### Students as Scholars Program Rubric, 2016

<table>
<thead>
<tr>
<th>Rubric Level</th>
<th>Exceptional</th>
<th>Proficient (RS)</th>
<th>Approaching Proficiency</th>
<th>Emerging Proficiency</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate and refine a question, problem, or challenge</td>
<td>Articulate and refine a research question, problem, or challenge that may contribute to the field</td>
<td>Articulate a research question, problem, or challenge that may contribute to the field</td>
<td>Articulate a question, problem, or challenge that may be addressed appropriately in scholarly work</td>
<td>Not yet able to articulate an appropriate scholarly problem, or challenge.</td>
<td></td>
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<tr>
<td>Choose an appropriate research method for exploring an inquiry</td>
<td>Choose or use sophisticated methods to explore an inquiry, and identify and address advantages and disadvantages of different methods</td>
<td>Sometimes choose effective methods for exploring an inquiry.</td>
<td>Be aware of some appropriate research methods, and sometimes choose effective methods for exploring an inquiry.</td>
<td>Not yet aware of appropriate research methods for scholarly inquiry.</td>
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<tr>
<td>Granted high-quality information and analyzed evidence appropriately</td>
<td>Analyze a rich body of useful information.</td>
<td>Sometimes use effective strategies for gathering and evaluating evidence.</td>
<td>Be aware of some appropriate strategies for gathering and evaluating evidence.</td>
<td>Not yet aware of some appropriate strategies for gathering and evaluating evidence.</td>
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</tr>
<tr>
<td>Appropriately articulate or synthesize scholarly evidence</td>
<td>Articulate an understanding of the value of research and creative inquiry to individuals and community members in local, civic, professional, or global contexts.</td>
<td>Articulate a general understanding of the value of research and creative inquiry to individuals and community members in local, civic, professional, or global contexts.</td>
<td>Be aware of some appropriate strategies for communicating knowledge to different audiences.</td>
<td>Not yet able to articulate the value of research and creative inquiry to some local, civic, professional, or global contexts.</td>
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</tr>
<tr>
<td>Explain how scholarly inquiry has value to society</td>
<td>Explain the multiple and innovative ways that scholarly inquiry is important to society.</td>
<td>Explain general pathways for understanding the role of scholarship.</td>
<td>Explain the broader pathways for understanding the role of scholarship.</td>
<td>Not yet able to explain the value of scholarly inquiry to society.</td>
<td></td>
</tr>
<tr>
<td>Take responsibility for creating and executing an original scholarly or creative project</td>
<td>Take responsibility for creating and executing an original scholarly or creative project.</td>
<td>Explain relevant pathways for understanding the role of scholarship.</td>
<td>Explain relevant pathways for understanding the role of scholarship.</td>
<td>Not yet able to explain the value of scholarly inquiry to society.</td>
<td></td>
</tr>
<tr>
<td>Communicate knowledge from an original scholarly or creative project</td>
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</tbody>
</table>

**Course level descriptions**

Mason’s goal is that every department has opportunities for students to learn about and participate in undergraduate research and creative activities. “Taught” courses as well as individualized experiences can be identified. The revision more clearly articulates that Discovery of Scholarship includes an understanding of the value of scholarly work that serves as a foundation for participating in Inquiry and the Creation of Research.

**Discovery of Scholarship**

These experiences are designed to introduce students to the values of scholarship. The Discovery-level material will be covered in introductory courses in a major, general education courses, basic Introductory Composition (ENGL100/101), First-Year Seminar (UNIV100/300) courses, as well as experiences through OSCAR, University Libraries, and public outreach activities (e.g. TEDxGeorgeMason, art exhibits). Discovery experts show students a minimum of “Emerging Proficiency” for the following student learning outcomes:

- **Distinguish between personal beliefs and evidence.**
- **Explain how scholarly inquiry has value to society.**
- **Explain how knowledge is situated and shared in relevant scholarly contexts.**

**Syllabi Inquiry**

A scholarly inquiry class may be a research methods course in a discipline or a course that uses inquiry-guided learning to explore a topic. In inquiry courses, students will engage in elements of scholarly inquiry, defined by meeting “Approaching Proficiency” level for the following student learning outcomes:

- **Articulate and refine a question, problem, or challenge.**
- **Communicate knowledge from an original scholarly or creative project.**
- **Identify relevant ethical issues and follow ethical principles.**

At least one additional outcome from the SyS Rubric Research and Scholarship Intensive (RS) In Research & Scholarship Intensive courses, students will create a scholarly original project and communicate knowledge from their project, defined by achieving “Proficiency” on:

- **Articulate and refine a question, problem, or challenge.**
- **Communicate knowledge from an original scholarly or creative project.**
- **Take responsibility for creating and executing an original scholarly or creative project.**
- **At least one Method outcome**

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**FAQs**

**How do I use the rubric?**

The Students as Scholars Program Rubric can be used to:

- guide program development at the course, degree program, and institutional levels.
- measure student achievement of learning outcomes across learning experiences.
- contribute to the improvement of teaching and learning through faculty development activities, and design learning activities.

**What should we do if we have courses built on the original materials?**

Nothing yet. OSCAR will be contacting you to go over the new materials and help you align the original learning outcomes with the new.

My course meets these outcomes! How do I get a course identified as Discovery, Inquiry, or Research and Scholarship Intensive?

Courses at the Discovery or Inquiry levels can be submitted directly to OSCAR at any time. RS course applications are reviewed by the SyS Faculty and Curricular Activities committee, and proposal are accepted twice a year, in October and April.

We’re about to propose a new RS course for the October 5th deadline. Which outcomes do we use? These new courses. The student learning outcomes are much easier to understand. We have updated the RS course proposal (http://oscar.gmu.edu/bac-staff/rs-application.cfm) to reflect the updated student learning outcomes and course description.

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**Acknowledgements**

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