

## SLCC Study Abroad and Domestic Study Course Design Rubric

Attributes	Low-1	Medium-2	High-3
<p><b>Academic rigor is evident</b> through assignments, readings, learning assessment, etc.</p>	<p>The academic components of the course are not clear.</p>	<p>The academic components of the course are mostly clear. A theoretical or analytical framework ground the course. There is some assessment of learning.</p>	<p>The academic components of the course are clearly outlined. Clear theoretical and analytical frameworks ground the course. Assessment of learning is integrated throughout the course.</p>
<p><b>Student learning outcomes and place-based education are integrated.</b> The program site enhances academic goals.</p>	<p>The learning at the proposed destination is not closely linked to learning outcomes. The course could be taught at the home campus.</p> <p>It is not clear what happens while students are on location. There is a focus on visiting landmarks and tourist activity.</p>	<p>The learning objectives and the site itself have some integrated components. The place has moderately been taken into consideration. Some utilization of place-based education occurs.</p> <p>Program design encourages students to read, write, or discuss the historical or contemporary manifestations of at least one social, scientific, artistic, environmental, or cultural topic central to the study location's character.</p>	<p>The learning objectives and the site itself are closely integrated. Program design emphasizes achieving learning outcomes through place-based education. Engagement with the place is essential to learning.</p> <p>Program design requires students to read, write, and discuss the historical and contemporary manifestations of at least one social, scientific, artistic, environmental, or cultural topic central to the study location's character and the discipline.</p>
<p><b>Ethical community interaction occurs.</b></p> <p>Please consider referencing the <a href="#">Fair Trade Learning rubric</a> (Hartman, E., 2015) for courses seeking community-engaged learning designation.</p>	<p>The program is planned without partner or community input.</p> <p>There is no plan to prepare students to interact in sensitive ways with local community members or the environment.</p>	<p>The program leader consults with local partners on community impact, program design, and program evaluation.</p> <p>The program provides students with a limited understanding of the cultural or environmental context, enhancing their interaction.</p>	<p>The program is developed in conjunction with local partners with equal consideration to student learning and its impact on the host community and the environment. The program leader has ongoing conversations with partners to collaborate on learning opportunities.</p> <p>The program provides students with a deep understanding of the cultural or environmental context, which allows them to interact meaningfully.</p>

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<b>The budget and trip itinerary are detailed.</b>	No budget or trip itinerary is included.	Some information on the budget and itinerary is included.	A detailed budget and trip itinerary are included.
<b>Faculty have the expertise and ability to lead an experiential trip.</b>	<p>The program leader has remote or second-hand experience with the host community or country and a basic understanding of the local cultural and historical context.</p> <p>The program leader has introductory knowledge and familiarity with the proposed location.</p> <p>The program leader has little or no experience leading students in 24/7 learning environments.</p>	<p>The program leader has previous travel experience in the host community or country, proficiency in the local language (if applicable), and an understanding of the local cultural and historical context. The leader has local contacts in the host community.</p> <p>The program leader has some knowledge and familiarity with the proposed location.</p> <p>The program leader has some experience leading students in 24/7 learning environments.</p>	<p>The program leader has previous travel experience in the host community or country, fluency in the local language (if applicable), and a deep understanding of the local, cultural, and historical context. The leader has well-developed networks in the host community.</p> <p>The program leader is a content expert and is very knowledgeable about the proposed location.</p> <p>Program leader has considerable experience in leading students in 24/7 learning environments.</p>
<p><b>Critical reflection is structured within course design.</b></p> <p>Reflection should:</p> <ul style="list-style-type: none"> <li>- Generate questions</li> <li>- Challenge assumptions and compare alternative perspectives</li> <li>- Contextualize local setting and students' roles within it</li> <li>- Connect to specific learning objectives</li> <li>- Help students analyze the social, cultural, economic, environmental, or historical dynamics of the study location.</li> </ul>	<p>The program leader does not require structured reflection or may ask students to reflect on the activities at the end of the program or only informally.</p>	<p>The program leader structures some reflection activities that connect the experience to academic content, requiring moderate analysis.</p> <p>Analysis of power, privilege, oppression, gender, economics, religion, or race relations may occur. If the program excludes the human experience (for example, primatology, biology, geology, geography), then analysis of issues within the discipline may occur. A reflection posted to the ePortfolio reflection is required.</p>	<p>The program leader structures multiple reflection activities throughout the course that help students critically link the experience to academic content, requiring in-depth analysis.</p> <p>Analysis of issues related to power, privilege, oppression, gender, economics, religion, or race relations, is woven throughout the course. If the program excludes the human experience (for example, primatology, biology, geology, geography etc.), then analysis of issues within the discipline should occur.</p> <p>A reflection posted to the ePortfolio is required.</p>

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<p><b>A pre-trip orientation and re-entry plan exists.</b></p>	<p>The program requires students to participate in one pre-departure meeting that prepares students for adapting to the new cultural environment; logistical matters; health, safety, and security considerations; and course overview.</p> <p>There is no re-entry plan.</p>	<p>The program offers between one and three pre-departure sessions that provide an overview of the host community's historical, political, and social context and prepares students for cultural adaptation; logistical matters; health, safety, and security considerations; and course overview. At least one on-site orientation is offered, which helps students navigate their new physical setting, reinforces safety and security considerations, and contextualizes the host community's cultural environment.</p> <p>The program leader discusses students' re-entry into one's home culture, including reverse culture shock and lessons learned. The program encourages students to share what they have learned from their experience.</p>	<p>The program offers a series of pre-departure sessions that provide a deep grounding in the host community's historical, political, and social context and prepares students for cultural adaptation; logistical matters; health, safety, and security considerations; and course plans. At least one on-site orientation is offered that helps students navigate their new physical setting, reinforces safety and security considerations, and contextualizes the cultural environment of the host community.</p> <p>Program leader organizes a formal discussion or assignment focused on re-entry into one's home culture, including reverse culture shock, reflection on the experience, lessons learned, and potential impact on future decisions. The program requires that students share what they have learned.</p>
<p><b>Health, safety, and security planning are paramount.</b> Program leaders carefully consider the well-being of participants.</p>	<p>Low scores are not acceptable.</p>	<p>The program leader is informed on potential health, safety, and security issues related to the program site and activities. An emergency plan is established for the location. Students are prepared to identify and avoid hazards and are empowered to take responsibility for their well-being.</p>	<p>The program leader manages potential health, safety, and security issues related to the program site and activities. An emergency plan is explicitly established for the location. Students are adequately prepared to identify and avoid hazards and are empowered to take responsibility for their well-being.</p>

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<p><b>Program evaluation and quality improvement occur.</b></p>	<p>There is no plan for program evaluation.</p> <p>Local partners are not consulted regarding program effectiveness</p>	<p>The program leader gathers input through student evaluations.</p> <p>The program leader has limited conversations with local partners about the program's strengths and weaknesses and impact on the partner and community. The leader considers the effectiveness of the program.</p>	<p>Program leader seeks input from students through evaluations, discussions, or other means.</p> <p>The program leader has conversations with local partners about the program's strengths and weaknesses, impact on partner and community, and the effect on students. The program leader makes changes to the program based on feedback for future planning.</p>
<p><b>Intercultural learning is integrated.</b></p> <p>This category is optional for disciplines that are not focused on the human experience (for example, primatology, biology, archaeology, geology, geography etc.).</p>	<p>Intercultural learning is briefly mentioned and included in the syllabus or the program design.</p>	<p>Program design requires students to connect with the host community through exposure to multiple experiences of limited duration. At least one concrete student intercultural learning outcome included.</p> <p>Diverse perspectives may be incorporated into the curriculum.</p>	<p>Program design and implementation integrate intercultural learning throughout the experience. The program includes multiple intercultural learning outcomes.</p> <p>Diverse perspectives are incorporated into the curriculum.</p>
<p><b>Language learning program goals exist.</b></p> <p>Addresses linguistic demands of host country and program model to communicate with the local community (if applicable).</p>	<p>Coursework and program activities are in the target language appropriate to the students' incoming language proficiency.</p>	<p>Coursework and program activities are mostly in the target language appropriate to the students' incoming language proficiency. The program includes at least one structured opportunity to use the target language.</p>	<p>Coursework and program activities are conducted entirely in the target language appropriate to the students' incoming language proficiency. The program includes ongoing structured opportunities to use the target language.</p>
<p><b>Non-language learning program goals exist (if applicable).</b></p>	<p>Orientation includes basic language preparations such as greetings, introductions, common questions, and dealing with emergencies.</p>	<p>Orientation includes basic language preparations such as greetings, introductions, common questions, and dealing with emergencies. The program includes optional, additional language instruction.</p>	<p>Orientation includes basic language preparations such as greetings, introductions, common questions, and dealing with emergencies. The program requires supplemental language instruction.</p>

## Definitions

### **Definition of Study Abroad**

The leading professional organization for study abroad, 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 work, volunteering, and directed travel, if these programs are driven to a significant degree by learning goals.

### **Definition of Domestic Study**

In *Putting the Local in Global Education*, Neal Sobania (2015) defines domestic off-campus programs as "an immersive place-based experience tied to a particular U.S. location... that delivers a learning experience that supports the creation of a globally competent, engaged, and informed citizenry". These experiences should be academically focused in nature.

## References

A Responsive Curriculum: International Learning Goals for IUPUI's Many Schools and Diverse Student Body (2006). Retrieved February 18, 2016, from <http://international.iupui.edu/doc/partnerships/learning-outcomes.pdf>

Hatcher, J. A. & Hahn, T.W. (2015). *Service Learning Taxonomy*. (Available from the IUPUI Center for Service and Learning, 875 W. North Street, Hine Hall 243, Indianapolis, IN 46202)

IUPUI Study Abroad Advisory Committee. (2016). *Study Abroad at IUPUI: A White Paper*. Retrieved from <http://abroad.iupui.edu/doc/misc/study-abroad-IUPUI-whitepaper.pdf>

The Forum on Education Abroad. (2015). *Standards of Good Practice for Education Abroad, 5<sup>th</sup> Edition*. Retrieved from <https://forumea.org/resources/standards-of-good-practice/>

Sobania, N. (Ed). (2015). *Putting the Local in Global Education: Models for Transformative Learning through Domestic Off-Campus Programs*. Sterling, VA: Stylus