West Chester University Student Affairs

RAM PLAN TRANSCRIPT APPLICATION DIRECTOR REVIEW FORM

Directors will use this form as an internal review of the application to make sure all components are complete and accurate. The notes section allows the directors to provide feedback to the submitter to make changes before the application is sent to the Co-curricular Transcript Review Committee for final submission.

Application Component Checklist Notes	Checklist/
Submitting Faculty/Staff Member's Name(s)	
Host Department(s)	
Experience Title- does this accurately reflect the program? Would students want employers to see this experience on their transcript? **Example**: Student facing title: description of program Is title 48 characters (including spaces) or less to fit on the transcript?	
Overview and History of Experience Does it explain how and when the experience began, why it is important, the people involved, whether it has been reviewed by another organization, and how its changed or evolved over time?	
Brief Experience Description for the Program Catalog: This is the description that students will read when browsing for programs to attend. Make note of who the intended audience is when writing the description. **Example:** Students interested in pursuing graduate school are invited to Grad School Road Map, a program that helps students explore, approach, and fund their graduate level education goals. Registration is not required, but is available in Handshake, along with the event details.	
Permissions: if WCU staff did not create the experience, have you received permission to use it?	
Funding: For programs to be transcriptable, a stable source of funding must exist to ensure ongoing offering of the program. Have you secured long term budgeting requirements?	
Experience Materials: Are all experience materials included? Have you taken Universal Design for Learning (UDL) guidelines into consideration? Are the learning outcomes evident in the experience materials?	
Learning Outcomes and Assessment: Is at least one learning outcome provided that is specific and measurable? Does this include experience assessments? Do the questions match the learning outcomes?	

Informed Framework: Is there at least one theory, model, or best practice utilized in developing this experience? Does this accurately reflect the theory? Does this reflect the focus area you have chosen?	
Experience Connection: There should be a clear connection to the focus area(s), experience description, and learning outcomes.	
Social Justice Consideration: Social Justice practices address systems of oppression in the areas of equity, access, participation, education, and human rights. Have social justice practices been incorporated into the design, development, and delivery of the experience?	
Focus Area: Does the focus area selected accurately match the learning outcomes and theories used?	

Learning Goal: Which learning goal most accurately describes the learning outcomes of the experience (listed below) or are the most important learning goal? This is what will be listed on the student's co-curricular transcript.	
Civic Engagement - Encompasses actions wherein individuals participate in activities of personal, political, and public concern that are both individually life enriching and socially beneficial to the community.	
Communication - The exchange of information orally, non-verbally and in writing, with individuals, groups and external audiences using multiple modes, including technology and related applications.	
Critical Thinking - A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	
Integrative Learning - An understanding and disposition that a student builds across their personal, curricular and cocurricular lives, from making simple connections among ideas and experiences to synthesizing and transferring learning to new and complex situations.	
Intercultural Fluency - Valuing, respecting, and learning from people with diverse backgrounds (e.g., ability, age, culture, economic status, education level, ethnicity, gender, nationality, race, religion, sexual orientation). The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.	
Personal Development - Includes both intra- and interpersonal elements. Intrapersonal development refers to an individual's self-understanding and the extent to which they engage in selecting and living by their personal values and beliefs. Interpersonal development refers to an individual's ability to build and maintain meaningful and healthy relationships, work collaboratively, and lead others	
Problem Solving - The process of designing, evaluating, and implementing a strategy to answer a question or achieve a desired goal.	