

General Education Objective 5: Integrate knowledge and skills in their program of study.

Integrative Learning Rubric*

Learning Outcome	Below Benchmark (0 Points)	Benchmark 1 (1 Point)	Benchmark 2 (2 Points)	Benchmark 3 (3 Points)	Capstone (4 Points)
<p><i>LO #1 – Connections to Discipline</i></p> <p><i>Student makes connections across disciplines and perspectives.</i></p>	Makes no connections across disciplines or perspectives, or confines analysis to one discipline.	<p>Identifies varied approaches to issues, problems, or questions; Begins to see relationships between more than one field of study or perspective;</p> <p>Presents examples, facts, or theories from one other field of study or perspective, but without intentionally or purposefully tying together or showing connections.</p>	<p>Demonstrates an ability to draw on more than one discipline to address or gain insight on a particular problem, issue, or question;</p> <p>Intentionally utilizes multiple perspectives in forming responses;</p> <p>Attempts to connect examples, facts, or theories from more than one field of study or perspective.</p>	<p>Demonstrates an ability to effectively connect examples, facts, or theories from multiple fields of study or perspectives to address a particular issue, problem, or question;</p> <p>Develops a position which utilizes multiple perspectives and disciplines;</p> <p>Creatively incorporates evidence from multiple disciplines/fields.</p>	<p>Demonstrates holistic, interdisciplinary understanding of a particular issue, problem, or question.</p> <p>Creatively draws and supports conclusion by intentionally combining examples, facts or theories from multiple fields of study or perspective.</p> <p>Interprets and explains the conclusions using sources/examples from multiple relevant fields of study and/or disciplines.</p>
<p><i>LO #2 – Transfer</i></p> <p><i>Student adapts and applies skills, knowledge, or methodologies gained in one academic or experiential context .</i></p>	Does not use, adapt or apply skills, knowledge, or methodologies gained in one academic or experiential context to a new context.	Uses skills, knowledge, or methodologies gained in one academic or experiential context in a new context in a basic or non-explicit way.	Intentionally uses skills, knowledge, or methodologies gained in one academic or experiential context in a new context to convey knowledge, or explain problems or issues.	Intentionally adapts and applies skills, knowledge, or methodologies gained in one academic or experiential context to a new context to solve problems or address complex issues with support.	Creatively adapts and applies skills, knowledge, or methodologies from one academic or experiential context to a new context to solve difficult problems or explore complex issues in original ways.
<p><i>LO #3 – Reflection and Self-Assessment</i></p> <p><i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i></p>	Does not describe own performance.	Describes own performances with general descriptions of success and failure.	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Evaluates changes in own learning over time, recognizing complex contextual factors (eg, works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.

*based on Integrative Learning Value Rubric of the Association of American Colleges and Universities.