## 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.

<table>
<thead>
<tr>
<th>Name of Department/Unit nominating the program</th>
<th>Housing &amp; Food Services / University Residences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Program or Activity being nominated</td>
<td>UR Global</td>
</tr>
<tr>
<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>This activity is open to all students living within University Residences who are sophomores or above. It is an application-based leadership position</td>
</tr>
<tr>
<td>Participant capacity (students/year)</td>
<td>25/year</td>
</tr>
</tbody>
</table>
| Activity offering frequency | ☒ Fall  
| | ☒ Spring  
| | ☐ Summer |
| Embedded learning outcomes addressed in the nominated program/activity | ☐ Creative Thinking  
| | ☐ Critical Thinking  
| | ☐ Ethical Reasoning  
| | ☐ Global Citizenship and Social Awareness  
| | ☒ Intercultural Knowledge  
| | ☐ Leadership and Teamwork  
| | ☐ Quantitative Reasoning  
| | ☐ Integrative Knowledge  
| | ☐ Written Communication (levels 2 and/or 3)  
| | ☐ Information Literacy (levels 2 and/or 3) |
| Please describe the specific assessment methods by which it will be determined if the student has completed the | Students will undergo training in a number of areas related to intercultural communication and world cultures. Students |
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.)

<table>
<thead>
<tr>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>UR Global Peer Educators all attend the same training sessions and are overseen by the same staff member. A consistent degree of engagement is expected.</td>
</tr>
</tbody>
</table>

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.

Submitted by:

Name: Michael Seals
Department: Housing & Food Services

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

Kevin Maurer
Learning Outcomes

All learning goals are achieved through a two-part process that involves training and direct application of the material learning. A UR Global Peer Educator will work hands-on with the transitional needs of international students in their residential areas. They lead these students through the transitions to America and Purdue specifically.

- Peer Educators will learn about differences in cultural expectations, communication styles, and cultural traditions. Specific focus will be given to differences between Western and Eastern cultures.
- Peer Educators will learn about their selves and their strengths (using the Strengths Finder instrument), particularly focusing on how these strengths can be leveraged to facilitate positive intercultural interactions.
- Peer Educators will maintain a high degree of interaction with culturally different others throughout their participation as a UR Global Peer Educator.
UR GLOBAL PEER EDUCATOR JOURNALING

The purpose of this exercise is to give Peer Educators an opportunity to demonstrate what they have learned during this experience. Each Peer Educator will turn in a reflective journal twice per semester. The prompts for their journaling are listed below:

October
During your experience as a Peer Educator thus far, what cultural differences and similarities have you encountered? Is this similar to or different from your expectations? Please give specific examples.

December
How have you used your strengths to facilitate positive intercultural interactions? Please discuss at least three specific situations in depth.

February
What have been the biggest challenges while serving as a UR Global Peer Educator? How have you worked to address these challenges? How have your intercultural communication skills had an effect on these challenges?

April
What are the three most important things that you learned from your year as a UR Global Peer Educator? Has your view of the world changed? If so, how and to what extent?
## SCORING RUBRIC

<table>
<thead>
<tr>
<th>Concept</th>
<th>Proficient (3)</th>
<th>Approaching (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Awareness</td>
<td>Identifies examples of cultural similarities and differences.</td>
<td>Identifies examples of cultural similarities and differences.</td>
<td>Unable to articulate both cultural similarities and differences.</td>
</tr>
<tr>
<td></td>
<td>Utilizes more than one worldview/multiple lenses.</td>
<td>Utilizes singular perspective.</td>
<td></td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>Identifies cultural differences in communication styles and thoroughly discuses how strengths are employed to facilitate relationship building.</td>
<td>Identifies cultural differences in communication styles and briefly discuses how strengths are employed to facilitate relationship building.</td>
<td>Does not identify cultural differences in communication styles or does not discuss how strengths are employed to facilitate relationship building.</td>
</tr>
<tr>
<td>Intercultural Learning</td>
<td>The student identified and thoroughly described three distinct things that they learned from their experience as a Leader.</td>
<td>The student identified three distinct things that they learned from their experience as a Leader, but not all of them were thoroughly described.</td>
<td>The student did not identify three distinct things that they learned from their experience as a Leader.</td>
</tr>
<tr>
<td>Intercultural Interaction</td>
<td>Discusses initiating and developing intercultural interactions. Demonstrates evidence of valuing these interactions.</td>
<td>Discusses initiating and developing intercultural interactions. The valuing of these interactions can be inferred.</td>
<td>Does not discuss initiating and developing intercultural interactions or the valuing of interactions cannot be inferred.</td>
</tr>
</tbody>
</table>

**Score of 9-12 needed to meet Intercultural Knowledge embedded outcome.**