“Courageous and relentlessly curious – these are two common characteristics of Scholar-Citizen Initiative (SCI) students. They aren’t afraid to ask the big questions about poverty, about injustice, and turn their search for answers into real-world social action.”

— Dr. Erin Webster Garrett, SCI Director

The Scholar-Citizen Initiative is one way for students and faculty mentors to use their passion toward the greater good. Visit www.radford.edu/sci to learn how you can make a difference.
The social health of our region and our nation depends upon resilient communities and the creation of new knowledge. The Scholar-Citizen Initiative connects people, ideas, and resources to each other, promoting positive social change through provision of highly engaging and transformative learning opportunities to all students with a special commitment to the success of students from traditionally underserved populations.

Adopted by the Scholar-Citizen Steering Committee, 14 December 2014; Rev. August 2015
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Scholar-Citizens Make Careers out of Making a Difference
Introduction to the SCI Guide

Welcome to the Radford University Scholar-Citizen Initiative Guide, or “SCI Guide,” for faculty and students. We designed this guide to help you learn more about civic learning at Radford University and about the Scholar-Citizen Program: what it is, why it is, as well as what it takes to implement a Scholar-Citizen Intensive experience or to graduate with Scholar-Citizen distinction.

About the Program

Scholar-Citizen Intensive (SCI) courses and co-curricular experiences connect people, ideas, and resources to create new knowledge and opportunities for understanding the complex issues facing our local, national, and global communities. The Scholar-Citizen program is dedicated to supporting faculty, students, and the community in achieving their civic learning goals.

The Scholar-Citizen Initiative is a civic learning program that offers students from all majors the opportunity to apply academic skills and disciplinary knowledge to challenges facing our local, national and global communities. Affirmed in 2012 as Radford University’s Quality Enhancement Plan, the Scholar-Citizen Initiative has recently been adopted as one of five premier High Impact Practice offices at Radford and is a key engagement pathway for students.

We offer Scholar-Citizen Intensive, or “SCI” (pronounced “sky”), courses in each college and have an especially strong presence in the College of Humanities and Behavioral Sciences, College of Education and Human Development, and College of Science and Technology. Students are able to engage with the SCI program in a variety of ways beginning their first semester on campus, whether through attending a SCI co-curricular, participating in the SCI Student Organization, or taking a SCI designated course.

Faculty are also able to participate in the Scholar-Citizen program at various levels of engagement. From joining colleagues at one of our monthly Teaching and Learning Circles, applying for a “SCI” grant to support a special teaching project, mentoring a Scholar-Citizen student candidate, or offering a SCI course or co-curricular.

From advanced community-based projects like the Floyd County Roots with Wings Oral History project, to introductory courses emphasizing reflective practice and civic learning strategies, SCI courses and co-curriculars provide educational opportunities for undergraduate students to engage in real-world problem solving and to create meaningful connections between their civic, professional, and personal lives. Our faculty are counted among RU’s leaders in pedagogic innovation, and students count their SCI courses among their most meaningful and significant academic experiences at RU.

SCI’s Mission

Drawing on Radford University’s traditions of student-focused teaching and of service to the Commonwealth and the nation, the mission of the Scholar-Citizen Initiative is to directly support Radford University’s civic mission in two ways:

1. by fostering students’ development of meaningful connections between their personal, professional and civic lives; and
2. through integration of academics with meaningful co-curricular activities in the areas of volunteer service, public scholarship, community partnerships, and leadership preparation.
Since 2012 the focus of the Scholar-Citizen initiative has been to promote a teaching and learning culture that fosters our sense of how we can live our lives in ways that best contribute to the world around us. The Scholar-Citizen initiative is committed to creating a community of practice, and recognizes faculty as its most precious and important asset. For this reason, implementation efforts center upon providing faculty support and development opportunities in the areas related to pedagogies of engagement and engaged scholarship. Through establishing SCI pedagogy grants, fostering a faculty community of practice, and supporting a culture of engaged scholarship, the SCI provides institutional support for the development and enhancement of courses, projects, and initiatives that connect academic knowledge with real-world experiences and civic engagement. All engaged scholarship (teaching, research, and service) has three things in common: it contributes to the public good; it draws on a scholar’s disciplinary or professional expertise; and it directly addresses real-world problems and issues (Senate Committee on Continuing Education and Public Service, 2000).

**Why Students Should Get Involved**

Scholar-Citizen implementation efforts have involved the development and enhancement of academic and co-curricular activities that align with the Scholar-Citizen student learning and programmatic outcomes.

Students in the Scholar-Citizen diploma program meaningfully synthesize connections between academic learning and their own experiences (including life experiences and academic experiences such as internships, study abroad, and service learning) in order to deepen their understanding of fields of study and to broaden their own points of view. The Scholar-Citizen initiative provides the following concrete benefits for students enrolled in SCI courses and/or who participate in SCI co-curricular activities:

1. Development of strong and ongoing mentor relationships with faculty members.
2. Provision of structured opportunities to participate in service learning, internships, and/or study abroad experiences.
3. Opportunities to discover their scholarly identity, to discover ways to live that best contribute to the world around them, and to utilize their academic training.
4. Participation in interdisciplinary discussions of current issues that matter to students.
5. Development of leadership and communication skills.
6. Development of a Scholar-Citizen e-portfolio that documents the ways a student turns what matters most to him or her into programs of inquiry/research, public action, and/or career possibilities.

All SCI experiences provide opportunities for engaging in a self-reflection process that encourages self-assessment and critique as well as translation of learning and skills across experiences and over time.

**Why Faculty Should Get Involved**

The Scholar-Citizen Initiative supports curricular civic learning experiences by designating courses as Scholar-Citizen Intensive (SCI) in the class schedule. Courses containing SCI projects provide students with several advantages including:

- Better understanding of course material.
- More confidence in communicating their ideas to others and engaging in intellectual dialogue about the impact of learning experiences on their own understanding.
- Increased confidence in their ability to choose and perform in their career field.
- Valuable real-world experience.

The SCI offers multiple resources to help faculty and staff facilitate community engaged learning opportunities for students. For example, it provides resources and advice for handling the logistics of tracking student community engaged hours, it works with the Office of High Impact Practices and Student Activities to maintain a Community Partner Directory through RUInvolved that contains contact...
information for community organizations eager to mentor student volunteers, and it provides numerous opportunities for students to benefit from co-curricular community engagement. The Scholar-Citizen student program requires them to create an ePortfolio of essays and works reflecting on personal civic experiences as well as integrating academic projects from their major. The Ask Big Questions program offers scholarships in exchange for community engagement. The Scholar-Citizens in Action Program offers support for semester long projects focused on developing students’ skills and talents in such areas as leadership, communication, and event planning to help them further their careers. More direct professional development for faculty and staff includes a semester series of Teaching and Learning Circles, book discussion groups, and workshops led by nationally recognized scholars in best-practice techniques of the pedagogy. Additional workshops are offered through the Center for Innovative Teaching and Learning throughout the year. The Scholar-Citizen office and staff assist by generating ideas for projects, serving as a point of contact for faculty and community organizations seeking partnerships, and providing a sounding board where faculty and staff can discuss their SCI and other civic learning experiences. Additionally, the Scholar-Citizen program provides grant resources to fund SCI projects and opportunities to develop scholarship related for promotion and tenure.

### 7 Good Reasons to have Your Course SCI Designated

1. Listing in the RU Student Registration system as a "SCI" designated course allowing students to easily identify your course as having applied or "beyond the classroom" components;
2. Eligibility for SCI course development and delivery grants;
3. Administrative support for the implementation of SCI designated learning experiences;
4. Access to a community of practice dedicated to exploring what "engaged learning" looks like at RU;
5. A means of increasing enrollment in marginally enrolled courses;
6. Opportunities to encourage student engagement and involvement; and
7. Recognition as an engaged practitioner of high impact instructional activities and innovations.

Most importantly, through integration of classroom and co-curricular learning opportunities, SCI experiences attend to the whole student. A student who earns her Scholar-Citizen diploma graduates with that distinction noted on her transcript and with a robust ePortfolio documenting her achievements in the areas of public service, leadership, and applied research.

**Scholar-Citizen Student Learning Outcomes**

A Radford University Scholar-Citizen will be able to:

1. Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources.
2. Make connections between one’s academic experiences/knowledge and one’s own participation in civic life.
3. Apply ethical reasoning to contemporary local, national, or global issues.
4. Evaluate problems in the context of contemporary local, national, or global issues.
5. Engage in a self-reflective process as a means of understanding civic experiences.

**Scholar-Citizen Program Goals**

Goal 1: Enhance Student Learning through Real-World Problem Solving. RU Scholar-Citizens connect and apply academic skills and knowledge including that of their discipline in addressing real-world issues in our local, national, and global communities.

Goal 2: Foster a Culture of Engaged Learning and Scholarship. The Scholar-Citizen program at RU supports and encourages a community of practice devoted to connecting academic skills and knowledge to promoting political, cultural, social, and economic change.
SCI Grants: In and Beyond the Classroom

The first time an academic or co-curricular learning experience is offered as a Scholar-Citizen intensive or "SCI" experience, the Scholar-Citizen Steering Committee must verify it meets the student learning outcomes and program criteria of the Scholar-Citizen program. In addition, to ensure that a course continues to meet the SCI characteristics and that the faculty member wishes to continue offering the class as SCI, a renewal application must be submitted on a yearly basis.

An application for designation may be initiated with or without a request for funding. Many courses and co-curricular experiences can be modified to meet the requirements for Scholar-Citizen ("SCI") designation.

The Steering Committee observes these general funding guidelines when allocating resources:

- Applications are loosely capped and categorized as eligible for either one-time Seed Grants of up to $10,000 or Sustaining Grants of up to $5,000.
- All approved SCI courses are allotted a $750 Materials Stipend that can be taken as either materials for delivery of the course or as a small stipend as compensation for the additional time required to comply with SCI assessment policies and pedagogy requirements.
- Applications for funding should note whether financial resources (direct or in-kind) are being requested from other agencies. SCI encourages co-funding and applications are generally more competitive when co-sponsors are listed or are being sought.

### Corresponding Online Forms

- SCI Beyond the Classroom ([http://radford.co1.qualtrics.com/SE/?SID=SV_bCopWwoY3CvtmR](http://radford.co1.qualtrics.com/SE/?SID=SV_bCopWwoY3CvtmR))
  For support of:
  - Student professional development experiences such as travel to a professional conference, workshop, or competition.
  - Campus programming such as a guest speaker or workshop series
  - Non-credit bearing Internships
  - Volunteer programs
  - Alternative breaks
  - Student research not conducted as part of a course
  - Community projects

- SCI In the Classroom ([http://radford.co1.qualtrics.com/SE/?SID=SV_bCopWwoY3CvtmR](http://radford.co1.qualtrics.com/SE/?SID=SV_bCopWwoY3CvtmR)). For support of:
  - Courses
  - Independent studies
  - Academic projects

- SCI Renewal ([http://radford.co1.qualtrics.com/SE/?SID=SV_38haTEi0RqV6BdH](http://radford.co1.qualtrics.com/SE/?SID=SV_38haTEi0RqV6BdH)). For support of:
  - Any experience that has been previously SCI designated

### Your Budget Request

All financial awards must be in compliance with all RU and State guidelines and procedures. Faculty, staff, and student groups should work with the administrative support in their departments/divisions to ensure that their budget requests are fundable within State guidelines.

Faculty offering Scholar-Citizen courses automatically qualify for a $750 award that may be used either as compensation for additional time involved in designing and implementing the SCI course and complying with the SCI assessment processes, OR as materials for delivery of the course. Please note in your budget how you wish to allocate this initial $750 as well as any additional expenses.

If you choose to take the $750 as a stipend, please note that in accordance with Budget and Finance policies and Human Resource requirements, a PR40 will need to be submitted at least 3 weeks prior to the start of the semester with written documentation of at least 30 additional hours beyond what delivery of the course would normally involve as a result of its delivery as a SCI course.
Please note that SCI pays a minimum of $3000 per section + FICA. If you are a PT faculty member and this course minimum exceeds the pay you would otherwise receive from your home department, please note these additional wages on your budget request.

**Scholar-Citizen Budget Worksheet**

Please consult the following budget worksheet as you consider possible expenses related to your project:

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<td>FICA (7.65%)</td>
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<tr>
<td>Course Development Stipend</td>
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<td>(Maximum of $3,000 per course)</td>
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<td>FICA (7.65%)</td>
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<td>Contractual Services</td>
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<td>Other</td>
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**Cost Sharing?**

*State Yes or No*

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All Scholar-Citizen learning experiences have three basic characteristics. SCI experiences:

1. Encourage **reflective practices and processes**: Reflective practices foster students’ ability to make intentional and intellectually informed connections between their academic experiences/knowledge and their own lives. Reflection prompts, for example, are a proven method for encouraging students to “articulate questions, confront bias, examine causality, contrast theory with practice, or point to systemic issues” (Ash and Clayton 2009, p. 27). SCI co-curriculars incorporate a short survey with a reflective component at a minimum, while SCI courses incorporate formal assignments and other opportunities for students to process their experiences and self-assess.

2. Incorporate **social pedagogy**: Social pedagogy requires students to engage with people beyond and outside themselves and an instructor. Through social learning contexts, “students come to understand the interdependence of self and society, engage in the construction of shared meaning in collaboration with others, and negotiate for shared action that benefits the common good” (College Outcomes Project, http://www.aacu.org/bringing_theory/documents/CollegeOutcomesProject.doc). Beginning in fall 2014, the SCI program has sponsored a SCI Symposium each semester in order to provide faculty and students an opportunity to showcase current and ongoing SCI work. These symposia are designed to be supportive of student development from the 100-level to advanced course work, and range from formal talks, to round tables, ePortfolio showcases, and poster sessions. As part of the symposium, the current Scholar-Citizens in Action and graduating Seniors publicly present their ePortfolios and guide faculty and other students through a discussion of the students’ work. Faculty offering SCI courses and students in enrolled in the SCI program are encouraged to attend the SCI symposium.

3. Integrate an **experiential dimension**: Experiential learning involves active and sustained student interaction with a real-world issue. This might include:
   - Studying and producing a scholarly product on a pressing social issue that matters to the student;
   - Applying academic knowledge in a real-world context such as an internship, a service-learning experience, or field experience;
   - Working with faculty or community members on a community-based research project; or
   - Incorporating some other form of engaged pedagogy such as an appropriately focused and structured study abroad or, in a classroom setting, pursuing problem-based learning, case-based learning, or community-based inquiry projects.

While many courses or learning experiences have one or two of these dimensions, a Scholar-Citizen learning experience is distinct for integrating all three as fundamental practices.
**SCI Types and Tiers**

There are two types of SCI experiences: academic and co-curricular. Within these categories are experiences of varying intensity which we classify by a tiered system and which range from simple exposure to the goals and learning outcomes of the Scholar-Citizen program to advanced opportunities in the areas of public scholarship, leadership, and applied research. Our Tier classifications, follow the logic of a developmental rubric with a “1” being targeted to a novice or introductory level, a “2” targeting emergent mastery, and a “3” signifying an advanced or expert experience.

In addition, we have a diploma program for students seeking to graduate with distinction as a Scholar-Citizen or as a Scholar-Citizen Fellow. Scholar-Citizen Fellows achieve our highest level of distinction and are expected to participate in and design high intensity, advanced experiences.

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### A Taxonomy of Scholar-Citizen Intensive Experiences

#### SCHOLAR-CITIZEN TRACK

Tier 3 (ePortfolio)

#### SCI IN THE CLASSROOM

(1 SLO, artifact & critical reflection)
- courses & class projects

#### SCI BEYOND THE CLASSROOM

Tier 2 (1 SLO, reflection + survey)
- alternative breaks, attendance at an academic competition or conference, workshop or other small group activity with a visiting scholar or expert
- Tier 1 (1 SLO + survey)
  - public events and that address issues of broad relevance, e.g., dance or musical performances, campus lectures, film screenings

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**SCI in the Classroom: Credit-Bearing Experiences**

For a course or other form of academic, credit-bearing learning experience to be designated “SCI,” a faculty member, experience supervisor, or student must initiate completion of the appropriate online form. Please refer to the “How to Apply” pages of the Scholar-Citizen website for a link to the appropriate application and for resources to assist with your successful application.

SCI academic courses are housed in academic departments. SCI designation connotes the lens and pedagogic strategies through which the course’s learning outcomes—including the SC learning outcomes—will be met.
Criteria for "SCI" Designation of a Course

An academic course will be designated as "SCI" if that course:

1. Incorporates and directly addresses two SC learning outcomes, one of which must be Learning Outcome 5: Engaging in reflective practice;
2. Requires one or more learning activities that measure student learning related to the selected SC learning outcomes. The faculty member is responsible for collecting and sharing the resultant student works and accompanying critical reflections with the Office of Academic Assessment;
3. Integrates the SCI Characteristics as instructional practices through the inclusion of at least one student-centered project that engages students in reflective practices and hands-on learning experiences in or outside of the classroom; and
4. Contains opportunities for any Scholar-Citizens registered in the course to receive structured feedback on his or her ePortfolio entries related to the course or SCI course projects.

Levels of Intensity

In theory, the higher the level of the SCI course, the greater the capacity for an SC dimension to the learning experience. As a general guide, the following statements suggest the types of activities that might be appropriate for entry-level courses versus advanced courses in a major. However, each discipline is different and what may be possible in one upper level course may not be possible in another. These are offered only as a general guide and should not be viewed as an exhaustive or inflexible list of possibilities:

1. **Experiential Dimension:**
   a. **100/200 level courses** might incorporate producing and presenting a scholarly product on a pressing social issue that matters to the student. This might include but is not limited to participating in a poster session at the Undergraduate Research Forum or Big SURs; publication through a media platform such as student media, a website, or “presentation” using the e-Portfolio tool; presentation to an internal community such as department faculty or the Scholar-Citizens community.
   b. **300/400 level courses** might include opportunities for applying academic knowledge in a real-world context such as an internship or field experience, or working with faculty and/or community members on a community-based project. As articulated by the AAC&U, the “idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community” (2008).

2. **Social Engagement:**
   a. **100/200 level SC courses** must involve at a minimum meaningful, structured interaction with classmates. For examples of appropriate activities, one might consult the LEAP High Impact Educational Practices guide which suggests activities such as team-based writing and assignments, cooperative projects and research, small group work, peer mentoring/workshops, in-class debates, and other learning activities designed to facilitate problem-solving “in the company of others and sharpening [of] one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences” (AAC&U 2008).
   b. **300/400 level SC courses** ideally will include meaningful interaction with members of a community beyond the University. This might range from an internship, to a study abroad experience, to an alternative spring break, to field-based “experiential learning” with a community partner, to structured contact with a community partner or agency through such venues as a guest speaker series or a showcase of student work, to online collaboration with community partners and/or agencies.

3. **Reflection:**
   Reflections encourage dialogue about one’s growth and development, and are places for students to process independently, and then with others, the challenges, surprises, and breakthroughs encountered in the learning process. While a faculty member should evaluate reflections in light of the student learning outcomes being addressed, the developmental goals of the learning activity and the level of student, reflection is essentially thinking about how we think,
and a reflection does not need to be a formal essay. They can be short written journals, video logs, or a blog posting. No matter the medium used to record the reflection, the student should expect to share at least some or all of her reflections with the faculty member and classmates.

As one example of a generic reflection assignment, a student might be asked to take stock of her or his experiences in the course at structured intervals, and to choose among the following reflection prompts as the basis for the series of reflection journals:

- What did you learn from this assignment/experience?
- What about this assignment or activity was most useful or relevant to you?
- What would you recommend to others about this experience?
- What about this activity caused you to rethink assumptions or ideas from prior courses?
- What strengths and talents did you utilize during the experience?
- What surprised you about this experience?
- If you had to do it all over again, would you? Why or why not?

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<th>High Impact Practices</th>
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SCI was developed to be a flagship for High Impact Practices as defined and forwarded by the AAC&U. The learning outcomes map directly to the Liberal Education and America’s Promise VALUE Rubrics, and the philosophy and aspirations align with the AAC&U’s goals of civic renewal and education. As one of the units under the Radford University Office of High Impact Practices, SCI collaborates extensively with the other High Impact offices, including the Honors Program, the Office of Undergraduate Research and Scholarship (OURS), and the International Education Center (IEC). Many of our Scholar-Citizen candidates are also in the Honors Academy and many of our students receive co-funding from OURS or IEC or both! In addition we have a number of courses that are offered as part of the University Core Curriculum, itself a high impact program focused on writing and communication across the disciplines, ethical reasoning, and critical thinking skills. We also have an active collaboration with the LEAD program which focuses on leadership development and is housed in Student Affairs.

In terms of kinds of learning activities, SCI learning experiences incorporate a wide-range of high-impact, student-centered instructional practices such as:

- Applied research,
- Service-learning,
- Presentation of research at a relevant professional conference,
- Case studies,
- Interdisciplinary collaboration,
- Problem-based learning,
- Team-based learning.
- Flipped classrooms, and
- Appropriately focused and structured travel experiences.

As an integral feature of all SCI learning experiences, faculty must provide structured opportunities for students to engage in a self-reflective practice through recording and analyzing:

- How their real-world experiences enable them to apply what they have learned in their courses,
- How their learning experience has expanded their views of academic, political, social, cultural and/or economic contexts and issues, and
- How their learning experiences are preparing them to contribute in meaningful ways as mature and responsible citizens of local, national, and global communities.

For Scholar-Citizens and Scholar-Citizen Fellows, or SCFs, these reflections are the basis of an ePortfolio the student develops and maintains over the course of her or his tenure in the Scholar-Citizen program.

The level and intensity of each of these characteristics will vary depending upon the type of learning experience, the developmental goals of the instructor or experience leader, and the needs of the student(s).
Reflection Resources
For more information on building and evaluating reflection assignments, checkout these resources:

- The Radford Reflections Google site: A resource page built for Radford University by Dr. Helen Barrett, an internationally recognized leader in reflective pedagogy who served as a consultant and workshop leader during August 2014 and January 2015: https://sites.google.com/site/radfordreflections/home
- A consultation with Dr. Samantha Blevins, ePortfolio Educational Specialist (sblevins@radford.edu).
- Consultation with Scholar-Citizen staff (905 Tyler Avenue). We also have resources and materials for check out. Contact scholar-citizen@radford.edu or 831-2569.
- The Scholar-Citizen faculty listserve, a community of practitioners and colleagues who can provide a willing ear and advice based on their own experiences. To subscribe send an email to scholar-citizen@radford.edu.

Assessment and Research
As the institution’s QEP, the SCI is an incubator for best assessment practices and for collecting qualitative and quantitative data on the impact of SCI experiences on student learning. In order to measure the impact of SCI academic experiences over time on student learning and psycho-social development, faculty and academic project supervisors must agree to participate in ongoing assessment practices including survey research and collection of student works and critical reflections. Faculty may choose to utilize one of the critical reflection templates available at the back of this guide as the basis for their reflection assignment, or to work with the Office of Academic Assessment to design an assessment plan.

SCI Beyond the Classroom: Co-Curriculars
The primary purpose of a SCI co-curricular is to increase the number of students exposed to the Scholar-Citizen initiative including its learning outcomes and associated pedagogical practices. Additionally, SCI co-curriculars contribute to one of the three areas of psycho-social development targeted by the Scholar-Citizen program:

1. Leadership,
2. Reflective Judgment, and
3. Intercultural Knowledge and Competence.

There are three “tiers” of SCI co-curriculars to support both broad student exposure to the learning and psycho-social developmental goals of the SC program as well as the academic and co-curricular requirements of our Scholar-Citizens and Scholar-Citizen Fellows.

Tier 1
Tier 1 co-curriculars are broadly targeted events such as a campus lecture on a pressing social issue. Examples from our pilot year include the College Affordability series which examined the challenges associated with the rising costs of higher education from four distinctly different perspectives by nationally recognized economists. Another example would be the campus lecture of Cornel West and Tavis Smiley as part of the Martin Luther King, Jr., event programming during January 2013.

Students attending a SCI event receive a short, 5-item survey which includes an enhanced comment box encouraging student reflection on the event and its relevance to her or his classroom and lived experiences. Upon request, event-specific questions may be added to the survey and the results released to the event coordinators.
Please note that event organizers are asked to allocate a space for an SCI information table at the event and to include the SC logo on any poster or other campus communication tool promoting the event.

**Tier 2**

Tier 2 co-curricular events target a specific set of learning outcomes for a specific set of students and have a component that is not associated with academic credit. Examples of Tier 2 activities include:

- faculty led alternative breaks,
- student attendance at academic competitions and conferences,
- a workshop or other small group activity with a visiting scholar or expert

The impact of a Tier 2 activity is measured through a survey and a critical reflection from each student participant. The SCI Director is available to help you draft a critical reflection prompt. The rubric used to assess the critical reflections can be downloaded here: [Learning Outcome: Reflection](#)

**When Tier 1 and Tier 2 Events Overlap**

SCI activities often have multiple components including a large public lecture and a smaller event focused on particular students. For example, consider the campus visit of Woodrow Wilson Visiting fellow Steven Vetter, an expert on service learning and the power of volunteers in a global society. Vetter gave several large public lectures to the campus and local community where he addressed issues in large brush strokes. These were Tier 1 events, the impact of which were measured through tracking student attendance and administration of a short event survey.

Vetter also met with students in smaller classroom settings where he lead focused discussions related to their programs of study. These were Tier 2 events and students enrolled in these classes were asked to write critical reflections that were collected by the faculty members and then shared with the SCI office as a more direct measure of the impact of the experience on students' learning.

If the event you are planning has a combination of Tier 1 and Tier 2 activities, when prompted on the application, classify the event as Tier 2.

**Tier 3: Scholar-Citizen Track**

At the highest level of our developmental pyramid are integrated and intensive learning experiences designed and led by students. Examples might include a Scholar-Citizen Fellow's design of an internship, an intense applied research experience, a student-led alternative spring break, or a student's participation in our Scholar-Citizens in Action program. Students engaged in these activities are required to develop and maintain an ePortfolio documenting their growth and development as learners over the course of the experience. Designing and successfully completing at least one of these high-level co-curriculars is a requirement for all Scholar-Citizen Fellows.

**ePortfolio as Recommended Practice**

ePortfolios have a demonstrated track record of helping students stand out to prospective employers, graduate programs, and internship providers. Moreover, they are a powerful tool through which students make connections between their academic experiences and the choices, actions, and skills they bring to bear in their day-to-day lives.

Incorporation of an ePortfolio as both a pedagogic tool and archive of student works is a highly recommended practice for all instructors concerned about integrative learning. Faculty delivering SCI learning experiences are especially encouraged to incorporate the ePortfolio as a tool for reflection and for showcasing to the community a student’s growth and development. In support of faculty adoption of an ePortfolio system for their courses, the following resources are available:
• D2L e-portfolio workshops delivered through the CITL;
• dialogue with a growing SC faculty learning community;
• a library of ePortfolio tools and resources available for check-out through the “SCI” (pronounced “sky”) House (905 Tyler);
• one-on-one consultation with ePortfolio educational technologist, Samantha Blevins (sblevins@radford.edu)

Help Build Scholar-Citizens and Fellows through Your Program:
Apply for Designation

Students who successfully complete 6 credit hours of SCI academic courses or projects and a set number of co-curricular experiences may apply to graduate as either Scholar-Citizens or Scholar-Citizen Fellows. These students have the opportunity to lead, design, or participate in intense co-curricular experiences directly tied to their goals in leadership development, public service, or applied research, and graduate with a substantive ePortfolio documenting a notable record of achievement.

Scholar-Citizens & Scholar-Citizen Fellows

“This is a chance for students to reinvent their education through experiential learning. The SCI enhances my understanding of my sense of place by looking at a public issue and seeing different perspectives and how they relate to things I’ve learned in classes—this process might continue to manifest itself in my desire for research, to become immersed in different cultures, or to engage in civic action.” (SCF Olivia Thompson)

Radford University Scholar-Citizens seek experiences that will help them develop meaningful connections between their academic experiences and their personal, professional, and civic lives. These students enroll in classes and pursue co-curricular experiences that actively engage the complex problems and issues confronting our local, national, and global communities.

There are several programs that might interest you as you pursue your RU education, including:

- Scholar-Citizen Diploma Program
- Scholar-Citizens in Action Program
- Ask Big Questions Program
- ePortfolio Development
- Co-Curricular Grants
- Scholar-Citizen Student Organization

Pursuing Your Scholar-Citizen Diploma

Scholar-Citizenship is defined by the RU community as active and scholarly participation in the complex and multicultural world by connecting and applying academic skills and disciplinary knowledge to the challenges facing our local, national, and global communities.
The difference between graduating as a Scholar-Citizen and a Scholar-Citizen Fellow is a matter of degree. While both Citizens and Fellows strive to engage in civic action and to apply their classroom knowledge to the real-world community, the approaches they take to this call for action are vastly different. Fellows take the leader position; they are the students who are not only involved in civic action and reflection, but initiate it and mentor others in the process. Scholar-Citizens are students who are still striving towards that aspiration; they assist with already established civic experiences and are able to reflect on the experience.
Students who wish to pursue status as a **Scholar-Citizen** or **Scholar-Citizen Fellow** must initially apply by filling out the Scholar-Citizen application ([http://radford.qualtrics.com//SE/?SID=SV_5j8z7t1c7hkvsB7](http://radford.qualtrics.com//SE/?SID=SV_5j8z7t1c7hkvsB7)) and joining the Scholar-Citizen Student Organization. In order to graduate with either a **Scholar-Citizen** or **Scholar-Citizen Fellow** distinction, a student must meet all the requirements of the specific distinction and submit a SCI Graduation Application ([http://radford.qualtrics.com//SE/?SID=SV_1ZYeLsDotCFxkot](http://radford.qualtrics.com//SE/?SID=SV_1ZYeLsDotCFxkot)) at the beginning of the semester they intend to graduate.

Students who have completed the application and have successfully completed the requirements for either a **Scholar-Citizen** or a **Scholar-Citizen Fellow** will graduate with the distinction on their final transcripts.
In Their Words: SCI Student Testimonials

Workforce Preparation

“Through my SCI journey, I had the opportunity to take my classroom material and apply my knowledge to the Radford community. With this, I have experience and insight others may not have as an undergraduate. The Scholar-Citizen Initiative program has helped me develop, mature, and prepare for my future as a young professional.” Kaitlyn Toibin, Health Education and Human Performance Major, Spring 2016 Scholar-Citizen

Learn more about Kaitlyn’s journey through her e-Portfolio:  http://ktoibin.wix.com/kaitlyn-toibin

Skill-Building

“My involvement with SCI helped me to realize my potential and master my skills of interviewing, talking with diverse groups of people, problem solving, conflict resolution through conversation, and group and individual conversation facilitation.” Olivia Thompson, Psychology and Sociology Double Major, Spring 2016 Scholar-Citizen Fellow

Learn more about Olivia’s journey through her e-Portfolio:  http://odthompson28.wix.com/eportfolio

Reflection

“The Scholar-Citizen Initiative has helped me take the four years of academic work, civic work, and leadership I’ve accomplished in a self-reflective manner. It has given me the time and capacity to reflect on what it really means to serve our community and bring together the past four years of my college career in a way I would never have thought possible.” Jacob Vaught, Biology Major, Spring 2016 Scholar-Citizen

Learn more about Jacob’s Journey through his e-Portfolio:  http://jacobvaught.weebly.com/

Program Requirements for Scholar-Citizens

I. In the Classroom:  6 credits of academic, for-credit SCI experiences with a B or better. All SCI classes incorporate reflective practices, have a real-world component, and address at least 2 SCI Learning outcomes

II. Beyond the Classroom:
   • 1 SCI co-curricular per semester in the program as documented with a short reflection using RUInvolved
- 5 hours of service per semester documented with a short reflection using RU involved
- Join and participate in the SC Student Club. Document participation with a short reflection using RU involved
  i. attend monthly development meetings
  ii. assist as needed and available with Club service projects, academic fairs, and other projects

III. Develop an ePortfolio starting your first semester and add to it throughout your time in the program (see the eP handout on Strong SCI ePortfolios in the online Student Toolkit [http://www.radford.edu/content/scholar-citizen/home/funding/resources.html](http://www.radford.edu/content/scholar-citizen/home/funding/resources.html))
- Attend one eP feedback session per semester
- Upload by the end of each semester your eP to the Scholar-Citizen D2L dropbox
- Participate in an ePortfolio defense process the last semester of your senior year

**Suggested Curriculum Path for Scholar-Citizens**

«Diagram of Suggested Curriculum Path for Scholar-Citizens»

**Program Requirements for Scholar-Citizen Fellows:**

1. Complete all requirements necessary to graduate as a Scholar-Citizen
2. Facilitate one discussion associated with a SCI Co-Curricular. Document with a short reflection using RUInvolved
3. Mentor other students on the Scholar-Citizen track student. Document with a short reflection using RUInvolved
4. Design and complete one Tier 3 SCF Intensive Capstone Experience in one of the following areas:
   - Leadership (may intersect with LEAD Scholars project/program)
   - Applied Research (may intersect with OURS or Honors)
   - Public Service
Fellows demonstrate independent experience and show initiative in team leadership of complex or multiple civic engagement activities. They invest in the development of others, and tailor communication strategies to effectively express, listen and adapt to others to establish relationships in order to further civic actions.

**Suggested Curriculum Path for Scholar-Citizen Fellows**

The Scholar-Citizen Initiative requires that progress through the program be tracked for a student intending to graduate as a Scholar-Citizen or Scholar-Citizen Fellow. Depending on the track the student chooses, there will be established requirements for the student to complete before they can graduate with that distinction. The Advising Checklist ([Appendix I](#)) has the list of requirements that need to be completed and checked off on before the student can graduate with the Scholar-Citizen or Scholar-Citizen Fellow distinction. In addition to using the Advising Checklist, students will create an ePortfolio and use RUInvolved to track their progress throughout their time in the program.

**Tracking Progress in SCI**

The Scholar-Citizen Initiative requires that progress through the program be tracked for a student intending to graduate as a Scholar-Citizen or Scholar-Citizen Fellow. Depending on the track the student chooses, there will be established requirements for the student to complete before they can graduate with that distinction. The Advising Checklist ([Appendix I](#)) has the list of requirements that need to be completed and checked off on before the student can graduate with the Scholar-Citizen or Scholar-Citizen Fellow distinction. In addition to using the Advising Checklist, students will create an ePortfolio and use RUInvolved to track their progress throughout their time in the program.

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**ePortfolio**

An ePortfolio is a digital platform on which students can record and archive their learning experiences, often through some combination of posting completed works and preparing original syntheses of their learning experiences. Several trends among today’s population of learners find their confluence in the development and use of e-portfolio systems as a means of tracking and promoting student achievement and engagement.

By the time a Scholar-Citizen student graduates, their Scholar-Citizen ePortfolio should document their growth and achievement in each of the SCI Learning Outcome (SLO) areas with between two and four examples for each of the learning outcomes. It should also document a student’s most meaningful and
relevant co-curricular activities, and showcase the connections you make between your personal, professional/academic, and civic lives.

**SLO 1: Critical Analysis**

By the time you graduate, your Scholar-Citizen ePortfolio should include 2 examples (assignments or reflections) in which you thoroughly:

- Analyze contrasting viewpoints or theories about contemporary issues.
- Demonstrate your awareness that there multiple ways of dealing with complex issues.
- Demonstrate your ability to explain complex issues clearly and described comprehensively, providing all the relevant information necessary to demonstrate your full understanding.
- Demonstrate skillful use of high quality, credible and relevant sources to develop your own ideas.
- Think about your own thinking with regards to this learning outcome and the associated assignments. You should comment on your learning process, including how the assignments challenged your assumptions, biases, and prior beliefs.

**SLO 2: Making Connections**

By the time you graduate, your Scholar-Citizen ePortfolio should include 2 examples (assignments or reflections) in which you:

- Connect and extend knowledge from your academic study/field/discipline to your own participation in civic life.
- You describe what you have learned about yourself as it relates to a reinforced or clarified sense of civic identity as a result of your experience in civic-focused assignments or activities.

**SLO 3: Ethical Reasoning**

By the time you graduate, your Scholar-Citizen ePortfolio should include 2 examples (assignments or reflections) in which you thoroughly:

- Evaluate objections, assumptions and implications of different ethical perspectives/concepts.
- Demonstrate a clear understanding of the social, political, economic, or moral aspects of a contemporary local, national or global issue.

**SLO 4: Problem-Solving**

By the time you graduate, your Scholar-Citizen ePortfolio should include 2 examples (assignments or reflections) in which you:

- Explain a problem or issue, outlining the basic facts, and explaining why the problem matters.
- Identify multiple approaches for solving a local, national, or global problem.
- Provide an evaluation of a solution to a problem that:
  - considers the history of the problem
  - reviews the logic/reasoning
  - examines the feasibility of the solution and weighs the impact(s)
  - demonstrates awareness of contextual factors (e.g., ethical, logical, and cultural dimensions)

**SLO 5: Self-Reflection**

By the time you graduate as a Scholar-Citizen, your ePortfolio should have at least 4 reflections where you:

- Describe and evaluate the relevance and meaningfulness of civic experiences to your own personal and academic growth/development.
- Demonstrate the ability to question your own biases,
- Analyze how experiences contribute to your learning of self, others, and/or course concepts.
• Demonstrate connections between the experience and materials for other courses, past experiences, and future personal and career/academic goals.

**SCI Beyond the Classroom**

By the time you graduate, your ePortfolio should include at least 4 strong entries documenting your Beyond the Classroom SCI activities. These might include all or some of the following depending on whether you are pursuing graduation as a Scholar-Citizen or a Scholar-Citizen Fellow:

- Internships,
- Involvement with the SCI Club and other student organizations,
- Service, volunteerism, or other forms of community engagement,
- Participation in or design of an alternative break,
- Mentoring,
- Leadership,
- Participation in a discussion following a SCI co-curricular,
- Facilitation of a discussion following a SCI co-curricular.

**Seek ePortfolio Feedback**

It is recommended that each semester you submit your ePortfolio to the D2L dropbox for review on the D2L Scholar-Citizen course site.

**Scheduling Your Defense**

ePortfolio defenses occur the last semester of your senior year. To initiate your defense, you must apply for graduation through the SCI application system: http://www.radford.edu/content/scholar-citizen/home/involved.html

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**RUInvolved**

RUInvolved is a new student involvement portal recently introduced to the university. This portal allows for student involvement and service to be tracked. The Scholar-Citizen Initiative has a RUInvolved page that members are asked to join when they first get involved in the program. On RUInvolved, each individual has a co-curricular transcript. This transcript tracks the amount of service that you are participating in. For the Scholar-Citizen Initiative, we ask that you keep that transcript up to date with all the involvement you want to be counted towards the requirements of the program.

**Adding Information to Co-Curricular Transcript**

Information can be added to the service transcript submitting your involvement and writing a brief reflection on the involvement project you did. If you go to your profile, on the top banner of your profile there should be a tab called “Involvement”. After clicking on this tab, there should be a button on the top right which says “Add Involvement Entry”. By clicking on this button, you will be asked to indicate the type of involvement you have done; your three options are service participation, event participation, or organization membership. Once you have clicked on the type of involvement you are trying to add to your co-curricular transcript, it will take you to a page where you will fill out information about the involvement event. On this page, you will fill out the necessary information, which includes information surrounding the event and a reflection on the event. Once you have entered all the information, you will submit your participation to the Scholar-Citizen Initiative page for approval. Once the event has been approved, it should be added to your co-curricular transcript for the tracking of your involvement in the Scholar-Citizen Initiative.
Additional SCI Student Programs

**Scholar-Citizens in Action Awards**

Since 2012, the Scholar-Citizens in Action (SCiA) program has helped almost two dozen students embark upon important hands-on learning experiences. Scholar-Citizen in Action grants are offered during the Fall, Spring, and Summer periods, with (2) $500 travel grants and (2) $2000 project grants offered during each period. Check the website for current deadlines. The earlier an application is submitted, the more competitive it will be. **Apply for a Scholar-Citizen in Action Grant** ([http://radford.qualtrics.com//SE/?SID=SV_29Ky8EV9bzQc2yN](http://radford.qualtrics.com//SE/?SID=SV_29Ky8EV9bzQc2yN))!

These grants can be used to support your attendance at a leadership workshop to support a social science research project, community based research or outreach project, service/volunteer program. This list is meant to be suggestive rather than limiting. If you have an idea, talk with a mentor or with the Scholar-Citizen Director to see how Scholar-Citizen can support your great idea. Visit the SCiA application today.

**Ask Questions Fellows Program**

Ask Big Questions® responds to two enormous needs in society today. The first is the need to increase understanding, empathy, and trust across lines of difference. The second is that of our colleges and universities to educate citizens who seek both to understand others and understand themselves.

Apply to be a SCI Ask Big Questions Fellow. ABQ Fellows receive specialized training in discussion facilitation and conflict negotiation. In addition they receive a $500 stipend per semester as monetary reimbursement for the time it takes to host formal conversations and participate in weekly meetings with other ABQ Fellows from across campus. Contact Scholar-Citizen for more information ([mailto:scholar-citizen@radford.edu](mailto:scholar-citizen@radford.edu)).

*Helpful Tip*

**Participating as a Scholar-Citizen in Action, an ABQ Fellow, or as organizer of a SCI Talk would satisfy he Tier 3 requirement for Scholar-Citizen Fellow candidates.**

**A New Platform: SCI Talks**

Do you have a passion for helping others that you’d like to spread? Do have great ideas that you want others to hear? Do you have an experience related to community engagement that you want to share? If you answered yes to any of those questions, you should consider applying to be an SCI Talks speaker so you can share it with the RU Community!

SCI Talks is a new, student-driven program operating under the Scholar-Citizen Initiative similar to TED Talks, and it is our hope that SCI Talks become just as popular and prominent in the RU community as TED Talks are worldwide.

**Apply to be an SCI Talks speaker** ([http://radford.co1.qualtrics.com/jfe/form/SV_eJsWpv7hJw5bM7H](http://radford.co1.qualtrics.com/jfe/form/SV_eJsWpv7hJw5bM7H))

**SCI Symposium & ePortfolio Showcase**

Each semester Scholar-Citizen hosts a symposium so that students and faculty involved in Scholar-Citizen projects can share their work with the Radford University community.

The SCI Symposium features an e-Portfolio showcase for our Scholar-Citizens in Action, as well as panels for students involved in SCI courses, and other events.
Resources

Student FAQs

**How can I access information about the program?**

Pretty much everything is on our [website](#) – we are a very digitally driven program. Alternatively, check out the contacts on our Contact page.

**Do you have to enter as a Freshman?**

SCI is targeted to Sophomores and Juniors primarily, and is a great fit for transfer students in particular. We have tiered levels of distinction that allow you to pursue a Scholar-Citizen diploma starting as late as the second semester of your junior year.

**Is it too late for me to graduate as a Scholar-Citizen if I am a Senior?**

We’ve been asked if folks can enter in as a Senior, and the answer is “yes” with the proviso that all SCI candidates must go through a formal ePortfolio defense process their senior year. In general that means,

- To graduate as a Scholar-Citizen Fellow, we recommend a minimum of 4 full semesters in the program (meaning you join at the end of your Sophomore year or at the beginning of your Junior year);
- To graduate as a Scholar-Citizen, we recommend a minimum of two full semesters (meaning that the latest you might join is at the end of your Junior year).

In sum, entering into the SCI program as a Senior and graduating with distinction as a Scholar-Citizen can be done, but it is recommended that you begin working toward your SCI diploma earlier.

**I haven't taken any SCI designated classes and my major doesn’t offer any, so how could I meet that requirement?**

A student can apply to have courses SCI designated using our online application system (go to SCI Applications and Grants =>SCI in the Classroom). Your faculty member must apply with you as a co-applicant and supply a letter of support. A student could also pester faculty into applying for SCI designation for the entire course (highly recommended).

**What is an ePortfolio, and how do I get started?**

First, an “eportfolio” is literally a digital collection of work demonstrating your learning. Artists, architects, designers, and journalists are examples of professionals who create portfolios of their work to share with prospective clients, employers, and graduate schools. As the designer or writer takes the “reader” (usually a prospective client or employer) through the portfolio, she or he explains the context of each work, what a particular piece exemplifies, and how taken together the collection demonstrates the skills and qualities needed for certification.

To help you develop your ePortfolio, each semester we have 4 formal ePortfolio feedback sessions held in one of the computer labs in Walker Hall. This year we are also holding an ePortfolio party—you bring something meaningful from your summer and we will show you how to document its meaning and significance in your ePortfolio.

We also have links to several ePortfolios on our website, along with many other resources (see the Resources tab under Graduate as a Scholar-Citizen).

**Who can I talk with to find out if SCI fits with my major?**
Each College has a **SCI Steering Committee** member who is available to talk about SCI and how it might fit with a student’s program of study. The Steering Committee roster is available on the website under the [Contact Us](#) tab.

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**Faculty Development**

For information on Faculty Development programs and Faculty Support related to ePortfolio and other engaged pedagogies, please contact:

- Mr. Charles Cosmato, Director of the Center for Innovative Teaching and Learning ([ccosmato@radford.edu](mailto:ccosmato@radford.edu))
- Dr. Susan Van Patten, Director, Faculty Development Center ([svanpatt@radford.edu](mailto:svanpatt@radford.edu))
- Dr. Samantha Blevins, ePortfolio Educational Technologist ([sblevins@radford.edu](mailto:sblevins@radford.edu))

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**Scholar-Citizen Faculty Group and Faculty Listserv**

The Scholar-Citizen faculty gather monthly to share ideas and talk about their experiences with engaged pedagogies as well as to brainstorm possibilities for group projects. To join the Scholar-Citizen Faculty Listserv, please email [scholar-citizen@radford.edu](mailto:scholar-citizen@radford.edu) with “subscribe” in the subject line.

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**SCI Internships**

Internships can be designed to meet SCI requirements, and students who design SCI Internships are eligible for grant support. To find a list of prospective internship providers, consult the Hire a Highlander resource on the Career Services web page: [http://www.radford.edu/content/career-services/home.html](http://www.radford.edu/content/career-services/home.html). All students are recommended to pursue an internship, preferably during the summer between your junior and senior year. For more information related to career planning, please contact:

- Ms. Ellen Taylor, Director, The Career Center ([eltaylor@radford.edu](mailto:eltaylor@radford.edu))
- Ms. Teresa Dickens, Assistant Director, The Career Center ([tdickens2@radford.edu](mailto:tdickens2@radford.edu))

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**SCI and Community Engagement**

For information related to establishing a service-learning course or developing a community based research context for your course, contact:

- Dr. Erin Webster-Garrett, Director, Scholar-Citizen Initiative ([ewebster2@radford.edu](mailto:ewebster2@radford.edu))
- Dr. Jeanne Mekolichick, Assistant Provost, Academic Programs ([imekolic@radford.edu](mailto:imekolic@radford.edu))
- Dr. Beth Lyman, Chair, Department of Sociology and Director, Center for Social and Cultural Research ([elyman@radford.edu](mailto:elyman@radford.edu))
- Mr. Ben Litvak, Student Activities, and RUInvolved ([blitvak@radford.edu](mailto:blitvak@radford.edu))
Worksheet for Developing a Community Based Learning Experience

Scholar-Citizen Course/Project Development Worksheet

Erin Webster Garrett, Ph. D.
Director, Scholar-Citizen Initiative
Create Connect. Contribute.
540-831-7149; ewebster2@radford.edu

Course Prefix, Number, and Title:
________________________________________

Semester to be taught:
________________________________________

ESTABLISHING LEARNING OBJECTIVES

• List the learning outcomes for the course/project as reflected in the official course syllabus.

• What do you want your students to gain from the Scholar-Citizen (SC) learning experience? As you consider this question, consider some or all of the following:
  
  o Which of the SC learning outcomes will you address with a specific project or set of projects? Remember that to be designated a SCI course, you must meet and measure two Scholar-Citizen learning outcomes. To have a project or learning experience designated Scholar-Citizen intensive (“SCI”) it must meet and measure one learning outcome.
  
  o How do these SC learning outcomes fit within the existing goals of the course? You might consider how SC learning outcomes support collaborative learning, professionalism, critical reasoning, or team-work, for example, if these were existing learning outcomes in your course. The idea here is that the SC learning outcomes are complementary to many of the learning goals and objectives we already value. The SC learning outcomes provide an opportunity to reframe and re-envision existing learning outcomes and should not be considered “add-ons” or as unnecessary hoops. If the SC outcomes are superfluous to the goals of the course, it may be that this particular course is not a good fit.
  
  o How and to what degree do you want to alter your existing course to meet these SC learning outcomes?
    ✷ one assignment?
    ✷ a sequence of assignments?
    ✷ an exercise?

1 This worksheet is based upon the materials generously provided by Dr. Brenda Marstellar Kowalewski, Director of the Community Involvement Center at Weber State University. My heartfelt thanks for her collegiality, advice and support.
• an entirely new course?
• linking to other institutions?

○ How will students demonstrate a gain or change in knowledge / experience / skill / disposition as related to the SC learning outcomes? through a series of discrete “bloom and fade” assignments, or as part of one overarching scaffolded set of assignments?

○ How will you build on the knowledge or skill from one assignment to the next?

○ Where do your SC learning activities and projects fit within the semester?

○ Which if any of the student works will be public to more than you, the student, and her/his classmates?

○ Where will you integrate the three parts of the experiential learning cycle:
  ▪ initial experience,
  ▪ observation and reflection, and
  ▪ formation of abstract concepts through synthesis of experience, testing of concepts in new situations?

ESTABLISHING POSSIBLE COMMUNITY-BASED LEARNING EXPERIENCES AND PARTNERS

• What types of research activities would be appropriate for your learning objectives (e.g. program evaluation research, oral histories, testing soil samples, etc.)? Describe possible research activities through which students will learn and/or apply the course objectives, skills, and/or behaviors. (see the website for service learning ideas and resources)

• Who are the possible community partners in need of the research activities listed above? How might you find appropriate partners?

• How will you establish the research needs of the community organization?

• How will you ensure a beneficial relationship between you, your students and the community organization? (establishing who owns the data and what it can be utilized for beyond the organization’s needs, establishing expectations of both you and the community organization, etc.)

PREPARING YOUR STUDENTS FOR COMMUNITY-BASED LEARNING (CBL)/ COMMUNITY-BASED RESEARCH (CBR)

• How will you prepare your students for the CBL project? List possible preparation assignments or activities (e.g. readings/presentations explaining the difference between CBL/CR and traditional research, interviewing the community organization about their research needs, community partner presentations in class, library research, making sure students are certified to work with human subjects, etc.).
COURSE INTEGRATION

- Will the Scholar-Citizen CBL/CBR project be required of all students, optional, extra credit, etc.?

- Can the project be completed in one semester or will it need to span semesters? If it spans semesters, how will you sustain the project from one semester to the next?

- Do you need to consider working with another class in another discipline area to conduct the requested research from the community? If so, which discipline? Which faculty member in that department? And what would this interdisciplinary experience look like for students?

- How many research projects will you take-on in this course? In other words, will you have one research project for the class which is broken up into smaller research projects or projects from multiple community organizations?

- Is the project best for small groups of students, individuals, or the whole class?

- Are there a minimum number of hours students must contribute to the research for the organization? If so, how many and how will you track those hours?

- What course assignments, (readings, texts, guest speakers, writing assignments, etc.), will relate to the CBR experience?

- What will be the final student outputs or research products (e.g. a report, paper, presentation, video, etc.)? Is the community organization the only audience with whom the research findings will be shared? How will the findings be shared with the community organization?

- How will you evaluate/assess/grade the CBL/CBR component (e.g. class participation, grades for each CBR related assignment, points for meeting specific tasks, etc.)?

THINGS THAT NEED TO HAPPEN AND WHEN

- What are your deadlines for: confirming their placement; filing their contract; reflective assignments (in-class and out-of-class); and turning in and/or completing hours?

<table>
<thead>
<tr>
<th>Action</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifying community organizations with appropriate research needs for your course objectives.</td>
<td></td>
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<tr>
<td>• Identifying specific research objectives with the community organization(s).</td>
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<tr>
<td>• Establishing due dates for assignments:</td>
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<tr>
<td>o Assignment 1:</td>
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<td>Assignment 2:</td>
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<td>Assignment 3:</td>
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<td>Assignment 4:</td>
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<td>Assignment 5:</td>
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<tr>
<td>Assignment 6:</td>
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<tr>
<td>Re-writing your syllabus to include the CBL/CBR project.</td>
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<tr>
<td>Getting IRB approval for the project.</td>
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<tr>
<td>Preparing your students to engage in CBL:</td>
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<tr>
<td>- Becoming familiar with the community organization.</td>
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<tr>
<td>- Being certified to work with human subjects.</td>
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<tr>
<td>Other:</td>
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<tr>
<td>Other:</td>
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<tr>
<td>Turning in and/or completing hours (if required)</td>
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<tr>
<td>Reporting findings</td>
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<tr>
<td>Administering a Community Partner Assessment</td>
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<tr>
<td>Other:</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
Ways to Incorporate Service and Volunteerism by College and Major

COLLEGE OF BUSINESS AND ECONOMICS

- Accounting, Finance and Business Law
  - Assist with profit or non-profit agencies
  - Assist with insurance companies
  - Assist in Law offices
  - Assist in Sales operations
- Economics
  - Assist in state or local government
  - Assist in economics consulting firms
  - Assist in law offices
- Management
  - Assist with profit or non-profit organizations
  - Assist with state or local government
  - Assist with businesses
- Marketing
  - Assist in a profit or non-for-profit work
  - Assist with advertising companies
  - Assist with marketing research
  - Assist with sales management

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

- Appalachian Studies
  - Field research
  - The Appalachian Teaching Project*
- Health and Human Performance Major and Concentration:
  - Assist with kids exercise programs
  - Assist in School settings
  - Assist with community based feeding programs
  - Assist with food service companies
- Recreation, Parks and Tourism
  - Assist with Youth organization
  - Non-profit agencies
  - Assist with tourism Resource Lab
  - Assist in nursing homes
  - Assist in Hospitals
  - Assist in rehabilitation centers
  - Assist in psychiatric facilities
- Counselor Education and School of Teacher Education and Leadership
  - Field Experiences in student teaching positions
  - Assist with after school programs

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

- Communication Sciences and Disorders
  - Assist in schools
  - Assist in hospitals
  - Assist in rehabilitation centers
- Assist in nursing homes

• **Department of Physical Therapy**
  - Assist in nursing home facilities
  - Assist with in-patient rehabilitation
  - Assist with outpatient rehabilitation
  - Assist with acute care
  - Assist in hospitals
  - Assist with home health
  - Assist in school settings

• **School of Nursing**
  - Assist in hospitals
  - Assist in specialty clinics
  - Assist in nursing homes

• **School of Social Work**
  - Assist in hospitals
  - Assist in clinics
  - Assist in nursing homes
  - Assist in police departments
  - Assist in courts
  - Assist with public agencies
  - Assist with homeless shelters
  - Assist with Domestic Violence shelters
  - Assist with rape crisis centers

**COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES**

• **Criminal Justice**
  - Assist with Federal law enforcements
  - Assist with State Law enforcements
  - Assist with Local law enforcements
  - Assist with Commonwealth attorney’s offices
  - CRJU-483: Criminal Justice Experimental Learning

• **English**
  - Assist students with basic writing skills at local Schools
  - Assist with writing or editing for any nonprofit Organization
  - Assist at a local for-profit newsletters
  - Assist with public relations documents

• **Foreign Languages and Literatures**
  - Assist as an interpreter
  - Assist as a translator
  - Assist as a tutor for student at local schools
  - Assist with mentoring programs
  - Assist with public or private organizations

• **History (and Social Science)**
  - Assist with Journalism Work
  - Assist with Publishing Work
  - Assist with a Museum
  - Assist with Public or private organization
- Assist with State or federal departments

- **Philosophy and Religious Studies**
  - Assist with non-profit organizations
  - Assist in hospitals
  - Assist with Adult Education Programs
  - Assist with Consulting Firms
  - Assist with Social Services agencies

- **Political Science**
  - Assist with State or local government
  - Assist with the federal government
  - Assist with non-profit or profit organizations

- **Psychology**
  - Assist with rehabilitation facilities
  - Assist with local hospitals
  - Assist with mentoring programs
  - Assist with Social Services agencies
  - Assist with crisis centers
  - Assist in nursing homes
  - Assist with research

- **School of Communication**
  - Assist with advertising and public relation agencies
  - Assist with nonprofits and governmental organizations
  - Assist with local and regional businesses

- **Sociology**
  - Assist with nonprofit or profit organization
  - Assist with Women’s Resource Centers
  - Assist with Social Services agencies
  - Assist with Crisis Centers
  - Assist with community schools
  - Assist with government programs
  - Assist with shelters
  - Assist with local businesses
  - Assist with research

**COLLEGE OF SCIENCE AND TECHNOLOGY**

- **Anthropological Sciences**
  - Assist with research in many fields
  - Assist with non-profit organizations
  - Assist with investigations of historic and prehistoric Virginia
  - Assist with investigations of national/international regions
  - Assist in local government
  - Assist with mentoring programs
  - Assist with local schools

- **Biology**
  - Assist in wild-life research
  - Assist in local government
- Assist in research on various topics
- Assist with local schools
- Intern with farmers
- Assist with agricultural research
- Assist with environmental issues
- Conservation internship
- Assist in parks
- Assist with dentists, doctors, other medical offices

• Chemistry
  - Assist with research on a variety of topics
  - Assist with local schools
  - Assist with local government
  - Assist with hospital labs
  - Assist with mentoring students

• Physics
  - Assist with research in various topics
  - Assist with local schools
  - Assist with local governments
  - Assist with mentoring students

• Geology
  - Assist with research of various planetary subjects
  - Assist with local governments
  - Assist with resource management facilities
  - Assist with environmental safety groups
  - Assist with developing GIS and GPS technologies
  - Assist with environmental research
  - Assist with mentoring students
  - Assist with local schools
  - Assist with legal firms
  - Assist with federal agencies (FEMA, NASA, EPA, BLM etc...)

• Geospatial Science
  - Assist with local news
  - Assist with local governments
  - Assist with local schools
  - Assist with developing GIS and GPS technologies
  - Assist with research on various topics
  - Assist with mentoring students
  - Assist with environmental groups
  - Assist with international agencies
  - Assist with conversation association

• Information Technology with concentrations in: Computer Science and Technology Information Science and Systems.
  - Assist with local government
  - Assist with local schools
  - Assist with mentoring students
  - Assist with research in various topics
  - Assist with computer companies
  - Assist with other technologies companies
• Mathematics and Statistics
  - Assist with local schools
  - Assist with mentoring students
  - Assist in research in various topics
  - Assist with local government
  - Student teaching

• Pre-Health Advising Areas of Concentration:
  - Assist with local schools
  - Assist with mentoring students
  - Assist in research in various topics
  - Assist with local government
  - Assist in hospitals, pharmacies, vets, dentistry, etc..
  - Assist with international related issues

COLLEGE OF VISUAL AND PERFORMING ARTS

• Art
  - Assist with profit or non-profit agencies
  - Assist with community Art Gallery
  - Assist in elderly homes
  - Assist in museums
  - Assist in schools

• Dance
  - Assist with profit or non-profit agencies
  - Assist with performance in shelters
  - Assist with performance in schools
  - Assist with a dance therapy program
  - Assist with teaching in community centers
  - Assist in elderly homes

• Interior Design and Fashion
  - Assist with profit or non-profit agencies
  - Assist in elderly homes
  - Assist with real estate agencies
  - Assist with beautification

• Music
  - Assist with profit or non-profit agencies
  - Assist with performances in elderly homes
  - Assist in school settings
  - Assist with performances in hospitals

• Theatre and Cinema
  - Assist with profit or non-profit agencies
  - Assist with local shelters
  - Assist in school settings
  - Assist in elderly homes
  - Assist in community theater
Glossary of Terms

Please note that unless otherwise indicated, the following definitions are extracted from the AAC&U VALUE Rubrics Project, http://www.aacu.org/value/index.cfm

- **Academic Knowledge**: Disciplinary learning; learning from academic study, texts, etc.
- **Content**: The information conveyed in the work samples or collections of work.
- **Contexts**: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- **Co-Curriculum**: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- **Engaged Learning**: Encouraging students in the connection of academic skills and knowledge to issues confronting their local, national and global communities and to promoting political, cultural, social, and economic change. (RU QEP 2012, p.19)
- **Experience**: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- **Form**: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the ePortfolio.
- **Performance**: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- **Reflection**: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- **SC**: The Scholar-Citizen program at Radford University. The Scholar-Citizen program supports Radford University’s institutional mission by fostering the development of “mature, responsible citizens” prepared to put their intellectual skills to work for the public good (RU Mission Statement). Students may pursue status as Scholar-Citizens or as Scholar-Citizen Fellows.
- **SCF**: Scholar-Citizen Fellows. “SCF”s graduate with special recognition as a result of their successful completion of 2 SCI academic experiences and a set number of intense co-curricular experiences. SCFs are responsible for developing and maintaining an ePortfolio over the course of their tenure as SCFs, and can focus their advanced experiences around leadership, public service, or applied research.
- **SCI**: Pronounced “sky,” SCI is used to signify both the Scholar Citizen Initiative and Scholar-Citizen intensive courses and programs. “SCI” designation applies to the courses, programs, and events that adhere to the criteria established by the SC Steering committee and that may be counted for credit by Radford University students pursuing Scholar-Citizen status.
- **Self Assessment**: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.
Scholar-Citizen Student Learning Outcome Rubric

<table>
<thead>
<tr>
<th>SLO 1: Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>Critical Analysis</td>
</tr>
<tr>
<td>Explanation of Issue*</td>
</tr>
<tr>
<td>Use of Reliable Sources</td>
</tr>
</tbody>
</table>

* An issue is a shareable concern, that is, a topic that people, talk, read, write, care about, and for which they share concern.
<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Knowledge</strong></td>
<td>Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to one's own participation in civic life.</td>
<td>Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to one's own participation in civic life.</td>
<td>Begins to acknowledge and explore the relevance of knowledge (facts, theories, etc.) from one's own academic study/field/discipline to one's own participation in civic life.</td>
<td>Does not acknowledge the relevance of knowledge (facts, theories, etc.) from one's own academic study/field/discipline to one's own participation in civic life.</td>
<td></td>
</tr>
<tr>
<td><strong>Civic Identity</strong></td>
<td>Describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity as a result of their experience in civic-focused activities or assignments.</td>
<td>Describes what she/he has learned about her or himself as it relates to a growing sense of civic identity as a result of their experience in civic-focused activities or assignments.</td>
<td>Description of involvement in civic-focused activities is a result of expectations or course requirements rather than from a sense of civic identity.</td>
<td>Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.</td>
<td></td>
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</tbody>
</table>

* This learning outcome is appropriate for courses or projects that have a deliberate civic-focused assignment or experience.

* Civic life refers to activities, actions, etc. for the public good as opposed to private interest.
<table>
<thead>
<tr>
<th>Evaluation of Different Ethical Perspectives/Concepts</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student thoroughly evaluates objections, assumptions and implication of different ethical perspectives/concepts.</td>
<td>Student begins to evaluate objections, assumptions and implications of different ethical perspectives/concepts but the student's response is inadequate.</td>
<td>Student states objections, assumptions and implications of different ethical perspectives/concepts but stops short of evaluating them.</td>
<td>Student cannot state the objections, assumptions and limitations of different perspectives/concepts.</td>
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<tr>
<td>3</td>
<td>The student demonstrates a clear understanding of the social, political, economic, or moral aspects of a contemporary local, national, or global issue.</td>
<td>The student demonstrates a clear understanding of the social, political, economic, or moral aspects but overlook important aspects of a contemporary local, national, or global issue.</td>
<td>The student could express the social, political, economic, or moral aspects of a contemporary local, national, or global issue, but made questionable judgments.</td>
<td>The student could not express the social, political, economic, or moral aspects of a contemporary local, national, or global issue.</td>
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</tbody>
</table>

* An issue is a shareable concern, that is, a topic that people, talk, read, write, care about, and for which they share concern.
<p>| SLO 4: Evaluate problems in the context of contemporary local, national, or global issues |
|---|---|---|---|---|
| Define Problem | Define Problem | Define Problem | Define Problem | Not addressed |
| 4 | Clearly explains the problem or issue, outlining the basic facts, and explains why the problem matters. | Attempts to explain the problem or issue but relevant omissions are made. | Explanation of the problem or issue is undeveloped. | Limited ability in identifying the problem or issue or why the problem matters |
| 3 | Identifies multiple approaches for solving a contemporary local, national, or global problem. | Identifies multiple approaches for solving the problem, only some of which apply. | Identifies only a single approach for solving the problem. | Does not identify an approach for solving a problem. |
| 2 | Evaluation of solutions (including their own if applicable) includes all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. The student is also sensitive to contextual factors such as the ethical, logical, and cultural dimensions of the problem. | Evaluation of solutions is adequate (for example contains thorough explanation) and includes the several of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. The student is also sensitive to some of the contextual factors such as the ethical, logical, and cultural dimensions of the problem. | Evaluation of solutions is brief (for example, explanation lacks depth) and misses several of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. The student also does not appear to be sensitive to contextual factors such as ethical, logical, and cultural dimensions of the problem. | Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) misses most of the following: considers history of problem, reviews logical/ reasoning, examines feasibility of solution, and weighs impacts of solution. The student also fails to recognize contextual factors such as ethical, logical, and cultural dimensions of the problem. |
| 1 | | | | |
| Not addressed | | | | |</p>
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<th>4</th>
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<th>2</th>
<th>1</th>
<th>Not addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance</strong></td>
<td>Thoroughly describes and evaluates the relevance and meaningfulness of the civic learning experience to the student’s personal and academic growth/development.</td>
<td>Begins to describe and evaluate the relevance and meaningfulness of the civic learning experience to the student’s personal and academic growth/development.</td>
<td>Superficial acknowledgement of the relevance and meaningfulness of the civic learning experience to the student’s personal and academic growth/development.</td>
<td>Does not acknowledge the relevance and meaningfulness of the civic learning experience to the student’s personal and academic growth/development.</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
<td>Demonstrates the ability to question her/his own biases, stereotypes, preconceptions, and/or assumptions and to define new modes of thinking as a result.</td>
<td>Demonstrates the ability to question her/his own biases, stereotypes, preconceptions, and/or assumptions but is unable to define new modes of thinking.</td>
<td>Begins to question her/his own biases, stereotypes, preconceptions, and/or assumptions.</td>
<td>Does not question her/his own biases, stereotypes, preconceptions, and/or assumptions.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Thoroughly analyzes how the experience contributed to the student’s learning of self, others, and/or course concepts. The analysis is systematic, organized and written/composed with an awareness of audience.</td>
<td>Attempts to analyze how the experience contributed to the student’s learning of self, others, and/or course concepts. The analysis is somewhat systematic, organized and written/composed with an awareness of audience.</td>
<td>Superficially describes the learning experience and its relation to student learning. The analysis is not written/composed for public critique.</td>
<td>Summarizes the experience without analysis of how it contributed to the student’s learning of self, others, and/or course concepts.</td>
<td></td>
</tr>
<tr>
<td><strong>Interconnections</strong></td>
<td>Demonstrates connections between the experience &amp; materials from other courses; past experiences; and future personal and career/academic goals.</td>
<td>Demonstrates connections between the experience &amp; materials from other courses; and past experiences; but does not connect to future personal and career/academic goals.</td>
<td>Makes simple connections between the experience &amp; materials from other courses; and past experiences.</td>
<td>Does not demonstrate the ability to make connections between the experience &amp; materials from other courses; and past experiences.</td>
<td></td>
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</tbody>
</table>
## ePortfolio Defense Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Undeveloped (1)</th>
<th>Developing (2)</th>
<th>Developed (3)</th>
<th>Highly Developed (4)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection of Artifacts</strong>&lt;br&gt;In grading contexts, weight for this criterion: 35% of total score</td>
<td>The artifacts and work samples do not relate to the purpose of the eportfolio.</td>
<td>Some of the artifacts and work samples are related to the purpose of the eportfolio.</td>
<td>Most artifacts and work samples are related to the purpose of the eportfolio.</td>
<td>All artifacts and work samples are clearly and directly related to the purpose of the eportfolio. A wide variety of artifacts is included.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection/Critique</strong>&lt;br&gt;Weight for this criterion: 35% of total score</td>
<td>The reflections do not describe growth or include goals for continued learning.</td>
<td>A few of the reflections describe growth and include goals for continued learning.</td>
<td>Most of the reflections describe growth and include goals for continued learning.</td>
<td>All reflections clearly describe growth, achievement, accomplishments, and include goals for continued learning (long and short term).</td>
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<tr>
<td></td>
<td>The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.</td>
<td>A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</td>
<td>Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</td>
<td>All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Multimedia</strong>&lt;br&gt;Weight for this criterion: 10% of total score</td>
<td>The graphic elements or multimedia do not contribute to understanding concepts, ideas and relationships. The inappropriate use of multimedia detracts from the content.</td>
<td>Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships.</td>
<td>Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest.</td>
<td>All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files effectively enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The graphics do not include alternate text in web-based portfolios.</td>
<td>Some of the graphics include alternate text in web-based portfolios.</td>
<td>Most of the graphics include alternate text in web-based portfolios.</td>
<td>Accessibility requirements using alternate text for graphics are included in web-based portfolios.</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Undeveloped (1)</td>
<td>Developing (2)</td>
<td>Developed (3)</td>
<td>Highly Developed (4)</td>
<td>Rating</td>
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</tr>
<tr>
<td><strong>Audio/Video</strong></td>
<td>Audio and/or video artifacts are not edited or exhibit inconsistent clarity or sound (too loud/too soft/garbled).</td>
<td>A few of the audio and/or video artifacts are edited with inconsistent clarity or sound (too loud/too soft/garbled).</td>
<td>Most of the audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.</td>
<td>All audio and/or video artifacts are edited with proper voice projection, appropriate language, and clear delivery.</td>
<td></td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>No images, media or text created by others are cited with accurate, properly formatted citations.</td>
<td>Some of the images, media or text created by others are not cited with accurate, properly formatted citations.</td>
<td>Most images, media or text elements created by others are cited with accurate, properly formatted citations.</td>
<td>All images, media and text follow copyright guidelines with accurate citations. All content throughout the eportfolio displays the appropriate copyright permissions.</td>
<td></td>
</tr>
<tr>
<td><strong>Navigation</strong></td>
<td>The navigation links are confusing, and it is difficult to locate artifacts and move to related pages or a different section. There are significant problems with pages connecting to preceding pages or the Table of Contents. Many of the external links do not connect to the appropriate website or file.</td>
<td>The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the Table of Contents, but in other places the links do not connect to preceding pages or to the Table of Contents. Some of the external links do not connect to the appropriate website or file.</td>
<td>The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the Table of Contents. Most of the external links connect to the appropriate website or file.</td>
<td>The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the Table of Contents, and all external links connect to the appropriate website or file.</td>
<td></td>
</tr>
<tr>
<td><strong>Layout/Readability</strong></td>
<td>The eportfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline). Many formatting tools are under or over-utilized and decrease the readers' accessibility to the content.</td>
<td>The eportfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings and text or inconsistent use of font styles (italic, bold, underline). Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content.</td>
<td>The eportfolio is generally easy to read.</td>
<td>The eportfolio is easy to read.</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Undeveloped (1)</td>
<td>Developing (2)</td>
<td>Developed (3)</td>
<td>Highly Developed (4)</td>
<td>Rating</td>
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<td>The writing includes include some grammatical, spelling or punctuation errors that distract the reader and requires some editing and revision.</td>
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<td>The writing is free of grammatical, spelling or punctuation errors. The style of writing facilitates communication and no editing is required.</td>
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Adapted from https://www2.uwstout.edu/content/profdev/rubrics/eportfolio rubric.html

TOTAL

GRADING (STUDENT MUST RECEIVE AT LEAST AN 85 TO GRADUATE WITH SCHOLAR-CITIZEN STATUS)
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