

Integrative Learning Rubric (2017)

	Advanced (3)	Developing (2)	Emerging (1)	Initial (0)
1. Connections to experience (Students are able to reflect on and connect relevant personal experience and academic knowledge)	Reflect on and make meaningful connections to relevant personal experience and academic knowledge. Synthesize links to academia from experiences outside of the classroom (e.g., internships and travel abroad).	Select and develop links between relevant personal experience and academic knowledge. Development of such examples are used to illuminate concepts/theories/frameworks within the classroom.	Identify connections and make some comparisons (similarities/differences) with personal experiences and academic knowledge	Does not make connections or reflect on personal experience or relevant knowledge
2. Connections to discipline (Students make connections across disciplines and from multiple perspectives)	Synthesize connections across disciplines and from multiple perspectives. Thus they are able to combine multiple examples, facts, or theories from more than one field of study, while recognizing unique multidisciplinary differences.	Make many connections across disciplines and form many perspectives independently .	Make few connections across disciplines and from differing perspectives only when prompted .	Connections are not made or not applicable.
3. Transfer (Students adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations)	Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve complex problems or explore complex issues in original ways .	Adapt and apply some skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Use skills, abilities, theories, or methodologies gained from one situation in a new situation to contribute to the understanding of problems or issues (no solving/exploring)	No transfer of learning is occurring or not applicable
4. Integrated communication (Students explore multidisciplinary ways to convey information)	Demonstrate multidisciplinary ways to convey information and are able to convey that information in different ways. Multiple means are used to enhance the meaning (graphs, formats, language and/or other visual representations)	Explore and identify multidisciplinary ways to convey information such as to connect content and form (how it is said).	Identify different ways to convey information but only to contribute to the understanding of problems (connections are not made)	Information is not conveyed in multiple way or is not applicable.
5. Innovative thinking (novelty or uniqueness (of idea, claim, question, form, etc). Students are able to think of multiple/new approaches to situations (i.e., crosses boundaries).	Think of and build multiple/new approaches to situations (i.e., crosses boundaries). Envisions of future self with possible plans that build on past experiences.	Think of few new approaches to situations (i.e., crosses boundaries) and can evaluate their own learning over time (e.g., works with ambiguity and risks, deals with frustration, considers ethical frameworks)	Identify and articulate strengths and challenges (within specific performances or events) to increase effectiveness in different contexts.	There is only one approach to thinking.

- *Note: Chairs looking to use such rubric to support courses remaining or entering GE should consider providing supportive documents alluding to the depth that the course provides students with the opportunities to engage in integrative learning*
- *Evaluators are encouraged to approach the assessment with respect to the depth of the learning outcome and assign a zero to any work sample that does not meet benchmark (cell one) level performance.*

Integrative Learning GLO

Integrative Learning: Become aware of connections and differences across disciplines and learning experiences in order to frame and address ideas and questions they encounter in their lives.

HIGH IMPACT PRACTICES: Integrative Learning Assignments and Projects Approaches may include, but not limited to, community based learning and internships.

<http://www.aacu.org/leap/hips>

Goal: Evaluate issues and integrate ideas from multiple perspectives, including cultural, national and international, and disciplinary perspectives, and identify actions consistent with their own civic responsibility. Students should also be able to integrate learning across the curriculum and co-curriculum by first making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond campus (AACU).