

Faculty of Arts and Science Bilateral Exchange Application Rubrics

CRITERIA	EXCELLENT- Level 3	SATISFACTORY- Level 2	POOR- Level 1
<p>Academic Performance - 25% <i>IPO imports GPA</i></p>	<p>The 25% awarded for this criterion is proportional to student's cumulative GPA out of 4.3</p>		
<p>Q1- 25% Why do you want to go on exchange?</p>	<p>Answer effectively expresses the student's seriousness of purpose and clearly indicates multiple academic and/or personal reasons for success on the program. Student avoids generalities and articulates goals that are realistic and achievable. The response demonstrates maturity and commitment. Readers are strongly persuaded to consider this candidate.</p>	<p>Answer somewhat expresses the student's seriousness of purpose and indicates some academic/personal reasons for success on the program. There are some generalities and some goals that are realistic and achievable. The response demonstrates some maturity and commitment. Readers are somewhat persuaded to consider this candidate.</p>	<p>Answer doesn't express the student's seriousness of purpose and indicates few or no academic/personal reasons for success on the program. The answer is full of generalities and goals that are not realistic or achievable. The response lacks maturity and commitment. Readers are not persuaded to consider this candidate.</p>
<p>Q2- 25% Discuss an experience you had adjusting to one or more cultural differences. What did you learn that will help with adjustment on the exchange program?</p>	<p>The reflection of the experience strongly demonstrates emotional maturity, curiosity, non-judgment, an ability to tolerate uncertainty, and flexibility, using specific examples. It clearly proves that the knowledge and skills gained from the experience will aid the student on the program in making a successful transition.</p>	<p>The reflection of the experience somewhat demonstrates emotional maturity, curiosity, non-judgment, an ability to tolerate uncertainty, and flexibility, using some examples. It suggests but doesn't prove that the knowledge and skills gained from the experience will aid the student on the program in making a successful transition.</p>	<p>The reflection of the experience doesn't demonstrate or demonstrates only a few crucial skills and little knowledge for aiding the student on the program in making a successful transition.</p>
<p>Decision Matrix -25% Demonstrates that student has conducted research about partner universities and thought about what they need to succeed on the program</p>	<p>All required information was included in the matrix for the universities listed in the online exchange application and the assigned weights prioritized academics. Research demonstrates a thorough and critical understanding of the universities, regions, and how courses/experiences apply to student's degree plan and academic, linguistic, and/or cultural goals. Excellent justification of all seven criteria used with links to relevant sources. Own criteria are original and relevant to student's academic and personal goals.</p>	<p>Most required information was included in the matrix for the universities listed in the online exchange application, but the assigned weights did not prioritize academics. Research demonstrates some understanding of the universities, and regions, but doesn't focus on student's degree plan and academic, linguistic, and/or cultural goals. Good justification of all seven criteria used but some links are not relevant. Own criteria are general and don't address student's academic and personal goals.</p>	<p>Some required information was included in the matrix for the universities listed in the online exchange application, but the assigned weights did not prioritize academics. Research didn't demonstrate understanding of the universities, or regions, nor focused on student's degree plan and academic, linguistic, and/or cultural goals. Little or no justification of criteria used and/or irrelevant links included. Own criteria very generalized or lacking.</p>