

## ISP Guidelines: Rubric

### 1. Aligned

**Effective international study programs are aligned with the mission and aims of a BYU education. They extend learning and capabilities valued by the sponsoring degree program. All courses offered on the program must include substantive outcomes-based curriculum dependent upon the sites of experiential learning.**

Standard:

- a. The international program is aligned with the learning outcomes of its affiliated academic program(s), and the course curriculum includes content, outcomes, and assessment methods that align the aims of the degree program with the unique nature of the international experience.
- b. Assessments measure learning from experience.

Evaluation: (3) Meets the standard, (2) Addresses the standard but with some need for clarification, (1) Does not address the standard.

### 2. Experiential

**ISPs should enable learning that cannot be fully replicated or achieved by campus-based experience, study, and instruction. Programs should demonstrate the added value of experiences conducted in each specific location, including how the curriculum is designed for experience in determining the sites of learning and how students engage them.**

Standard:

- a. The international program provides distinct learning experiences that cannot be achieved on campus and affords a unique level of mentoring through the quality and extent of contact between faculty directors and students.
- b. The curriculum fosters substantive reflection (and other principles of experiential education) that integrates disciplinary principles and supports assessment.
- c. The program itinerary (timeline, list of location(s) for both study and touring) contributes to specific learning objectives.

Evaluation: (3) Meets the standard, (2) Addresses the standard but with some need for clarification, (1) Does not address the standard.

### 3. Intercultural competence

**The knowledge, attitudes, and skills that constitute intercultural competence should be foundational to all ISPs. Students who participate in a BYU International Study Program should acquire intercultural competency in navigating a (A) culture other than the student's primary (or most familiar) culture, and/or (B) the multidimensional interplay of culture(s), language(s), and nation(s).**

Standard:

- a. Students engage in thoughtful reflection of a culture, multicultural interplay, or global issue in a structured manner under the direction of a faculty member, as evidenced by student written or spoken analyses (often involving comparison).

- b. The program helps students develop and demonstrate effective communication and behavior in intercultural situations.

Evaluation: (3) Meets the standard, (2) Addresses the standard but with some need for clarification, (1) Does not address the standard.

#### **4. Well-directed**

**Faculty directors should be eligible and qualified to direct a sustainable international program.**

Standard:

- a. Department chairs and deans are substantively involved in approving program directors. (This may include considering such factors as sufficient experience, knowledge, skills, and position relative to continuing faculty status as well as discussions of the pre-, onsite-, and post-responsibilities, along with potential pros and cons of directing an IPS experience. It is also important that directors ensure the student experience receives their undivided attention above the demands of family, research interests, or personal travel plans.)
- b. Faculty directors demonstrate discipline-specific expertise, through their teaching and research, related to the curriculum offered as well as the region or regions of the world they are proposing to visit.
- c. Chairs should consider if the program is sustainable. Is there sufficient faculty expertise and department/college commitment to support a well-directed program beyond the individual faculty with whom it originates? If the program includes a partnership or affiliation with another organization, such as an NGO or foundation, is the relationship structured for long-term involvement with written guidelines?
- d. The program is financially optimized. Time, energy, and money are managed to yield quality over quantity of locations and to emphasize essential learning experiences.
- e. The program is appropriate and safe. Students, faculty, the university, and the Church are protected from compromising, illegal, or unsafe positions.

Evaluation: (3) Meets the standard, (2) Addresses the standard but with some need for clarification, (1) Does not address the standard.

#### **5. Social, Cultural, Economic, and Environmental Impacts of the Program**

**Faculty directors should consider the social, cultural, economic, and environmental impacts of both the program and the travel to maintain neutral or positive impacts on the global site.**

Standard:

- a. Directors should address the following questions: Are there potential social, cultural, economic, and/or environmental impacts on the international site from the program and/or travel? How will positive impacts be ensured to be sustainable and how will negative impacts be mitigated?

Evaluation: (3) Meets the standard, (2) Addresses the standard but with some need for clarification, (1) Does not address the standard.