

RISE TO THE CHALLENGE: A PROPOSAL

RISE to the Challenge is a new initiative focused on increasing undergraduate student participation in research, international, service and other experiential learning programs. It is an important piece of the IUPUI Academic Plan. This proposal provides the campus community with an overview of RISE. It is also intended to initiate a campus-wide discussion and solicit input for ideas which will eventually shape the implementation of RISE.

WHY RISE? WHY NOW?

In addition to formal classroom courses, the teaching and learning process can be enhanced by integration with real-world experiences. Through intentional use of such pedagogy, IUPUI can make its undergraduate educational experience distinctive by taking advantage of its institutional strengths, its urban setting, and its mission as a civically-engaged urban research university. The RISE initiative will offer students special opportunities to engage in concrete experiences associated with research, global learning, community service, and careers. With guidance and mentorship, students will go on to relate these experiences to classroom learning in structured, educationally meaningful ways.

RISE will engage students more deeply in their learning and contribute to their intellectual and professional development in unique ways. It can contribute to increasing recruitment and improving the persistence of students at IUPUI.

OVERVIEW OF THE RISE PROPOSAL

The RISE to the Challenge initiative aspires for graduates from IUPUI to be known for exposure to at least two RISE categories. The four experiential learning categories in RISE are:

- credit-bearing undergraduate research experiences to augment their understanding of research, scholarship, and creative activities,
- study abroad curricular experiences to enhance their learning and understanding of the world,
- service learning courses to enhance their commitment to civic engagement, and
- credit-bearing experiential learning experiences, such as internships, practica, clinical or fieldwork experiences.

RISE experiences must incorporate an experiential learning framework the dimensions of which include:

- **knowledge**—the concepts, facts and information acquired through formal learning and past experience;
- **activity**—the application of knowledge to a “real world” setting;
- **reflection**—the analysis and synthesis of knowledge and activity to create new knowledge;

- **assessment**—an appraisal of the extent to which the learning objectives identified for the educational experience and principles of undergraduate learning are met; and a
- **record**—a formal documentation on the transcript that the experience has been satisfactorily completed.

RECOMMENDED POLICY

Every student enrolled in a baccalaureate degree program at IUPUI will be challenged to complete at least two of the four types of RISE experiences. Documentation on the student's transcript is an essential element of the RISE initiative to provide students with marketable indications of their ability to apply their learning.

DEFINITIONS

Undergraduate Research Experience Courses

To qualify as a RISE encounter, courses will involve students in the conducting of research under the mentorship of a faculty member.

Undergraduate research experiences include any scholarly or artistic activities that lead to the production of new knowledge; to increased problem solving capabilities, including design and analysis; to original critical or historical theory and interpretation; or to the production of art or artistic performance. The research requirement will not be met by courses that teach about research; rather, it is a credit-bearing educational experience that involves the student in conducting research under the mentorship of a faculty member.

International Experience (Study Abroad) Courses

To qualify as a RISE encounter, courses will involve students in academic coursework that occurs outside of one of the fifty states, the District of Columbia, or US territories.

International engagement will include credit-bearing coursework or independent study in which students directly and intensively engage with a national community outside their own, reflect on this engagement in an informed and thoughtful way, and enhance their skills of international understanding and interaction. Study abroad (outside the 50 states and District of Columbia) is the preferred mode for fulfilling this goal, but exceptionally interactive and immersive experiences with immigrant groups, organizations concerned with global issues, or campus-based courses employing interactive distance technologies may sometimes also count. Students who are not U.S. citizens or permanent residents may apply to develop faculty-guided, credit-bearing formats for reflecting on their experiences in the U.S.

Service Learning Courses

To qualify as a RISE encounter, coursework will be designated as a service-learning course.

Service learning at IUPUI is defined as a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Experiential Learning Courses (experiences in work and community settings)

Additional courses can qualify as a RISE encounter if the coursework is based on experiential learning.

Coursework specifically designed with increased requirements outside of the classroom can qualify as experiential learning (integration of knowledge, activity, reflection and assessment to translate learning into action). This requirement may be met with specially designated credit-bearing classes or by one of the following instruction formats:

1. Clinical Education
2. Cooperative Education
3. Field Work
4. Internship
5. Practicum
6. Student Teaching
7. Mentoring Practice
8. Other categories

Consistent with the other components of the RISE challenge, experiential learning courses will incorporate knowledge, activity, reflection, and assessment and carry academic credit discernable on the students' transcript.

NEXT STEPS

Individuals and teams from academic and co-curricular units will have an early venue to hear more about RISE and the national profile for Experiential Learning on Friday, October 10th. This year's [Plater Institute on the Future of Learning](#) will examine the national agenda surrounding experiential learning and student intellectual and professional development. Attendees will have the opportunity to explore possibilities for expanding experiential learning for both undergraduate and graduate students as well as learn about locally available resources to support their efforts. In addition to the Plater Institute, stay tuned for on-going RISE updates and opportunities to contribute to the development and implementation of this vital campus initiative.