disciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems and also considers the long-term impact of the work.</p> <p>2.2.b. Empathy: Interpret and explain the issue under consideration from the perspectives other than their own and more than one worldview and demonstrates openness towards others in the academic community and their perspectives.</p>

STUDENT ASSESSMENT RUBRIC FOR INTEGRATIVE, INTERDISCIPLINARY, TEAM-TAUGHT 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 multiple points of view or conclusions	Information is taken from a single source or without any interpretation/evaluation. Viewpoints of experts and professionals are taken as fact, without question.	Information is taken from multiple sources 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 multiple sources and disciplinary perspectives with enough interpretation/evaluation to develop a coherent analysis and synthesis. Viewpoints of experts and professionals are subject to questioning.	Information is taken from multiple sources and disciplinary perspectives with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and professionals are questioned via disciplinary lenses.
c) acknowledge influence of disciplinary contexts 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 able to identify discipline underlying claims. 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. Is able to identify discipline underlying claims.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts and the appropriateness of various disciplinary analyses when presenting a position.
ELO 1.2 Successful students are able to demonstrate an understanding of the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.	Shows minimal awareness of the factors and contexts, including natural, social, cultural and political, that would contribute to an integrative understanding of the issue.	Identifies the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.	Identifies and clearly understands the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.	Articulates a thorough and complex, multidisciplinary understanding of the factors and contexts, including natural, social, cultural and political, contributing to an integrative understanding of the issue.
ELO 2.1.a Students make connections between concepts, information, and skills and integrate their insights through	Student expresses a limited, unclear connection of course content to disciplinary perspectives.	Begins to connect knowledge (facts, theories, etc.) from course content to construct of a more comprehensive perspective.	Connects and analyzes knowledge (facts, theories, etc.) from course content to construct of a more comprehensive perspective.	Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to construct of a more comprehensive perspective.

CHECKLISTS, RUBRICS AND RESORUCES FOR INTEGRATIVE PRACTICE COURSES IN THE GE

construction of a more comprehensive perspective.				
ELO 2.1.b Students evaluate and apply diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.	Student expresses a limited, unclear and/or single perspective on complex subjects.	Begins to apply diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.	Applies diverse perspectives to complex subjects from multiple cultural and disciplinary lenses, but may not fully evaluate their appropriateness.	Clearly evaluates and applies diverse perspectives to complex subjects from multiple cultural and disciplinary lenses as appropriate.
ELO 2.2.a Students evaluate the impacts of interdisciplinary synthesis of the issue, themselves, the scholarly inquiry, the local and global systems and also consider the long-term impact of the work.	Student minimally evaluates the impacts of interdisciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems.	Student evaluates the impacts of interdisciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems.	Student evaluates the impacts of interdisciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems and may also consider the long-term impact of the work.	Student thoroughly evaluates the impacts of interdisciplinary synthesis of the issue on themselves, the scholarly inquiry, the local and global systems and also considers the long-term impact of the work.
ELO 2.2.b Students interpret and explain the issue under consideration from perspectives other than their own and more than one worldview and demonstrates empathy towards others in the academic community.	Student minimally interprets and partially explains the issue under consideration from perspectives other than their own and more than one worldview and demonstrates some empathy towards others.	Student begins to interpret and explain the issue under consideration from perspectives other than their own and more than one worldview and demonstrates empathy towards others.	Student clearly interprets and explains the issue under consideration from perspectives other than their own and more than one worldview and demonstrates empathy towards others..	Student thoroughly interprets and explains the issue under consideration from perspectives other than their own and more than one worldview and demonstrates empathy towards others.

Association for Interdisciplinary Studies (2019, October 21). Peer Reviewed Syllabi. Retrieved September 25, 2020, from <https://interdisciplinarystudies.org/peer-reviewed-syllabi/>

Klein, J. T. & Newell, W.H. (1997). "Advancing Interdisciplinary Studies." In *Handbook of the Undergraduate Curriculum: A Comprehensive Guide to Purposes, Structures, Practices and Change*, ed. J. Gaff and J. Ratcliff, pp. 393-415. San Francisco: Jossey-Bass.

Submission Form for Obtaining Integrative Theme Course Status**• Integrative, Interdisciplinary, Team-Taught Learning •**

Courses that are accepted into the General Education (GE) Themes as Integrative Practices courses must demonstrate how the course plan and structure aligns with the expectation of the Integrative Practice. Rubrics and other supportive materials explaining the rationale for these are available through [URL](#).

Please note that you must also submit a document that identifies the ways in which this course meets the Expected Learning Outcomes (ELOs) of the Theme to which it has been submitted. That form is available [here](#).

Interdisciplinary Team Teaching*

Please enter text in the boxes to describe how 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. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

1. Performance expectations set at appropriately high levels (e.g. Students investigate large, complex problems from multiple disciplinary perspectives)

Answer here in 150-300 words:

2. Significant investment of time and effort by students over an extended period of time (e.g., engage the issue iteratively, analyzing with various lenses and seeking to construct an integrative synthesis)

Answer here in 150-300 words:

3. Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support about conducting interdisciplinary inquiry

Answer here in 150-300 words:

4. Students will get frequent, timely, and constructive feedback on their work, scaffolding multiple disciplinary perspectives and integrative synthesis to build over time.

Answer here in 150-300 words:

5. Periodic, structured opportunities to reflect and integrate learning (e. g. students should work to integrate their insights and construct a more comprehensive perspective on the issue)

Answer here in 150-300 words:

6. Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see the impact of interdisciplinary synthesis on themselves and on local and global systems)

Answer here in 150-300 words:

7. Public Demonstration of competence, such as a significant public communication of their integrative analysis of the issue.

Answer here in 150-300 words:

8. Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own (including but not limited to disciplinary frameworks).

Answer here in 150-300 words:

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

Answer here in 150-300 words:

10. Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations.

Answer here in 150-300 words:

* adapted from:

"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 Submission Form

• Integrative, Interdisciplinary, Team-Taught Learning •

KEY ELEMENT	<u>Ready</u>	<u>Uncertain</u>	<u>Unclear or missing</u>
	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 investigate large, complex problems from multiple disciplinary perspectives			
2. Students will invest a significant amount of time and effort over an extended period and across the appropriate disciplinary perspectives, engaging the issue iteratively, analyzing with various lenses and seeking to construct an integrative synthesis			
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 work, with scaffolding both disciplinary perspectives and integrative synthesis to build over time			
5. There will be periodic, structured opportunities to reflect and integrate learning (students should work to integrate their insights and construct a more comprehensive perspective on the issue)			
6. Opportunities are offered to discover relevance of learning through real-world applications and the impact of interdisciplinary synthesis on themselves and on local and global systems			

CHECKLISTS, RUBRICS AND RESORUCES FOR INTEGRATIVE PRACTIVE COURSES IN THE GE

7. Student will publicly demonstrate their evolving competence. Significant public communication of their integrative analysis of the issue.			
8. The course includes experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may 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 promote this course to get a wider enrollment of typically underserved populations			