

LO 2.1 Application of the principles and values of the Catholic Franciscan tradition* to personal, professional, and societal questions and issues
 *Principles and values of the Catholic Franciscan tradition include but are not limited to emphasis on God as an overflowing relationship of love, Jesus as exemplar of God’s love and humility, care for a creation based on a sacramental worldview, value of all life/human dignity (respect for the other), simplicity, peace, gratitude, (and contingency). These principles and values are contained in Neumann’s core RISES principles.

LO2.2 Engage in self-reflection

Adapted from AAC&U INTEGRATIVE LEARNING VALUE RUBRIC

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Mastered (4)	Accomplished (3)	Developing (2)	Beginning (1)
Applications to Life Questions and Issues: <i>Connects principles and values of the Catholic Franciscan tradition to personal, professional, and societal questions and issues emerging from service experience</i>	Identifies three or more principles and values of CFT and integrates them in creative ways to explore complex personal, professional, and societal questions .	Applies three or more principles and values of the CFT to solve or explore personal, professional, and societal questions.	Identifies at least two key elements of CFT and articulates personal, professional, and societal questions and issues, and makes minimal meaningful connections.	Identifies at least two key elements of CFT and articulates personal, professional, and societal questions and issues, but does not express meaningful connections.
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in light of the CFT to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time	Reviews prior learning (past experiences inside and outside of the classroom) in light of the CFT , revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.
Self-Assessment <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>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts) influenced by the CFT .	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Describes own performances with general descriptors of success and failure and identifies the increase in self-awareness.	Describes own performances with general descriptors of success and failure.