Essential Studies Validation Process Example

**Step 1.** Consider which area and which learning goals you would like to validate a course for.

The submission should contain the expectations from the rubrics for the areas indicated. Let’s say I want to validate COURSE 101 as a Social Science breadth of knowledge (BOK) and Diversity of Human Experience (D) Special Emphasis with the learning goal of intercultural knowledge and skills (IKS). I should consider rubrics for all (see below).

**Social Sciences** Criteria
1. Course introduces students to human behavior
2. Explicit work which uses at least one of the following methodologies to draw conclusions:
   - Probabilistic explanatory models
   - Case studies
   - Censuses
   - Historical document analysis
   - Oral histories
   - Ethnographies
   - Surveys
   - Participant Observations
   - Analysis of material evidence (artifacts)
   - Experiments or quasi-experiments

**The Diversity of Human Experience** Criteria
1. Focus: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is helping students better understand the diversity of the human experience and is committed to encouraging a consideration of the multiplicity of differing worldviews.
2. Threshold Concepts: The course materials, assignments, topics of discussion, and/or learning activities demonstrate that the course is teaching these threshold concepts: 1) the existence of cultural differences and the complexity of social identities, and 2) that worldviews are constructed through our identities and cultures.
3. Encouraging Student Reflexivity: Course assignments and/or activities demonstrate that students have had defined opportunities to reflect on their own identities, cultures, and worldviews; and to reflexively consider their worldviews as the product of their identities and cultures.
4. The Focus, Threshold Concepts, and assignments/activities that Encourage Student Reflexivity must constitute at least 1/3 of the course’s focus and graded assignments.
5. May not carry any other Special Emphasis designation nor may it be a capstone course.
### Intercultural Knowledge and Competence VALUE Rubric*

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone</th>
<th>Milestone</th>
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</thead>
<tbody>
<tr>
<td><strong>Cultural self-awareness</strong></td>
<td>Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
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<tr>
<td><strong>Knowledge of cultural worldview frameworks</strong></td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
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<tr>
<td><strong>Empathy</strong></td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
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<tr>
<td><strong>Verbal and nonverbal communication</strong></td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
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<tr>
<td><strong>Curiosity</strong></td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions.</td>
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<tr>
<td><strong>Openness</strong></td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
</tr>
</tbody>
</table>

*See the full rubric posted here: [https://und.edu/academics/essential-studies/validation.html](https://und.edu/academics/essential-studies/validation.html)
Step 2. Create document to attach. In the document I create to attach to my submission, I would want to be sure that my document contained descriptions specific to those rubrics. For example:

“Breadth of Knowledge: COURSE 101 introduces students to human behavior in Assignment 1. Describe how Assignment 1 introduces students to human behavior. Additionally, COURSE 101 expects students to work with case studies in their final project. Describe the final project.

Special Emphasis: COURSE 101 will help students gain better understanding of the diversity of human experience through course assignments, discussion, and final project. Discussions 1-4 will focus on the existence of cultural differences and the complexity of social identities. Describe Discussions 1-4. Assignments 2-4 and the final project will focus on how worldviews are constructed through our identities and cultures. Describe assignments 2-4. The final project will also provide students the opportunity to reflect on their own identities, cultures, and worldviews; and to reflexively consider their worldviews as the product of their identities and cultures. Describe the final project. These assignments, discussion, and the final project make up 75% of the course and final grade. This course is not validated as a capstone or with any other special emphasis.

Learning Goal: The learning goal expected in COURSE 101 is intercultural knowledge and skills. This learning goal is measured in the course by completion of Assignments 1-4, Discussions 1-4, and the Final Project. Assignments 1-4 will focus on cultural self-awareness and openness. Discussions 1-4 will focus on cultural worldview frameworks and verbal communication. The final project will focus on cultural self-awareness, openness, cultural worldview frameworks, and verbal communication. Describe how these are evaluated in each areas of the course.”

When describing how the learning goals are met within the course, be sure to identify the specific aspects of the rubric (along the left-hand side) being evaluated in any assignment or course activity. If you have multiple learning goals indicated (capstones must have 2), each of them needs to be considered for the rubric elements separately. Not ALL rubric elements need to be accounted for the Learning Goal to apply. However, if only 1 or 2 of them apply, you may want to consider whether that is the appropriate LG for the course.

Step 3. Submit course materials using the online survey. Be sure you have an updated copy of the syllabus that includes the syllabus language requirements for ES.