

## LEVEL I

## LEVEL II

## LEVEL III

### CRITERION 1 | Venture beyond the classroom.

- a. The experience is structured within a typical college classroom.
- b. Time inside the classroom is largely controlled by the schedule on the syllabus.

- a. The experience includes time outside of the classroom.
- b. The time outside the classroom is periodic or limited.

- a. The experience includes extensive time outside of the typical college classroom.
- b. The time devoted to the experience is intensive.
- c. The learning experience allows students to become intellectually immersed in their projects.

### CRITERION 2 | Encounter and work alongside persons or groups wrestling with complex situations, problems, questions, or challenges.

- a. Students primarily work on simulated projects or assignments.
- b. Resulting student projects are intended for the classroom context.

- a. Students engage with a real, non-simulated challenge.
- b. Resulting student projects are intended for an audience beyond the classroom.
- c. Students engage in dialogue with persons vested in the issue or problem.

- a. Students engage with a real, non-simulated challenge that requires exploring multiple perspectives.
- b. Resulting student projects are intended for an audience beyond the classroom and have potential for direct impact on a community outside the classroom.
- c. Students work collaboratively and engage in dialogue with persons vested in the challenge.

### CRITERION 3 | Construct meaningful, interdisciplinary responses to these encounters, taking seriously multiple perspectives.

- a. The experience focuses on a single discipline and/or perspective.

- a. Students engage with people who hold different points of view on an issue or problem.
- b. Students create meaningful multidisciplinary responses.

- a. Students engage with people who hold different points of view on an issue or problem, and, by doing so, students develop an understanding of multiple perspectives.
- b. Students create tangible and thoughtful interdisciplinary responses to new understanding of issues, problems, and perspectives.
- c. Students recognize the perspectives and assumptions they bring to addressing the issue or question.

### CRITERION 4 | Discover questions, perspectives, and problems not necessarily scripted in a course syllabus and work through ambiguity, frustration, and disequilibrium.

- a. Students connect theoretical perspectives and practical applications as they engage in scripted problems.

- a. Students engage with complex and ambiguous problems and perspectives.
- b. Students connect theoretical perspectives and practical applications.
- c. Students identify and explore ethical issues through multiple perspectives.

- a. Students engage with complex and ambiguous problems and perspectives which require flexibility, and for which a solution may not be found.
- b. Students connect theoretical perspectives and practical applications as they engage in unscripted problems and situations.
- c. Students apply ethical and other perspectives to unscripted problems.

### CRITERION 5 | Sharpen and apply skills and competencies that flow out of a liberal arts education and are relevant to future employment.

- a. Students make few, if any, connections between the liberal arts and future employment.
- b. There are limited, if any, opportunities for students to make intentional connections to personal, professional, or civic vocation.

- a. Students create a product that demonstrates skills and competencies of liberal learning that are relevant to future employment.
- b. Students will articulate how the skills, competencies, and knowledge gained in their experience transfers to personal, professional, and/or civic vocation.

- a. Students demonstrate the skills and competencies of liberal learning that are directly relevant to future employment.
- b. Students will articulate how the skills, competencies, and knowledge gained in their experience transfers to personal, professional, and civic vocation.
- c. Students engage purposefully with community members related to their future career paths and/or civic engagement.
- d. Students examine their own values and assumptions with regard to responsible engagement in career, work, community, and personal life.