Co-curricular Program Based Learning Outcomes Nomination Form

Criteria to include when nominating a co-curricular program with embedded learning outcomes:

- Program name and Department.
- Participant capacity (is there a set participation limit?)
- Narrative description of which embedded learning outcomes are addressed, and how.
- Description of learning activities to be used to achieve the learning outcomes.
- Description and specific examples of assessment methods used.
- Description of how the assessments will be used to determine if the criteria for the learning outcomes have been met.
- Description of how program experiences and assessment methods will be consistent from year to year and from section to section if multiple sections are used.
- Evidence of support by the department nominating the program.

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<thead>
<tr>
<th>Name of Department/Unit nominating the program</th>
<th>International Programs/Office of Programs for Study Abroad</th>
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<tbody>
<tr>
<td>Title of the Program or Activity being nominated</td>
<td>Global Leadership for Freshman in Costa Rica (Peru to run in 2014 as well)</td>
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<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>Open to all incoming (domestic) undergraduates admitted to Purdue</td>
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<tr>
<td>Participant capacity (students/year)</td>
<td>20-30 students per location</td>
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| Activity offering frequency | ☐ Fall  
☐ Spring  
X Summer |
| Embedded learning outcomes addressed in the nominated program/activity | ☐ Creative Thinking  
☐ Critical Thinking  
☐ Ethical Reasoning  
X Global Citizenship and Social Awareness  
X Intercultural Knowledge  
X Leadership and Teamwork  
☐ Quantitative Reasoning  
☐ Integrative Knowledge  
☐ Written Communication (levels 2 and/or 3)  
☐ Information Literacy |
How will you ensure students receive a consistent degree of engagement with the program/activity and an equitable opportunity to achieve the embedded learning outcome(s) across multiple offerings/sections?

Our program begins with a flipped classroom. Students are engaged pre-departure via numerous interactive videos and left to discuss (also online) amongst themselves. All are required to participate in every program activity throughout the 12-day in-country experience, as well as a project once back on campus. As a study abroad program, instructors incorporate what we call a “24-hour classroom” to thoroughly engage with students and maximize learning opportunities. Our environment allows for additional contact hours and added opportunities for thoughtful discussion and analysis of the coursework and shared experiences.

In this course, students will be assessed through quizzes, active participation, reflective journaling, project proposal, presentation, and a final outcomes writing assignment. This program reaches beyond the 12-day in-country experience and extends into the fall semester. The goal of the program’s curricula is to encourage students to implement the embedded outcomes into their final projects, as well as their lives on campus.

The curricula will be administered in three periods through the following interventions:

- Before: Pre-departure videos discussing program themes
- During: Lectures/Discussions, Cultural Excursions, Host-Family Experience, Volunteer Experience, Reflective Journaling, Leadership Exercises, etc.
- After: Final Project Proposal, Presentation and Outcomes Assessment

Achieving the embedded learning outcome is not just a secondary objective of our program. They are the intended goals of the course curriculum. Each will be the focus of at least one course lecture/discussion and will be consistently referenced before, during, and after the program.

Please describe the specific assessment methods by which it will be determined if the student has completed the program/activity to a level of success that indicates achievement of this learning outcome. (Remember: It is not the program that achieves the learning outcome, but the student demonstrates achievement of the outcome by successful completion as measured by the assessment.)

In the evaluation of the reflective journals, project proposals, presentations, & final outcomes written assessment, students are being assessed on how they demonstrate proficiencies of the embedded outcomes. Rubrics adapted from AAC&U Core Value Rubrics and St. Edward’s University Center for Teach Excellence will be utilized throughout the program to evaluate student progression.

Please attach documentation for the nominated program/activity that illustrates how the learning outcome(s) and its associated performance criteria (see VALUE rubrics) will be achieved by successful completion of the nominated program/activity.

See attached
Submitted by:

Name: Michael Bittinger
Department: Programs for Study Abroad

Signature of department head/director recommending that this program/activity be considered for approval as meeting an embedded outcome of the Outcomes-based Core Curriculum

Brian Harley
Embedded Outcomes: How learning outcomes will be achieved

Exercises/Activities: Successful achievement of each to be measured through post activity discussion & rubric evaluation

Leadership & Teamwork:
- Scavenger Hunt
  - On the first or second day of the program, small groups of students are challenged to traverse the foreign city in search of very specific locations and interactions with local citizens. A leader is not pre-determined. Students must foster a constructive climate within their team in order to maximize their skills (language ability, navigation, cooperation) and achieve goals as a unit, in a limited period of time. Contributions from all parties must be displayed in order to be considered successful.

- Blindfold Exercise
  - Students are placed in pairs; one is blindfolded. The other must act as a guide; providing support through a series of physical obstacles, of which they have no previous knowledge. Each must deal with ambiguity & stress and respond to conflict affectively. Communication and trust are critical for completion. The blinded student must demonstrate he/she is capable of being an active participant within the unit.

- Acid River Test
  - The group of students is divided into subunits of 4-5. A leader is not designated. Ambiguous instructions are provided directing them to cross a river made of acid using a series of stepping stones. “All must reach the other side at the same time.” Students are to critically analyze the instructions to comprehend they are all to work together, not just within the smaller sub-groups. Small group members must engage the whole and likely seek alternative courses of action. Often, motivations and methods come into question. This results in opportunities for contributions from multiple individuals and the need for constructive team communication.

- Service Learning Experience
  - Students break into teams to engage in small projects at a local not for profit. Manual labor is usually involved. Little direction is provided. Students must constructively communicate in order to ensure their contributions meet the needs of the given community.

- Final Project
Including: proposal, presentation & final reflection paper; the project serves to enlist student’s recently developed skills. Students are encouraged to choose an issue of importance to them; then create and implement a plan to address that issue. Students are assessed on their initiative, how they overcome challenges and collaborate with others. Students are not evaluated on whether they “succeeded” or “completed” their tasks, but their approach, communication, and how they dealt with obstacles. They are expected to instigate action.

Intercultural Knowledge & Effectiveness
- Nacirema Article & Discussion
  - Students read an article by Horace Miner regarding a supposedly foreign indigenous culture. Decoding anagrams and exploring cultural practices reveal the article actually discusses the values, beliefs and practices of American culture. Discussion of stereotypes, perspective, self-awareness, self-knowledge, reflection on our home culture and why such reflection is necessary to understand others helps students begin to examine their own perceptions, values, and actions as they relate to others and the rest of the world.

- Bafa Bafa
  - Students are divided into two rooms and given two sets of instructions on interacting with each other. Periodically, students are sent to the other room to interact with a culturally different group. This activity simulates navigating new cultures, values and languages, including what they may be experiencing abroad while interacting with locals. Post-activity discussion seeks to unpack feelings of discomfort, confusion, and empathy.

- Scavenger Hunt
  - This activity encourages students to engage with their new environment and the people within. This involves visiting cultural landmarks, markets and talking to locals to accomplish various tasks. Throughout the activity students make observations, attempts at communicating, and begin processing local culture as it relates to their own culture and experiences with others.

- Host Family Stay
  - 2-3 students are housed with a local family for two nights. Course readings and group discussions on community and empathy help frame this experience. A wide range of language abilities are exhibited in these interactions which aids in both parties desire for shared understanding. A reflective journal assignment helps direct the student’s critical evaluation of the experience, to
question their cultural self-awareness, and their effectiveness in the interaction.

Global Citizenship/Social Awareness:
- Nacirema Article & Discussion
  o Students begin the program by examining their own culture, establishing an understanding of who they are. Their values, beliefs, and actions will enable them to be more cognizant of the complex layers of culture in their interactions and roles within local and global communities.

- Bafa Bafa
  o Through this simulation we introduce the idea of empathy, key to global citizenship, as well as leadership. Understanding what it might be like for international travelers, students or immigrants to come to the U.S. and feel overwhelmed or confused. Through empathy, students can begin breaking through the “us versus them” mentality.

- Global Citizenship Discussion & Readings
  o Students read and discuss handouts adapted from Oxfam International’s Global Citizenship for Education and an Eric Liu article from The Atlantic. Students are challenged to take a more civic-minded approach to issues in their communities.

- Empathy for Social Justice chapter & Toys for Haiti Case Study
  o Students read and discuss The Road from Empathy to Justice chapter from Nadine Dolby’s book Rethinking Multicultural Education for the Next Generation: The New Empathy and Social Justice. A case study demonstrates relevance to their everyday lives, even if they are not traveling or living abroad. These materials serve to show how empathy is essential to global citizenship and seeing change within their communities.

- Service Learning Experience
  o Students spend an afternoon volunteering their efforts to a local non-profit organization. They are challenged to think about how their actions benefit communities as well as themselves. Civic engagement is stressed.

- Acid River Test
  o Students must learn to consider themselves a small part of a much larger whole. Although the collaboration and communication within a larger community can be complicated, the potential impact is also much greater. Students must self-analyze their individual actions and how they affect the greater community.
- Host Family Stay
  o Through this experience, students self-reflect and examine their own values. They are urged to critique, but also appreciate multiple perspectives, including their own.

- Final Project
  o The purpose of the final project, including the proposal, presentation and reflection paper, is to implement all of the elements learned on the program. Taking action is a necessary step toward global citizenship and truly establishing empathy and change within local and global communities.