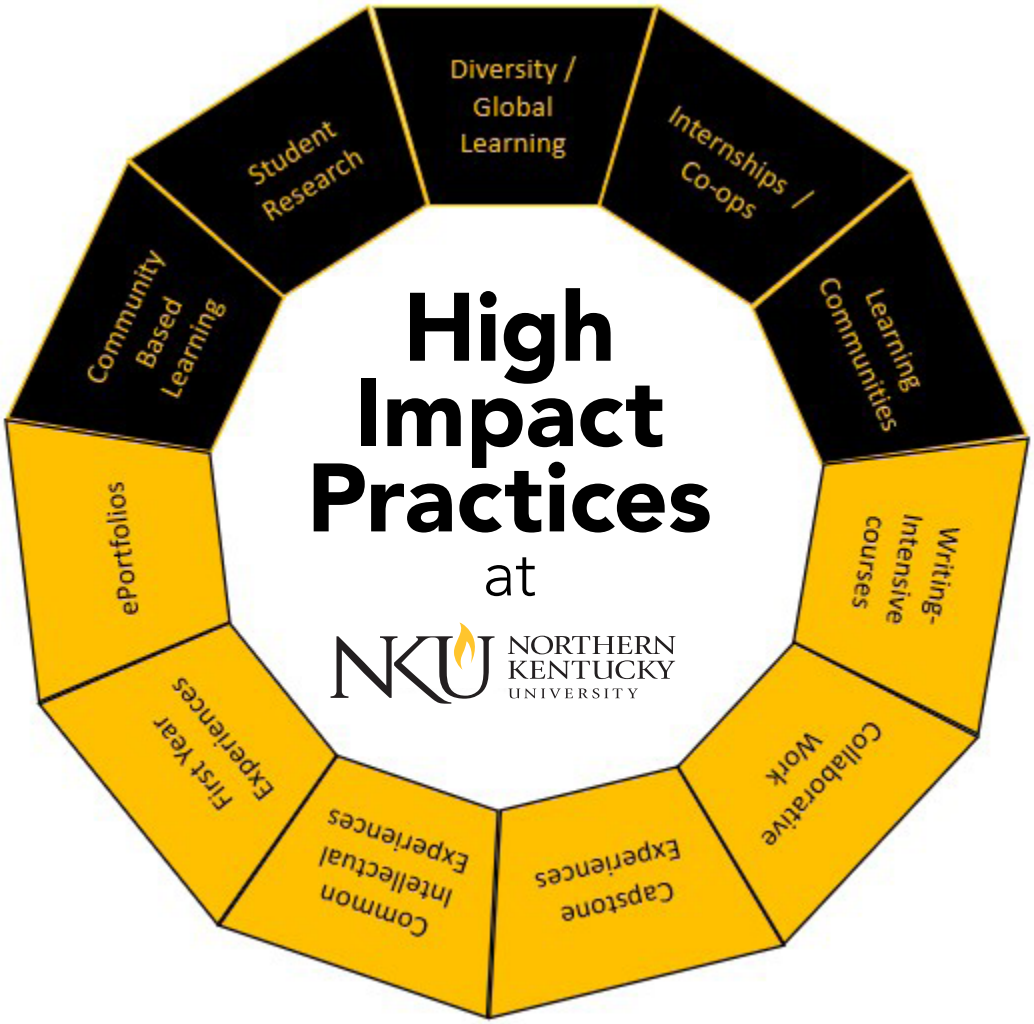

RUBRICS AND PATHWAYS CREATED BY THE HIGH IMPACT PRACTICES IMPLEMENTATION TEAM AT NORTHERN KENTUCKY UNIVERSITY AS PART OF THE SUCCESS BY DESIGN STRATEGIC PLAN.

What makes a class high-impact?

- High performance expectations
- Significant investment of student time and effort over an extended period
- Interactions with faculty and peers about substantive matters
- Students are exposed to and must contend with people and circumstances that differ from those with which they are familiar
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Real-world applications
- Public demonstration of competence

Capstone

This rubric and pathway presents a series of goals and outcomes for capstone courses. Some goals require faculty effort at the program or department level; others focus on student learning and specific components of the capstone experience itself.

Departments using this pathway can begin by incorporating one or more outcomes, seeking, finally, to reach the "capstone" status presented in the last column. Instructors should be provided support and professional development opportunities where necessary and/or helpful.

Defining Capstone Courses
For a course to be designated as a Capstone, it must meet all of the following criteria. Criteria for these courses are based on research and best practices.

1. *The course includes capstone-related work on an ongoing basis, working an average of 7 hours per credit hour.*
2. *The learning objectives related to the capstone are clearly articulated and related to the student's field of study, educational goals and/or career and vocational aspirations.*
3. *Capstone assignments and/or final projects reflect a student's personal growth and professional development.*
4. *Students receive supervision and feedback from a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.*
5. *The syllabus assignments include a capstone project integrated into the course.*
6. *The capstone project or body of work is shared with appropriate audiences.*

Syllabi must clearly demonstrate the rubric is met. The syllabus must also contain student learning outcomes and assignments.

Capstone Designation Course Review and Approval Process
Proposals for the Capstone Designation must be submitted through the university's Curriculog approval process. The attached rubric would be used to determine if courses met the seven criteria for consideration. A score of eleven or greater is required to receive the designation, with no entries in the (0) 'Does Not Demonstrate' column. Courses will be reviewed every 3 years for continued adherence to the designation rubric.

Capstone Rubric

	Completely demonstrates (2)	Somewhat demonstrates (1)	Does not demonstrate (0)
Creation of a Capstone Project	Syllabus requires students to produce an innovative or original capstone project	Syllabus requires student to build on or follow alongside an existing or unoriginal capstone project	Syllabus does not engage students in a capstone project
Time towards Capstone	Syllabus requires that Students submit work on an ongoing basis and are required to dedicate an average of 7-9 hours per credit hour	Syllabus requires that students submit work sporadically and are required to dedicate an average of 3-5 hours per credit hour	Syllabus does not require students to work on a capstone on an ongoing basis
Apply knowledge, skills and personal development	The syllabus provides opportunities for students to implement knowledge or experience in discipline-specific conventions for writing and research, ethical decision-making, and methods for learning new concepts.	The syllabus provides opportunities for students to receive broad overview of methodologies and ideation.	Syllabus does not provide the opportunity for students to gain knowledge of or experience in discipline-specific language, ethics, or methodologies,
Reflection	The syllabus offers reflective activities that enable students to connect academic experiences to personal and professional growth	The syllabus provides opportunity for reflection activities connecting academic experiences to personal and professional growth	The syllabus provides opportunity for reflection on academic experiences
Learning objectives	The syllabus contains student learning objectives that connect the capstone experience with student's field of study, educational goals and/or career and vocational aspirations	The learning objectives in the syllabus are not related to capstone experiences	There are no learning objectives in the syllabus related to the capstone experience
Mentorship	Capstone course requires faculty to offer scaffolded feedback to identify personal and professional purpose	There is regular feedback to engage students in analysis and action	There is no supervision and feedback by a mentor
Dissemination	The syllabus requires students to share their work with multiple audiences or in multiple methods (ex. virtual, publication, presentation)	The syllabus enables students to share their work in class and beyond	The syllabus enables students to share their work with faculty and peers in class

Capstone Pathway

Attribute	Exposure	Skill-Building	Intensive
Program or department invests in integrated capstone experiences and can clearly articulate why capstones are important to the culture and fabric of the unit	Program or department offers capstone experiences. Most faculty involved in the curriculum engage in discussions about the capstone and recognize their role in the pathway to the capstone.	Program or department offers a capstone experience to all students. All faculty involved in the curriculum engage in discussions about the capstone and participate in the pathway to the capstone.	Program or department requires capstone courses with signature work opportunities to all students in view of a fully integrated pathway All faculty involved in the curriculum can articulate the importance of the capstone and contribute to meaningful activities along the capstone pathway that creates an integrated capstone experience for all students
Students integrate the knowledge, skills, and dispositions acquired during their previous coursework	Students draw on learning developed throughout the program curriculum. Students are asked to integrate past coursework and prior knowledge in new contexts. Students are asked to think about how the capstone may connect with future plans.	Students incorporate learning developed during the entire undergraduate experience. Students integrate content, knowledge, and skills through facilitated activities designed by the professor. Students can articulate how the capstone connects with their future plans.	Students incorporate learning from the entire undergraduate experience and continued capacity for lifelong learning. Students can articulate connections between their capstone and their future goals after college across a variety of communication methods (interview, resume, graduate application, etc.)

Within the capstone students reflect on personal growth and professional development	Students reflect upon academic experiences with opportunity for feedback. Timely feedback is provided at various times by the professor.	Reflection activities connect academic experiences to personal and professional growth throughout the capstone. Regular feedback is provided by faculty and peers and used by students for analysis and action.	Reflection serves as the bridge that connects the undergraduate experience and the next step in life in a way that allows students to see their place in the community and world. Reflection prompts and feedback loops are strategically scaffolded into the course. Students receive meaningful feedback from peers, mentors, faculty, external partners, and classmates on an ongoing basis in multiple formats that help guide students to identify personal and professional purpose.
Capstone requires students to produce a tangible body of work and significant commitment of time and effort.	Instructor and student identify a problem/topic/research area to engage in throughout the semester. Students articulate their learning and growth through the degree program and how that learning was applied to their capstone. Deliverable impacts of learning within the capstone course.	Instructor with input from students, identifies a problem/topic/research area for students to engage in throughout the semester All elements of *Exposure* included.	Students, with support from the instructor and/or external partner, are challenged with a problem/topic/research area that requires ongoing collaboration and interaction with faculty where students revise and refine their work. All elements of *Skill-Building* included.
Students share their work with an audience appropriate to their discipline and/or future plans.	Students share their work with faculty and peers in class.	Students share their work in class and beyond the capstone in a way that is open to the unit and/or public.	Students share their work with multiple audiences or multiple methods of communication.

Collaborative Learning

Collaborative learning utilizes group work to enhance learning through working together. These groups (of two or more) work together to solve problems, complete tasks, or learn new concepts.

Goals
Main Goals of Collaborative Learning:

1. *Learning to work and solve problems in the company of others.*
2. *Listening seriously to the insight of others, particularly those with different background/life experiences.*

Defining Collaborative Learning Courses
For a course to be designated as "Collaborative Learning Intensive", it must meet all of the following criteria. Criteria are based on research and best practices.

1. *The course engages students in collaborative learning activities throughout the semester.*
2. *Students develop critical thinking skills as they work in groups and learn to work/dialogue with others.*
3. *Students conduct collaborative learning activities on an ongoing basis, working an average of 7-9 hours per credit hour.*
4. *Students gain knowledge of working together to solve problems.*
5. *The learning objectives related to the collaborative learning.*
6. *There is supervision and feedback by a faculty member and a critical reflection of the student's work.*
7. *The syllabus assignments include collaborative learning assignments that expose students to others of difference.*

Syllabi must clearly demonstrate the rubric is met. The syllabus must also contain student learning outcomes and a dissemination plan.

Collaborative Learning Designation Course Review and Approval Process
Proposals for the Collaborative Learning Designation must be submitted through the university's Curriculog approval process. The attached rubric would be used to determine if courses met the six criteria for consideration. A score of ten or greater is required to receive the designation, with no entries in the (0) 'Does Not Demonstrate' column. Courses will be reviewed every 3-years for continued adherence to the designation rubric.

Collaborative Learning Rubric

	Completely demonstrates (2)	Somewhat demonstrates (1)	Does not demonstrate (0)
Collaboration activities	The syllabus indicates that the course with be taught using team-based/problem based learning with defined groups, activities and assignments completed as a group throughout the entire semester.	The syllabus indicates periodical team based/problem based learning in defined groups.	The syllabus does not indicate students with work in team based/problem based learning.
Course time towards collaborative learning	The syllabus indicates that students will participate in collaborative learning on an ongoing basis, working an average of 7-9 hours per credit hour.	The syllabus indicates that students will participate in collaborative learning in the course for an average of less than 5 hours per credit hour.	The syllabus does not indicates that students will participate in collaborative learning on an ongoing basis.
Critical Thinking	The syllabus indicates students will systematically and methodologically analyze assumptions and contexts. Students will think critically about complex problems.	The syllabus indicate students are aware of assumptions and context. Students can think critically about complex problems.	The syllabus indicate students build awareness of assumptions and context and will work to think critically about complex problems.
Learning objectives	The student learning objectives in the syllabus are related to collaborative learning experiences and are assessed throughout the course.	The learning objectives in the syllabus are somewhat related to collaborative learning and are periodically assessed.	There are no learning objectives in the syllabus related to collaborative learning.
Dialogue with others	Course activities listed in the syllabus require interactions with a range of perspectives (eg. race, ethnicity, socioeconomic status, gender, sexual orientation).	Course activities listed in the syllabus foster interactions with a range of perspectives (eg. race, ethnicity, socioeconomic status, gender, sexual orientation).	Course activities listed in the syllabus enable interactions with a range of perspectives (eg. race, ethnicity, socioeconomic status, gender, sexual orientation).
Course integration	The syllabus assignments include collaborative learning assignments and a final synthesis project integrated into the course—there doesn't need to be a final synthesis project.	The syllabus assignments include either a final synthesis project on collaborative learning integrated into the course.	There is no syllabus assignments related to collaborative learning.

Collaborative Learning Pathway

Attribute/Learning Goal	Exposure	Skill-Building	Intensive
Collaborative activities enhance academic content, learning goals, and assignments	Instructor periodically includes short term collaborative learning activities such as thinkpairshare or small group discussion.	Includes all elements of *Exposure* column and: instructor includes longer term collaborative learning project such as jigsaw activity, research/creative activity.	Includes all elements of *Skill-Building* column and: Instructor teaches the course using Teambased/ Problem/Project based learning with defined groups, activities and assignments completed as a group throughout the entire semester. Group presentation/poster/ paper at end of semester.
Dialogue with others of difference (e.g. racial, ethnic, socioeconomic status, sexual orientation) occurs regularly	The instructor, the course, and collaborative activities offer students interactions and dialogue with peers across a range of experiences and diverse perspectives. (e.g., race, ethnicity, social economic status, gender, sexual orientation).	Includes all elements of *Exposure* column and: Instructor periodically defines groups for learning to provide a diverse assemblage of voices.	Includes all elements of *Skill-Building* column and: Instructor deliberately includes diverse perspectives in defining long term groups for learning.
Critical thinking and problem solving	Students think critically, creatively, and boldly about complex, realworld problems Students have an emerging awareness of assumptions (both their own and others) Students begin to identify contexts when presenting a position.	Includes all elements of *Exposure* column and: Students identify relevant contexts when presenting a position. Students develop an awareness of others' assumptions. Students identify assumptions behind the thinking of themselves or others.	Includes all elements of *Skill-Building* column and: Students will demonstrate a willingness to take intellectual risks and cross traditional disciplinary boundaries. Systematically and methodically analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Critical reflection	The instructor asks students at the end of the semester to create a reflective product about their learning and interaction with others.	The instructor asks students at mid and end of the semester to create a reflective product about their learning and interaction with others.	The instructor asks students at regular intervals (5+ times) throughout the semester to create a reflective product about their learning and interaction with others.

Instructor Role	Instructor creates short term collaborative activities, manages large group discussion.	Instructor defines groups periodically, creates guided collaborative learning activities carried out over 1 or more class periods, interacts with groups, and leads large group synopsis discussion.	Instructor defines long term groups, creates framework/ questions for collaborative learning activities, provides room for student creativity, critical thinking, and analysis of material, interacts with groups frequently in and potentially out of class time, provides space for large group discussion/presentation of findings.

ePortfolio

An ePortfolio is an electronic collection of work that showcases learning over the course of an academic career.

An ePortfolio may contain all or some of the following:

- Various types of electronic materials (text, pictures, video, etc.).
- Support related to courses taken, programs of study, etc.
- Writing samples.
- Assignments prepared for class.
- Evidence of creative activity.
- Evidence of extracurricular or co-curricular activities, including examples of leadership.
- Evaluations, analysis and recommendations.

For a course to be designated as an ePortfolio, it must meet all for the following criteria, based on research and best practices and approved university-wide.

1. *The course engages students in creating an original ePortfolio, under the direction of a faculty/staff mentor.*
2. *Students systematically develop their ePortfolio on an ongoing basis to create a synthesis of their undergraduate/graduate experience, working on average of 7-8 hours per credit hour throughout the entire semester.*
3. *Students reflect and articulate their learning and identity, drawing on all their learning experiences and various identities to communicate in a formal, stylistically and mechanically sound manner.*
4. *Course assignments provide understanding of audience, reflecting and ongoing feedback as illustrated in the syllabus.*
5. *The syllabus assignments include a final synthesis ePortfolio project integrated into the course and information literacy and dissemination.*
6. *Public demonstration of competence through dissemination to an external audience.*

Syllabi must clearly demonstrate the rubric is met. The syllabus must also contain student learning outcomes and assignments.

ePortfolio Designation Course Review and Approval Process
Proposals for the ePortfolio Designation must be submitted through the university's Curriculog approval process. The attached rubric would be used to determine if courses met the seven criteria for consideration. A score of eleven or greater is required to receive the designation, with no entries in the (0) 'Does Not Demonstrate' column. Courses will be reviewed every 3-years for continued adherence to the designation rubric.

ePortfolio Rubric

	Completely demonstrates (2)	Somewhat demonstrates (1)	Does not demonstrate (0)
Original or Secondary ePortfolio	The syllabus engages students on an original ePortfolio project to reflect and articulate the students' learning and identity.	The syllabus assignment does not demonstrate a synthesis of their academic career.	Course does not engage students on an original or secondary ePortfolios project.
Critical Thinking and Problem Solving	The syllabus provides multiple methodologies, utilize critical thinking and identify contexts of the audience across various disciplines.	The syllabus provides broad overview of methodologies and ideation.	The syllabus does not provide gains in knowledge on various methodologies, nor utilize critical thinking.
Mentorship	The syllabus indicates there is supervision and feedback by a faculty mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.	The syllabus does not indicate the level of supervision and feedback by the faculty mentor.	There is no supervision and feedback by a mentor mentioned in the syllabus.
Time towards ePortfolio	Students work on their ePortfolios on an ongoing basis, working more than 5-7 hours (per credit hour) over the course of the semester.	Students create an ePortfolio on an ongoing basis, working an average of less than 3-5 hours per credit hour over the course of the semester.	Students do not work on their ePortfolios on an ongoing basis.
Course integration	The syllabus assignments include ePortfolios intensive assignments and a final synthesis project integrated into the course.	The syllabus assignments include a final synthesis project integrated into the course.	There is no syllabus assignment related to ePortfolios.
Learning objectives	The student learning objectives related to the ePortfolio experience of their field of study, educational goals and/or career and vocational aspirations.	Some of the learning objectives are related to ePortfolio experiences.	There are no learning objectives related to the ePortfolios.
Public Demonstration of Competence	There is an integrated outlet in the course to disseminate the ePortfolio to the public.	There is an integrated outlet in the course to disseminate the ePortfolio within the class.	There is no outlet to disseminate the ePortfolio.

ePortfolio Pathway

SLO/Attribute	Exposure	Skill-Building	Intensive
Integrative learning & identity development	Students reflect recursively on learning experiences, processes, and outcomes. Assignments are connected to the course/experience learning outcomes and are designed to make student learning and metacognitive thinking visible. ePortfolio activities support reflecting on disciplinary and interdisciplinary processes, making connections between learning and lived experiences, and communicating learning to an authentic audience beyond the instructor. Students receive ongoing feedback on ePortfolio work from peers, faculty, and/or external audiences, as appropriate. ePortfolio creation promotes student identity through ownership of learning.	Includes all elements from the *Exposure* column, and: ePortfolio brings together learning from other courses/experiences, students reflect recursively on learning and experiences. ePortfolio activities are designed to support students in reflectively connecting and/or integrating content, concepts, experiences, and transferring learning to new contexts. Students receive ongoing feedback on ePortfolio work from the perspective of the student's intended authentic audience.	Includes all elements from the *Skill-Building* column. Throughout the undergraduate experience, students reflect recursively on learning experiences, processes, and outcomes. ePortfolio activities are designed to support students in reflectively integrating and articulating learning and identity, drawing on all their learning experiences, and including the intersections of personal, academic, civic, and professional identities. Students engage with and share their learning publicly with an authentic audience.
Critical thinking & problem solving	Students think critically, creatively and boldly about complex, real-world problems. Students have an emerging awareness of assumptions (both their own and others). Students begin to identify contexts when presenting a position.	Includes all elements from the *Exposure* column, and: Students identify relevant contexts when presenting a position. Students develop an awareness of others' assumptions. Students identify assumptions behind the thinking of themselves or others.	Includes all elements from the Skill-Building column. Students will demonstrate a willingness to take intellectual risks and cross traditional disciplinary boundaries. Systematically and methodically analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

Effective communication & ePortfolio making skills	Students communicate their research/creative activity interests and results effectively with relevant audiences. Students communicate in ways that are formally, stylistically and mechanically sound. Students communicate in ways that are coherent and well-organized. Students communicate in ways that show sensitivity to the audience and purpose. Course/experience has time dedicated to teaching students foundational ePortfolio- making skills that support the learning outcomes for the course (e.g., reflection; basic design, structure and aesthetics; understanding of audience; multimodal communication). Time is dedicated to explicitly teaching reflective integrative learning skills, as appropriate to course context. Includes helping students develop a cohesive narrative voice for presenting evidence of and reflection on learning.	Includes all elements from the *Exposure* column, and: Throughout the course/ experience time is dedicated to teaching students advanced ePortfolio-making skills (e.g., advanced reflection, curation; structure, hyperlinking, navigation, and visual imagery; audience analysis and communication). ePortfolio-making skills taught include development of ePortfolio as a unified composition, with explicit relationships among evidence, artifacts, and reflections, and an integrative narrative that explains those relationships and tells a cohesive learning story supported by all elements of the ePortfolio (e.g., architecture, navigation, imagery).	Includes all elements from the *Skill-Building* column. Throughout the undergraduate experience, time is dedicated to teaching students further advanced ePortfolio- making skills (e.g., use of multimodal design, communication of the relationship of the parts to the whole, and reflective design choices). Time is dedicated to teaching students how to design the ePortfolio as a unified composition that tells a cohesive learning story, communicate effectively with intended audience, integrate learning across disciplines and experiences, and tie together intersecting and evolving identities.

Information literacy & dissemination	Students gather information using multiple search tools and strategies. Students evaluate information critically with dedicated attention, awareness of perspective, relevance, and authoritativeness. Students apply information effectively in scholarly and creative endeavors. Sources integrated are mostly appropriate and relevant to the project. Information is used to create a final product within the ePortfolio and somewhat supports claims, solves problems and/or generates ideas. Relevant information sources are integrated, but may be presented as a summary of the source, rather than synthesized and organized at relevant points.	Includes all elements from the *Exposure* column, and: Information gathering is somewhat thoughtful and reflective. Students use search tools that are appropriate to need and apply some advanced search techniques. Students persist in searching as discovery and engage in explicit strategies for effective research. Any judgements about sources demonstrate analysis of multiple criteria, including authority, context, perspective, purpose, and/or accuracy. Multiple information sources are mostly synthesized, organized and integrated at relevant points. Contributes to conversations at an appropriate level. Appropriate disciplinary citations are applied to quotations and paraphrases.	Includes all elements from the *Skill-Building* column Students respect the ethical, legal, economic, and social components of information use. Students recognize situations where information isn't accessible to all, when applicable. Appropriate disciplinary citations are applied to quotations and paraphrases and copyright is considered, where appropriate.
Understand diverse contexts	Students identify and reflect diversity & global learning contexts when presenting ePortfolio. Students will identify electronic sources and how their actions affect both local and global communities.	Includes all elements from the *Exposure* column, and: Students develop an awareness of others' diversity and global perspectives Students will respect racial, ethnic, and/or human rights, freedom, and power Students will recognize a range of actions or solutions informed by one's sense of personal and civic responsibility	Includes all elements from the *Skill-Building* column Students will demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, local & global communities, or cultures. Students will make ePortfolio connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Diversity and Global Learning

Main Goals of Diversity and Global Learning (Adapted from AAC&U VALUE Rubrics):

1. *Identifying cultures, life experiences, and worldviews different from their own.*
2. *Describing their knowledge of diversity, global perspectives, issues, events, and histories.*
3. *Explaining U.S. diversity, world cultures, or both and racial, ethnic, and inequality, or continuing struggles around the globe for human rights, freedom, and power.*
4. *Exploring intercultural studies by experiential learning in the community and/or by global learning through study abroad.*

Defining Scholarship Intensive Courses
For a course to be designated as "Diversity/Global Learning Intensive", it must meet all of the following criteria. Criteria are based on research and best practices.

1. *The course engages students in diversity/global learning activities throughout the semester.*
2. *Students conduct diversity/global learning on an ongoing basis, for an average of 7-9 hours per credit hour.*
3. *Students gain intercultural learning, cultural awareness and learn about diversity, equity and inclusion.*
4. *The learning objectives related to the diversity/global learning.*
5. *There is supervision and feedback by a faculty member and a critical reflection is part of the student's work.*
6. *The syllabus assignments include diversity/global learning assignments that expose students to other cultures.*

Syllabi must clearly demonstrate the rubric is met. The syllabus must also contain student learning outcomes and assignments.

Diversity and Global Learning Designation Course Review and Approval Process
Proposals for this designation must be submitted through the university's Curriculog approval process. The attached rubric would be used to determine if courses met the seven criteria for consideration. A score of eleven or greater is required to receive the designation, with no entries in the (0) 'Does Not Demonstrate' column. Courses will be reviewed every 3-years for continued adherence to the designation rubric.

Diversity and Global Learning Rubric

	Completely demonstrates (2)	Somewhat demonstrates (1)	Does not demonstrate (0)
Cultural Awareness	The syllabus demonstrates a deep understanding of the local culture, historical and linguistic context of host country.	The syllabus design demonstrates an understanding of the local culture, historical and linguistic context o host country.	The syllabus design does not demonstrates an understanding of the local culture, historical and linguistic context of host country.
Engagement	The syllabus requires students to have ongoing connection with host country(ies) through multiple means.	The syllabus indicates the course connects to the host country(ies) through a single method.	The syllabus does not connect to the host country on an ongoing basis.
Intercultural Learning	Program design in the syllabu and implementation place equal emphasis on intercultural and discipline specific learning outcomes that are stated in the course syllabus are stated in the course syllabus.	Program design in the syllabus and implementation include include at least on student intercultural learning outcomes that learning outcome that is stated in the course syllabus.	Program design in the syllabus and implementation include concrete student intercultural learning outcome that is state in the course syllabus.
Diversity, Equity and Inclusion	The syllabus intentionally includes perspectives and histories of marginalized groups in the host community.	The syllabus indicates methods of making students aware of assumptions and conte in the host community and in their home communities.	The syllabus indicates that students will start to build awareness of assumptions and context.
Reflection	The syllabus requires students to critically reflect on the relevance of the international experience t academic content, analyze socio-cultural issues, recognize systems of power, understand their place in the world, all of which lead to a sense of responsibility as a citizen of the global community.	The syllabus includes a reflection of the experience but are limited to the scope of the student's travel experience.	The syllabus does not include a reflection.
Learning objectives	The student learning objectives are related to diversity/global learning and are assessed throughout the course.	The learning objectives are somewhat related to diversity/ global learning and are periodically assessed.	There are no learning objectives related to diversity/global learning.
Course integration	The syllabus assignments include diversity/global learning assignments and a final synthesis project integrated into the course that is shared beyond the classroom.	The syllabus assignments include either a final synthesis project on diversity/global learning integrated in the course that is share among peers.	There is no syllabus assignments related to diversity/global learning and plan to share work products.

Diversity & Global Learning Pathway

Attribute/Learning Goal	Exposure	Skill-Building	Intensive
Identifying diversity & Global Issues and historical events	Define diversity & global learning, including study abroad. Identify diverse issues and/or global perspective through local, regional, national, and/or global issues or event.	Includes all elements from the *Exposure* column and: Demonstrate basic concepts of the way local issues and events are connected to larger global and/or study abroad issues.	Includes all elements from the *Skill-Building* column and: Demonstrate knowledge of diversity and global learning through specific events/examples and how they manifest locally and globally.
Awareness of how diverse cultural perspectives are shaped within global contexts and ability to communicate across differences and similarities	Explain how diverse cultural perspectives are shaped within global contexts.	Includes all elements from the *Exposure* column and: Analyze diverse cultural differences and similarities through pre-existed peerreviewed literatures and related references/ resources.	Includes all elements from the *Skill-Building* column and: Present emergent knowledge of diverse worldviews and cultural practices, including differences and similarities.
Recognition of diverse and global issues and ethical consideration, including environment, education, housing, health care	Identify diverse and global issues and ethical considerations.	Includes all elements from the *Exposure* column and: Identifies and discusses basic ethical challenges of diverse cultural perspectives and local and global issues or events.	Includes all elements from the *Skill-Building* column and: Analyze the ethical consequences of diverse cultural perspectives and local/global issues and events.
Critical Thinking & Problem Solving	Explore problem solving approaches and innovative strategies for identifying diverse and global issues.	Includes all elements from the *Exposure* column and: Discuss innovative strategies with class peers and document for presentation in class.	Includes all elements from the *Skill-Building* column and: Demonstrate personal attitudes and practical actions within diverse cultural and global issues or events. Demonstrate diverse cultural perspectives and global issues through a reflective product about their learning and interaction with others.

Personal and professional reflection	Recognize personal growth and professional/academic growth.	Includes all elements from the *Exposure* column and: Students compare the ways that cultural and global learning contexts can affect personal and professional perception and emotional impact through reflective discussion and production.	Includes all elements from the *Skill-Building* column and: Demonstrate classroom experiences that lead to students' personal and professional growth to diverse perspectives, diverse others, and global learning.
Instructor Role	Instructor creates session activities, manages pair, small, and/or large group discussion.	Includes all elements from the *Exposure* column and: Instructor encourages students and provides a safe environment.	Includes all elements from the *Skill-Building* column and: Instructor provides space for pair, small, and/or large group discussion and/or presentation of activities/ assignments/tasks.

Internships

An internship is a temporary work experience offered by companies or organizations for students to get some entrylevel exposure to a particular industry or field.

Goal: Provide direct work experience in their chosen career and to interact with and learn from professionals in the field.

Defining Internship Courses
For a course to be designated as "Internship", it must meet all of the following criteria. Criteria for scholarship courses are based on research and best practices.

1. *The course engages students in a deliberate form of learning guided by faculty mentors.*
2. *Students participates in an internship experience for a minimum of 50 hours per credit hour.*
3. *Students apply discipline-specific skills or related competencies.*
4. *The learning objectives related to the internship experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
5. *There is supervision and feedback by a faculty member who has expertise related to their field of study, educational goals and/or career and vocational aspirations.*
6. *The syllabus assignments include a final reflection integrated into the course.*
7. *Dissemination to an audience outside of class (external audience).*

Syllabi must clearly demonstrate the rubric is met. The syllabus must also contain student learning outcomes and a dissemination plan.

Internship Designation Course Review and Approval Process
Proposals for the Internship Designation must be submitted through the university's Curriculog approval process. The attached rubric would be used to determine if courses met the seven criteria for consideration. A score of fourteen or greater is required to receive the designation, with no entries in the (0) 'Does Not
Demonstrate' column. Courses will be reviewed every 3-years for continued adherence to the designation rubric.

Internship Designation Rubric

	Completely demonstrates (2)	Somewhat demonstrates (1)	Does not demonstrate (0)
Deliberative form of learning	Course engages students in fieldbased learning, in an employment setting related to the students' field of study.	Course engages students in hands-on learning that is not field-based; or, course engages students in fieldbased learning that is not related to students' field of study.	Course does not engage students in field-based learning related to the students' field of study.
Contact hours	Students report to employment site for a minimum of 50 hours (per credit hour) throughout the academic term of internship-focused work.	Students report to employment site for less than 30 hours (per credit hour) of internship-focused work.	Students do not report to an internship employment site on an ongoing basis.
Apply discipline related skills or career competencies	Students' work is directly applying classroom learning, under the supervision of a professional, but with a few opportunities for discretionary decision-making.	Majority of students' work is directly applying classroom learning, under the supervision of a professional.	Students participate in some menial tasks.
Learning objectives	The student learning objectives are related to their employment site expectations and to their field of study.	The learning objectives are not related to their employment site or field of study.	Learning objectives are ill defined or related to field of study.
Feedback from faculty	The syllabus indicates there will be guidance and feedback by faculty who has expertise related to their field of study, educational goals. Instructor conducts end of internship debrief meeting with student to discuss learning that occurred during internship and steps for further learning post internship.	The syllabus indicates the instructor will conduct midsemester review and discusses progress to that point and opportunities for further learning with student and internship supervisor.	There is no guidance or feedback by a faculty internship coordinator in the syllabus.
Feedback from employment site	There syllabus includes supervision and input by the employment site (supervisors and coworkers) related to complex issues in the internship setting in a minimum of a midterm and end of semester report.	The syllabus indicates there are supervision and input by the employment site (supervisors and coworkers) related to the internship setting reported.	The syllabus does not indicate the level of supervision and input by the employment site.

Reflection	The syllabus assignments include a final synthesis project integrated into the course. The syllabus includes a requirement to document their accomplishments and learnings from the experience. (e.g., daily journal, portfolio of work, or end of internship report).	The syllabus assignments include a final synthesis project integrated into the course. The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report).	The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is merely on what the student did during the internship.
Dissemination	Students present about internship experience, learning outcomes, and results and accomplishments.	Students present to their peers about internship experience, learning outcomes, and next steps in their academic and career plan.	Students do not present to their peers about internship experience, learning outcomes, and next steps in their academic and career plan.

Internship Pathway

Attribute	Exposure	Skill-Building	Intensive
Growth of knowledge and skills	Student performs some menial tasks at internship site but majority of work is directly applying classroom learning, under the close supervision of a professional. The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is merely on what the student did during the internship. Surveys are used to gauge learning in defined areas and administered to both the student and internship supervisor at the midpoint and end of internship.	Includes all *Exposure* skills. However, number of menial tasks is reduced while work is still closely related to classroom learning. Instructor conducts mid-semester review to internship site and discusses progress to that point and opportunities for further learning with student and internship supervisor.	Includes all elements of *Skill-Building*. The exception is no menial tasks and a few opportunities for discretionary decisionmaking. Instructor conducts end of internship debrief meeting with student to discuss learning that occurred during internship and steps for further learning post internship. Students present about internship experience, learning outcomes, and next steps in their academic and career plan.
Interpersonal Development	The instructor encourages the internship site to include the student in organizational activities. Mid-point and end of internship surveys include opportunities to reflect on students' experience within the context of the organizations' values and structure.	Includes all *Exposure* skills. The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group.	Includes all *Skill-Building* elements. End of internship report prompts student to reflect on areas of growth and further development, particularly in areas of organizational communication and leadership.

Critical Reflection	The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, and end of internship report. a. Student reflects on classroom knowledge and skills applied at internship. b. Student reflects on how work experience benefits classroom learning. c. Student reflects on personal growth. d. Student reflects on both major related skills and transferrable skills learned during the internship. e. Student reflects on how experience influences academic and career plans.	Includes all *Exposure* skills. The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group throughout the semester.	Includes all *Skill-Building* elements. The instructor debriefs with the student post internship and discusses reflective outcomes and future application of learning. The student completes a presentation where they share their reflective outcomes of the internship.
Dialogue with diverse others (race, ethnic, socio-economic status, sexual orientation) occurs regularly	Instructor, course & community activities offer opportunities for dialogue with diverse others.	Instructor, course & community activities engage student in periodic interaction & dialogue with diverse others in addition to dialogue with peers across range of experiences & perspectives.	Instructor, course & community activities engage student in frequent interaction & dialogue with diverse others in addition to dialogue with peers across range of experiences & perspectives.
Critical reflection is integrated into course	Students create reflective products about internship at the end of the semester.	Multiple reflection activities and products about the internship that connect the experience to academic content, require moderate analysis, lead to new action, and provide ongoing feedback to student during semester.	Multiple reflection activities and products explore relevance of the experience to academic content, use critical thinking to analyze social issues, recognize systems of power, & lead to new action. Feedback is ongoing throughout semester.

Research and Creativity

Student research and creative activity is an inquiry or investigation conducted by a student that addresses a specific question, utilizes appropriate research methodologies, adheres to the standards of the discipline, and results in the dissemination of findings.

Student research and creative activity is guided by a mentor and student researchers develop critical thinking, inquiry, communication, and analytical skills through authentic contributions to real-world application.

Goal of including research in a course from AAC&U:

> *Is to involve student with actively contested questions, through empirical observation and cutting-edge technologies, to create sense of excitement that comes from working to answer important questions*

Defining Scholarship Intensive Courses
For a course to be designated as "Scholarship Intensive", it must meet all of the following criteria. Criteria for scholarship courses are based on research and best practices.

1. *The course engages students on an original research and creative project (not a simulation), either contributing to a faculty research/creative project or engaging in an independent research/creative project with a mentor*
2. *Students conduct research /creative activity on an ongoing basis, working an average of 2-3 hours/week per credit hour.*
3. *Students gain knowledge of or experience in discipline-specific language, research ethics, skills in methodologies, creative ideation and important scholarship/creativity.*
4. *The learning objectives related to the research and creative experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
5. *There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.*
6. *The syllabus assignments include a final synthesis project integrated into the course.*
7. *Dissemination to an audience outside of class (external audience).*

Syllabi must clearly demonstrate the rubric is met. The syllabus must also contain student learning outcomes and a dissemination plan.

Research and Creativity Designation Course Review and Approval Process
Proposals for the Research and Creativity Designation must be submitted through the university's Curriculog approval process. The attached rubric would be used to determine if courses met the seven criteria for consideration. A score of eleven or greater is required to receive the designation, with no entries in the (0) 'Does Not Demonstrate' column. Courses will be reviewed every 3-years for continued adherence to the designation rubric.

Research and Creativity Rubric

	Completely demonstrates (2)	Somewhat demonstrates (1)	Does not demonstrate (0)
Original or Secondary Scholarship	Course engages students on an original research project, either contributing to a faculty research/creative project or engaging in an independent research/creative project.	Course engages students on a non-original research/creative project or view of the literature only and does not add any new knowledge to the field.	Course does not engage students on an original or secondary research/creative project.
Time towards scholarship and/or creative activity	Students conduct research/creativity on an ongoing basis, working an average of 2-3 hours per week (per credit hour).	Students conduct research/ creativity on an ongoing basis, working an average of less than 1 hours per week (per credit hour).	Students do not conduct research/creativity on an ongoing basis.
Apply discipline related skills	Students gain knowledge of or experience in one or more discipline-specific language, research ethics, skills in research methodologies, creative ideation, and important scholarships.	Students receive a broad overview of discipline related research/creative methodologies and ideation.	Students do not gain knowledge of or experience in discipline-specific language, ethics, skills in research/creative methodologies, or important scholarship.
Learning objectives	The student learning objectives related to the research/creative experience of their field of study, educational goals and/ or career and vocational aspirations.	The learning objectives are not related to research/creative experiences.	There are no learning objectives related to the research/creative experience.
Mentorship	There is supervision and feedback by a faculty mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.	The syllabus does not indicate the level of supervision and feedback by the faculty mentor.	There is no supervision and feedback by a mentor.
Course integration	The syllabus assignments include research/creative intensive assignments and a final synthesis project integrated into the course.	The syllabus assignments include either a final synthesis project integrated into the course.	There is no syllabus assignments related to research.
Dissemination (required)	There is a mandatory outlet to disseminate the original project outside the classroom (i.e. Celebration, conference, article, performance) integrated into the course.		

Research and Creativity Pathway

Attribute	Exposure	Skill-Building	Intensive
The course instructor is well qualified (Knowledge, Experience)	Expertise on subject matter. Little or no experience with undergraduate research.	Expertise on subject matter o Some research experience with undergraduate research.	Use of multiple faculty mentors where appropriate. All with subject matter expertise and experience conducting peer-reviewed research and mentoring undergraduates.
Teaching method(s) and research content aligned with student skill level	Lecture plus interactive small group learning. Attendance at local research conferences & symposia. Content & activities include: intro to research, literature review, research methods, data management, ethics.	Lecture with more focus on group work plus limited independent research as a team. Attendance at local research conferences & symposia. Content & activities as in Exposure.	Limited lecture, extensive group work plus independent research with mentor(s) can be alone or as a team. Attendance at local research conferences & symposia. Content & activities: quick refresher of *Skill-Building* and *Exposure*.
Applied Learning as component of research	Instructor selects papers and designs assignments to relate to course content. Team development of hypotheses, research questions.	Students do independent literature review. Team work to create simple research study on assigned topic.	Create independent research project to fill knowledge gap. Complete research project.
Critical and Creative Thinking	Critical thinking skills learned through activities: Evaluation of current published research. Working through teambased project assignments. Assignments associated with attendance at research conference/symposia.	Critical thinking skills improved through independent literature review, identification of knowledge gaps, and creation of research study.	Student is expected to complete the following on independent research project: Analyze and interpret data. Consider alternative explanations of data. Identify potential challenges in research project and address them.

Development of oral and written communication skills	Facilitated in-class discussions and take-home assignments (group discussion of research papers, literature summary report). Oral and written reports of outcome of team-based projects.	Writing assignments (draft research study proposal. Oral presentation and class discussion.	Poster, oral presentation, exhibition and/or public performance at local, regional or national venue. Draft of manuscript for publication.
Critical reflection integrated into student learning	Instructor provides detailed and structured template for student reflection on learning.	Instructor provides limited guidance for student reflection on learning. Some student self-assessment is expected.	Instructor requires students to critically reflect on research experience and explore relevance to course content.
Assessment of course	Student learning/skills assessed at end of learning unit.	Student learning/skills assessed more than once. Short research proposal draft required.	Student learning and skill acquisition are assessed multiple times. Students receive continued feedback. Completion of research progress reports and final report (poster, oral presentation etc.) required.

Service Learning

Service Learning is a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets a community need and (b) reflect upon their service activity as a means of gaining a deeper understanding of course content, a broader appreciation of the discipline, an enhanced sense of civic responsibility, and/or a greater interest in and understanding of community life (NKU SHAPE).

Defining Scholarship Intensive Courses
For a course to be designated as "Service Learning Intensive", it must meet all of the following criteria. Criteria for scholarship courses are based on research and best practices.

1. *The course engages students in addressing a community need through project-based learning*
2. *Students conduct community engagement on an ongoing basis throughout the semester (minimum of 15 hours over the course of the semester)**
3. *Students gain knowledge of or experience service learning.*
4. *The learning objectives related to the community engagement experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*
5. *Involves a structured student reflection*
6. *Involves collaboration with an appropriate community partner*

Syllabi must clearly demonstrate the rubric is met. The syllabus must also contain student learning outcomes and community engagement.

**The 15 hours includes all time on the service learning project, not just the time interacting with the community partners. For example, if a class or a class team were designing a museum exhibit, the 15 hours might include time meeting with the client to understand the project, time on the research and design for the exhibit, and time presenting the finished product to the client.*

Course Review and Approval Process
Proposals for the Service Designation must be submitted through a curricular approval process.

The attached rubric would be used to determine if courses met the six criteria for consideration. A score of eight or greater would be required to receive the designation, with no entries in the (0) 'Does Not Demonstrate' column. Courses will be reviewed every three years for continued adherence to the designation rubric.

Service Learning Rubric

	Completely demonstrates (2)	Somewhat demonstrates (1)	Does not demonstrate (0)
Course Objectives	Service learning projects or experiences described in the syllabus enhance the students' learning of identified course objective(s).	Service learning projects or experiences described in the syllabus contribute to the students' learning of identified course objective(s).	Service learning projects or experiences described in the syllabus does not contribute to the students' learning of identified course objective(s).
Community Need	Service learning projects in the syllabus identify and address a community need.	Service learning in the syllabus projects address a community need.	Service learning in the syllabus projects do not involve a community need.
Critical thinking and structured reflection assignments	Critical thinking exercises and structured reflection assignments in the syllabus create a connection between service work, course objectives, and student learning outcomes.	Critical thinking exercises and structured reflection assignments in the syllabus create a connection between service work, course objectives, or student learning outcomes.	Critical thinking exercises and structured reflection assignments in the syllabus do not create a connection between service work, course objectives, and student learning outcomes.
Engagement	The syllabus indicates students engage with the community partner and/or project for at least 15 hours per semester.	The syllabus indicates students engage with the community partner and/or project for at least 5 hours per semester.	The syllabus does not indicates students engage with a community partner and/or project.
Assessment of the Service Component	The learning that occurs as a result of the service is assessed and is a significant component (10 percent or more) of the overall course grade outlined in the syllabus.	The learning that occurs as a result of the service is assessed and is 10 percent or less of the overall course grade outlined in the syllabus.	The learning that occurs as a result of the service is not clearly assessed in the syllabus.
Community partnerships	Course objectives create and maintain a partnership with a community agency or group.	Course objectives maintain a partnership with a community agency or group.	Course objectives do not involve a partnership with a community agency or group.
Course integration	The syllabus assignments include community engagement projects and a plan for sharing this experience.	The syllabus assignments include a minor community engagement projects and limited plans for sharing this experience.	There are no syllabus assignments related to community engagement and no plan for sharing this experience.

Service Learning Pathway

Attribute	Exposure	Skill-Building	Intensive
Reciprocal partnerships/ processes shape service activities, course design & community outcomes	Instructor contacts community organization to host students and provides brief overview of course (SLO's, syllabus) and purpose of service learning.	Instructor meets with community partner(s) to discuss course (prep/ orientation of students, SLO's, syllabus), and to identify how service learning activities can enrich student learning and benefit the organization.	Instructor collaborates with and learns from the community partner(s) as coeducators in various aspects of course planning and design (SLO's, readings, prep/orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and benefit organization.
Service learning enhances academic content, course design, and assignments	Instructor includes service learning activities as added components of the course.	Instructor utilizes service learning activities as a "text" to provide additional insight into academic content and ability to complete assignments. Syllabus describes relationship between activities and SLO's.	Instructor integrates the service learning activities and relevant social issue(s) as critical dimensions for understanding academic content and ability to complete assignments. Syllabus provides strong rationale for relationship of service learning to SLO's.
Civic competencies are integrated into student learning outcomes	Instructor focuses on disciplinebased content with some attention given to service learning.	Instructor focuses on disciplinebased content and connects to service learning and civic competencies when relevant to community activities.	Instructor focuses on the integration of discipline-based content with service learning and civic competencies and emphasizes relevance of community activities to the public purpose of the discipline in society.
Dialogue with diverse others (age, differently abled, race, ethnic, socio-economic status, sexual orientation, lived experiences, etc) occurs regularly	Instructor, course & community activities offer opportunities for dialogue with diverse others.	Instructor, course & community activities engage student in periodic interaction & dialogue with diverse others in addition to dialogue with peers across range of experiences & perspectives.	Instructor, course & community activities engage student in frequent interaction & dialogue with diverse others in addition to dialogue with peers across range of experiences & perspectives.

Critical reflection is integrated into course.	Students create reflective products about service learning at the end of the semester.	Multiple reflection activities and products about the service learning that connect the experience to academic content, require moderate analysis, lead to new action, and provide ongoing feedback to student during semester.	Multiple reflection activities and products explore relevance of the experience to academic content, use critical thinking to analyze social issues, recognize systems of power, & lead to new action. Feedback is ongoing throughout semester.
Assessment is used for course improvement.	SLO's are articulated to students and assessed at end of semester.	SLO's are articulated to students and service learning component is assessed.	Instructor and community partner articulate SLO's and the instructor assesses service learning component and influence on community outcomes.

Writing Intensive

Goals
This rubric and pathway presents a series of goals and outcomes for writing-intensive courses, all of which align with established tenets of writing theory and best practices in writing pedagogy. Good writing instruction acknowledges that writing processes are iterative and complex. As such, students need significant time and opportunities to develop their writing skills. Instructors teaching writing-intensive classes should provide assignments and activities that allow students to practice writing processes like brainstorming, drafting, revising, and editing as well as deeper skills like analyzing audience expectations and conducting research. In addition, instructors should provide feedback on multiple drafts to create successful texts.

Instructors using this pathway can begin by incorporating one or more outcomes, seeking, finally, to reach the "writing-intensive" status presented in the last column. Instructors should be provided support and professional development opportunities where necessary and/or helpful.

Defining Writing Intensive Courses
For a course to be designated as a Writing Intensive, it must meet all of the following criteria. Criteria for these courses are based on research and best practices.

1. *The course materials and curriculum present writing as a process and provide instruction at all stages of the writing process (pre-writing, drafting, revision, and editing).*
2. *The course includes writing intensive activities and assignments on an ongoing basis, requiring an average of 7-9 hours of student time per credit hour.*
3. *The writing-related learning objectives for the course are clearly articulated and connected to the field of study.*
4. *The student receives support for and feedback on their writing by the instructor, who should have expertise in writing as well as their discipline/course content.*
5. *The syllabus includes multiple writing assignments, some of which require students to move through the writing process.*
6. *Writing assignments count for 25-50% of the grade in the course.*

Syllabi must clearly demonstrate the rubric is met. The syllabus must also contain student learning outcomes and assignments.

Writing Intensive Designation Course Review and Approval Process
Proposals for the Writing Intensive Designation must be submitted through the university's Curriculog approval process. The attached rubric would be used to determine if courses met the eight criteria for consideration. A score of fourteen or greater is required to receive the designation, with no entries in the (0) 'Does Not Demonstrate' column. Courses will be reviewed every 3-years for continued adherence to the designation rubric.

Writing Intensive Rubric

	Completely demonstrates (2)	Somewhat demonstrates (1)	Does not demonstrate (0)
Writing is presented as a process	Course description and assignments in the syllabus present writing as a process with multiple opportunities for prewriting, drafting, revision, and editing.	An assignment in the syllabus allows students to undergo the writing process with prewriting, drafting or revision.	Course and assignments in the syllabus do not provide opportunities for students to use a writing process.
Use of Writing Assignments	The syllabus requires that students complete multiple writing assignments that are intentionally integrated in the course curriculum.	The syllabus requires that students complete a single writing assignment.	The syllabus does not require any writing assignments.
Time towards Writing	Syllabus indicates that students will complete writing assignments on an ongoing basis, working an average of 7-9 hours per credit hour.	Syllabus indicates that students will complete writing assignments in the course, working an average of 3-5 hours per credit hour.	Syllabus does not indicate that students will complete writing assignments require a time commitment.
Skill Development	The syllabus indicates that students are taught discipline-specific writing by engaging with genres and writing conventions; appropriate research skills, ethics, and methodologies; and the use of writing to engage with and understand new concepts.	The syllabus indicates that students receive general overview of discipline-specific writing and may engage with genres, conventions, research skills, or using writing to think and learn.	The syllabus indicates that students do not gain knowledge of or experience in discipline-specific writing genres and conventions.
Reflective Writing	Syllabus provides reflective writing activities that enable students to reflect on and develop their growth as writers.	Syllabus provides some reflective activities that connect academic experiences to personal and professional growth.	Syllabus does not offer opportunities for students to reflect on their writing skills.
Learning objectives	The syllabus includes student learning outcomes that connect writing assignments in their field of study, educational goals and/or career and vocational aspirations.	The syllabus includes writing-related student learning outcomes, but does not connect writing assignments in their field of study, educational goals and/or career and vocational aspirations.	There are no learning objectives related to writing assignments.
Assessment	There is scaffolded feedback planned in the syllabus.	There is a regular feedback schedule in the syllabus.	There is no supervision and feedback plan in the syllabus.
Value to the Course	At least 50% of the total final grade is based on writing and documented in the syllabus.	At least 40% of the total final grade is based on writing and documented in the syllabus.	At least 25% of the total final grade is based on writing and documented in the syllabus.

Writing Intensive Pathway

Outcome (on syllabus)	Exposure	Skill-Building	Intensive
Writing instruction within course is process-based.	Establishes the central role of writing in course description and work of class. Presents writing as process-based and indicates that writing assignments will be developed in stages. Writing assignments are explicitly connected to process-based moments (invention/brainstorming, drafting, revision, etc.) .	Same as *Exposure*, plus: Offers students dedicated opportunities for research, brainstorming, drafting, and peer response. Gives significant attention to revision as part of the writing process.	Same as *Skill-building*, plus: Offers instruction in all stages of writing process, including revision. Gives students credit for process-based work. Requires revision for at least one assignment used toward final grade.
Writing is integrated into multiple modes of learning, and a blend of formal and informal writing assignments are counted toward final grade.	Presents writing as a tool for learning, understanding, and critical thinking as well as for demonstrating learning. Asks students to complete and submit a range of writing-related assignments associated with learning, including notes, outlines, annotations, responses, etc.	Same as *Exposure*, plus: Includes activities and assignments to help students learn and engage with information, ideas, and arguments within the discipline. Substitutes writing for talking, Q&A, or discussion.	Same as *Skill-building*, plus: Recognizes value of writing-as-thinking by offering credit for assignments to help students learn and engage with information, ideas, and arguments within the discipline.
Where appropriate, one or more of the required assignments should develop students' skills in incorporating research into their writing.[1]	Students will learn to use library databases and search engines to locate appropriate resources. Students learn to evaluate sources for credibility, currency, and usefulness.	Same as *Exposure*, plus: Selecting appropriate resources for academic or public audiences and for a range of purposes or genres. Integrating sources smoothly into a variety of writing genres.	Same as *Skill-building*, plus: Documenting sources fully, accurately, and consistently as is appropriate to conventions of discipline.

Writing genres and conventions for the given discipline are taught explicitly.	Makes clear the relationship between writing and knowledge building within the discipline. Makes visible the genres and conventions for writing in the given discipline. Assigns reading and writing that emphasize the relationship between writing practices and published work of the discipline.	Same as *Exposure*, plus: Offers assignments that enable students to practice genres and conventions related to the discipline. Provides opportunities for students to read and engage with examples of published work in the discipline.	Same as *Skill-building*, plus: Asks students to produce polished writing that aligns with genres and conventions of the discipline. Requires students to use writing to present original thought (?) as accepted or expected in discipline. Provides opportunities for students to reflect on their own writing as a knowledge-building enterprise.
Writing assignments count for a significant portion of the final grade.	At least 25% of the total grade is based on writing.	At least 40% of the total grade is based on writing.	At least 50% of the total final grade is based on writing.

[1] Using library databases to locate newspaper, magazine, and scholarly journal articles. Using search engines such as Google to locate popular and scholarly web sites. Evaluating sources for credibility, currency, and usefulness

Additional Supports

- Funding (applications coming soon)
  - Supply Funds
  - Equity Funds
- Department Action Teams
- Trainings
  - SOFI (Summer Online Faculty Institute)
  - Norse Educator Summit
  - Educator Learning Communities

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