

## Learning Beyond the Classroom

**Competency 1: Ability to relate the LBC experience to at least one of the educational elements\* of the University.**

\*Educational elements refer to courses, the General University Requirements (Foundations and Perspectives of Understanding), and/ or the Strategic Directions of the University.

Competency 1	<b>4 Thorough</b>	<b>3 Adequate</b>	<b>2 Limited</b>	<b>1 Weak</b>	<b>0 Unscorable</b>
<b>Ability to relate the LBC experience to at least one of the educational elements* of the University</b>	Identifies element(s) by name and relates multiple connections between element(s) and the experience.	Identifies element(s) by name and relates one or two connections between element(s) and the experience.	Mentions element(s) and loosely connects element(s) to the experience.	Relationship to element(s) is vague and not developed. (No theories or principles are identified)	Not related to specific element(s) or impossible to understand.

**Competency 2: Ability to articulate what structured learning\* has helped the student to understand the LBC experience**

\*Structured learning refers to classroom learning or LBC experience related training.

Competency 2	<b>4 Thorough</b>	<b>3 Adequate</b>	<b>2 Limited</b>	<b>1 Weak</b>	<b>0 Unscorable</b>
<b>Ability to articulate what structured learning* has helped the student to understand the LBC experience</b>	Identifies multiple examples of structured learning experiences that were relevant to the LBC experience.	Identifies one or two examples of structured learning experiences that were relevant to the LBC experience.	Identifies structured learning experiences but offers limited comments on the relevancy to the LBC experience.	Offers only vague or mechanical statements about learning experiences with minimal or no reflection.	Narrates experience with no self-reflection or impossible to understand.

**Competency 3: Ability to articulate learning from the LBC experience that is distinct from the classroom setting or how the learning gained from the LBC experience can influence the student’s classroom experience.**

Competency 3	4 Thorough	3 Adequate	2 Limited	1 Weak	0 Unscorable
<p><b>Ability to articulate learning from the LBC experience that is distinct from the classroom setting or how the learning gained from the LBC experience can influence the student’s classroom experience.</b></p>	<p>Clearly identifies multiple examples of learning experiences that the student could not or did not have in class and/or how the LBC experience can influence future classroom experience.</p> <p>Uses specific examples to demonstrate learning.</p> <p>Discussion is in-depth.</p>	<p>Identifies one or two examples of learning experiences that the student could not or did not have in class and/or how the LBC experience can influence future classroom experience.</p> <p>Provides general discussion.</p>	<p>Identifies learning experience(s) but does not distinguish from learning in a classroom setting, nor articulates how the LBC experience can influence future classroom experience.</p>	<p>Offers only vague or unclear statements about learning experience with no reflection.</p>	<p>Narrates experience with no self-reflection or impossible to understand.</p>