

Experiential learning opportunities in the College of Arts & Letters at Michigan State University transform professional environments into educational ones and vice versa. Whether embedded in courses or pursued outside the classroom, student involvement in these opportunities provides understanding of and practice in the work of the discipline’s professionals. As part of a liberal arts education, experiential learning opportunities also entail cross-disciplinary, cross-textual thinking to encourage the pollination of new ideas and solutions. Students will develop higher order cognitive skills through intention and reflection, which will promote self-awareness in students about their own educational development and capacity for learning as they relate both to their professional aspirations and their post-MSU lives. With an emphasis on effective communication, these experiential learning opportunities prompt students to articulate clearly how the insights and growth derived from these opportunities connect to their broader educational and professional development.

### Experiential Learning Rubric

AT: Analytical Thinking CU: Cultural Understanding ECZ: Effective Citizenship

EC: Effective Communication IR: Integrated Reasoning

outcome	benchmark 1	milestone 2	milestone 3	capstone 4	Tactics
<p><b>Connections to Discipline</b>  <i>Sees (makes) connections across disciplines, perspectives based upon insights from experiential learning opportunity</i>            [IR 1, 2]</p>	<p>When prompted, <b>presents</b> examples, frameworks, or theories from more than one field of study or perspective.</p>	<p>When prompted, <b>connects</b> examples, frameworks, or theories from more than one field of study or perspective.</p>	<p><b>Independently connects</b> examples, frameworks, or theories from more than one field of study or perspective.</p>	<p><b>Independently creates</b> wholes out of multiple parts (<b>synthesizes</b>) or <b>draws conclusions</b> by combining examples, frameworks, or theories from more than one field of study or perspective.</p>	<p>Response paper;            Portfolio;            Essay;            Both verbal and written dialogue            Digital work            Creative work</p>
<p><b>Integrated Communication</b>  <i>Connects and communicates insights and intellectual/artistic growth from experiential learning opportunities to broader educational development</i>            [EC 2]</p>	<p><b>Demonstrates</b> an awareness of how communication practices and forms of media can convey insights and growth from experiential learning.</p>	<p><b>Connects</b> communication strategies and forms of media to engage in a purposeful interaction with some consideration of experiential learning opportunity to broader educational development.</p>	<p><b>Employs</b> effective communication strategies and forms of media to convey import of experiential learning opportunity to broader educational development in a variety of contexts.</p>	<p><b>Designs and implements</b> strategies and forms of media to convey significance of experiential learning opportunity to broader educational development in a variety of contexts to evoke intended outcome.</p>	

<p><b>Transfer</b>  <i>Adapts and applies skills, abilities, theories, or methodologies gained in experiential learning environment to new situations (or the reverse)</i>  [ECZ 2; IR 2]</p>	<p><b>Uses</b>, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</p>	<p><b>Uses</b> skills, abilities, theories, or methodologies gained in one situation in a new situation to <b>contribute</b> to understanding of challenges or issues.</p>	<p><b>Adapts and applies</b> skills, abilities, theories, or methodologies gained in one situation to new situations to <b>address</b> challenges or <b>explore</b> issues.</p>	<p><b>Adapts and applies, independently</b>, skills, abilities, theories, or methodologies gained in one situation to new situations to <b>address difficult</b> challenges or <b>explore complex</b> issues in <b>original</b> ways.</p>	
<p><b>Connections to Experience</b>  <i>Connects relevant experience &amp; academic knowledge; demonstrates a developing sense of self as a learner, building on prior educational experiences to respond to new and challenging contexts (may be evident in statements of intention, self-assessments, reflective or creative work)</i>  [AT 1, 2; CU 2; ECZ 2]</p>	<p><b>Identifies</b> connections btw moments of experiential learning and those academic texts and ideas perceived as similar or related to own interests.</p>	<p><b>Acknowledges other perspectives</b> by comparing own interests, exp learning opportunity, and academic knowledge to infer differences, as well as similarities.</p>	<p><b>Evaluates</b> changes in own learning over time, recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration, considers ethical frameworks).</p>	<p>Meaningfully <b>synthesizes</b> connections among experiential learning opportunities to <b>deepen understanding</b> of fields of study and to broaden own points of view. <b>Envisions</b> future practices/contributions to profession and possibly makes plans that build on exp learning opportunities that have occurred across multiple and diverse contexts.</p>	