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

Checklist for Obtaining Integrative Theme Course Status
• Learning in a Language Other than English •

Elements of Integrative Courses*
The following 10 elements of your course plan/structure will help to enable your students to experience high educational impact from their experience in your class. Please describe how your class will provide these key elements, clearly, concisely, and in language that colleagues not in your discipline will be able to follow.

1. Performance expectations set at appropriately high levels (e.g., students engage in appropriately linked academic exploration of the theme, in light of the language and culture(s) studied).

Answer here in 150-300 words:

2. Significant investment of time and effort by students over an extended period of time (e.g., students develop an increasing appreciation of the theme, as discussed in the target language and as embedded in the target culture(s).)

Answer here in 150-300 words:

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

Answer here in 150-300 words:

4. Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their linguistic competence, intercultural competence, awareness, and engagement in the curriculum, all of which build over time.
5. Periodic, structured opportunities to reflect and integrate learning (e.g., reflect on the impacts of the course on themselves and the understanding they have gained by studying the theme in the target language and from the perspective of the target culture(s)).

Answer here in 150-300 words:

6. Opportunities to discover relevance of learning through real-world applications (e.g., intentional connections between academic content and the target language and culture(s) with which they engage).

Answer here in 150-300 words:

7. Public demonstration of ability to articulate, in the target language, their understanding of the theme as discussed in the target language and as embedded in the target culture(s) in academic settings and, if possible, with their community interlocutors.

Answer here in 150-300 words:

8. Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own (e.g., applying diverse perspectives from multiple cultural lenses and from more than one language).
9. Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety in the class (e.g., universal design principles, culturally responsible pedagogy).

Answer here in 150-300 words:

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

Answer here in 150-300 words:

*adapted from:

### Rubric for Evaluating Checklist

**Learning in a Language Other than English**

<table>
<thead>
<tr>
<th>KEY ELEMENT</th>
<th>Ready</th>
<th>Uncertain</th>
<th>Unclear or missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performance expectations set at appropriately high levels (e.g., students engage in appropriately linked academic exploration of the theme, in light of the language and culture(s) studied).</td>
<td>The statement makes clear how this element will contribute to a high-impact learning experience.</td>
<td>Some questions remain about how this element is present and will contribute to a high-impact learning experience.</td>
<td>The statement is unclear or not describing how this element is present and will contribute to a high-impact learning experience.</td>
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<tr>
<td>2. Students will invest a significant amount of time and effort over an extended period and develop increasing appreciation of the theme, as discussed in the target language and as embedded in the target culture(s).</td>
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<td>3. The plan includes structured, regular, substantive, and meaningful faculty mentoring, peer support, and community interlocutor support.</td>
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<tr>
<td>4. Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their linguistic competence, intercultural competence, awareness, and engagement in the curriculum, all of which build over time.</td>
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<tr>
<td>5. There will be periodic, structured opportunities to reflect and integrate learning (e.g., students reflect on the impacts of the course on themselves and the understanding they have gained by studying the theme in the target language and from the perspective of the target culture(s)).</td>
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<td>6. Opportunities are offered to discover relevance of learning through real-world applications.</td>
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<td>7. Students will publicly demonstrate their ability to articulate, in the target language, their understanding of the theme as discussed in the target language and as embedded in the target culture(s) in academic settings and, if possible, with their community interlocutors.</td>
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</tbody>
</table>
8. The course includes experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own (e.g., applying diverse perspectives from multiple cultural lenses and from more than one language).

9. The course includes equity elements (e.g., universal design principles, culturally responsible pedagogy) to intentionally create a sense of inclusiveness, belonging, and safety in the class.

10. The instructor has a plan to promote this course to get a wider enrollment of typically underserved populations, beyond the typical students who self-select.