

NOMINATION FORM
COMMISSION ON HIGHER EDUCATION SERVICE LEARNING COMPETITION

Institution: University of South Carolina—Columbia

Title of Project: Graduation with Leadership Distinction

Project Director: Irma J. VanScoy

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Office of the Provost, USC Connect
Thomas Cooper Library L132
University of South Carolina
Columbia, SC 29208

Establishment Date of Project: June 2013

Unit That Administers Project: USC Connect (Office of the Provost)

Total Number of Students Involved: 1,607

PLEASE ANSWER THE FOLLOWING QUESTIONS REGARDING THE NOMINATED PROJECT

1. For purposes of this competition, the Commission on Higher Education defines service learning as college student learning at any level and in any situation that is *linked* in a direct, hands-on fashion to the resolution of a problem or concern in a target community outside the institution *and is related* to a college course with some type of reflection activity. How does your project meet the parameters of this definition?

Graduation with Leadership Distinction (GLD) engages students beyond the classroom through community service, internships, leadership, research, and/or global learning. Students complete:

- approximately 300 required hours of engagement through an approved experience verified through university faculty or staff (see chart below for details)
- 3 enhancement activities (e.g., workshops, lectures, conferences, council meetings) to enrich their understanding of the student’s area of focus
- 6 credits of related course work
- a public presentation, and
- an e-portfolio (requires extensive reflection including a section in which students articulate a problem or issue related to their experiences and propose a solution)

The Graduation with Leadership Distinction process incorporates the six pillars of service learning throughout the multi-year process. Students have multiple experiences in investigation, planning, action, demonstration, reflection and celebration through their required hours of engagement, enhancement activities, and related coursework. The reflection and planning components that are often the most challenging components of service-learning receive particular emphasis in GLD through the presentation and e-portfolio requirements.

Graduation with Leadership Distinction is part of USC Connect, USC’s initiative to enhance education through the integration of within and beyond the classroom experiences. Graduation with Leadership Distinction was approved June 2013 by Faculty Senate to recognize students with extensive work beyond the classroom who demonstrated the ability to apply learning to solve problems. Graduation with Leadership Distinction appears on students’ transcripts and diplomas. The first students completed Graduation with Leadership Distinction in May 2014.

Students can earn the distinction in one or more of four pathways. The chart below shows the percentage of all Graduation with Leadership Distinction students registered in each pathway from August 2014 – February 2016 (n = 1,697 with some students registered for multiple pathways).

| GLD Pathway | Beyond the Classroom Requirement: Description | Percentage of GLD Students |
|--|--|----------------------------|
| Professional and Civic Engagement | Combination of internship experience (120-240 hours) and leadership experience (60-180 hours) totaling at least 300 hours . Internship hours and some leadership primarily external to USC. | 48% |
| Community Service | 300 hours of community service external to USC | 19% |
| Global Learning | The equivalent of a semester of study abroad (may include community, internships, research, or focus on a specific area of study with a faculty leader) | 18% |
| Research | 2 semesters of extensive research with a faculty mentor. Most include participation with communities beyond USC. | 15% |

2. Specifically, which segments of the college/university community does your project involve?

Graduation with Leadership Distinction is **open to all students** pursuing a bachelor's degree at USC Columbia. While USC Connect encourages all students to engage beyond the classroom, Graduation with Leadership Distinction recognizes those who engage at significant levels and demonstrate their ability to apply learning to solve problems. Purposeful engagement beyond the classroom is the key requirement of students pursuing Graduation with Leadership Distinction. While academically high achieving students are welcome (Honor's, Capstone Scholars), the required GPA is 3.0. The GPA level was carefully researched to make sure it would not exclude students from any particular demographic and that it would encompass a very high percentage of USC graduates.

Students are recruited from throughout the university in collaboration with all colleges and schools offering undergraduate degrees. Students who have registered for and completed GLD **come from all 11 colleges/schools with undergraduate programs** at USC Columbia. The percentage of all students completing Graduation with Leadership Distinction is roughly proportional to the percentage of undergraduate students graduating from each college and school. As of July 2015:

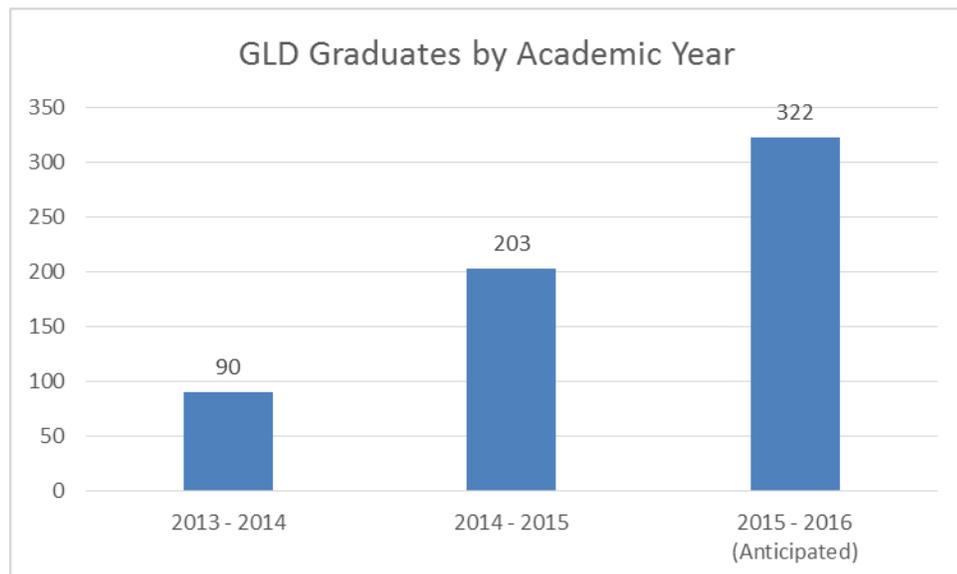
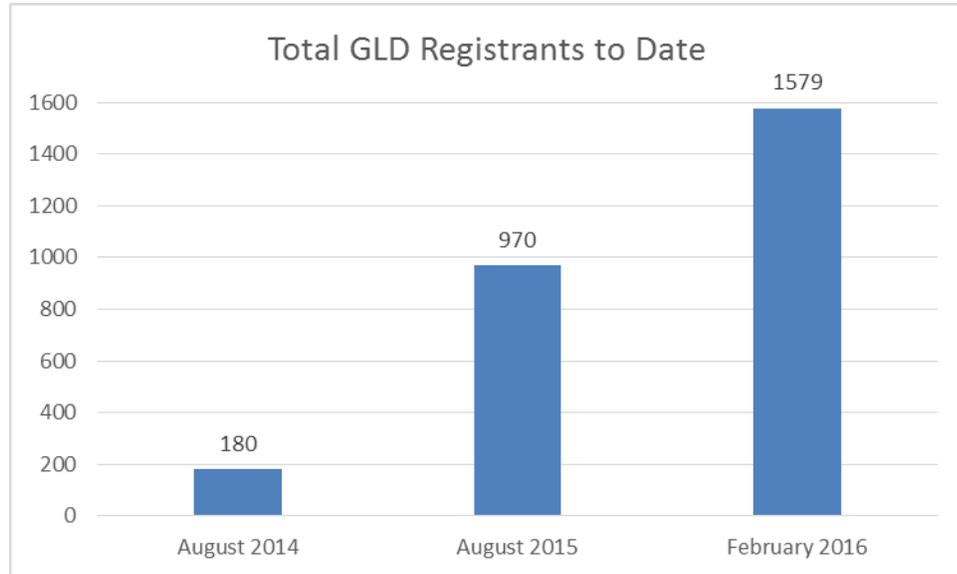
- Arts and Science: 33%
- Business: 23%
- Public Health: 15% (the one exception with approximately double the percentage of GLD graduates as their percentage of all graduates)
- Education, Engineering and Computing, Information and Communications, Hospitality, Restaurant and Sport Management, and Nursing: 4-6% each
- Social Work and Music: 1% each

USC Connect also works with university offices to recruit students for GLD. This includes offices representing specific pathways (e.g., Undergraduate Research, Study Abroad, Leadership and Service) and offices **supporting diverse groups of students** (e.g., TRIO Opportunity Scholars, Gamecock Gateway [a collaboration with Midlands Technical College], and Multi-cultural Student Affairs). GLD is promoted during new student orientation and through the university's first year seminar (UNIV 101).

Note: Through collaboration with USC Columbia, Graduation with Leadership Distinction is also available at the USC Palmetto College Campuses of Lancaster, Salkehatchie, Sumter, and Union for students completing associate degrees. There have been GLD graduates from each campus.

3. How many students (specify degree levels to the extent possible) does the project affect?

All students pursuing and completing Graduation with Leadership Distinction are bachelor's degree students.



4. Describe the target community or communities your project serves.

Since all students are required to engage in a range of activities over time to complete Graduation with Leadership Distinction, a wide variety of communities are served through the students' engagement. Partners are identified through work with faculty or through university offices such as the Leadership and Service Center and the Coordinating Office of Community Engagement and Service. The university responds to requests for assistance and engages in outreach to identify community partners who could benefit from student support and provide learning opportunities for students. Examples of community partners engaging Graduation with Leadership Distinction students follow (not an exhaustive list).

From the **Community Service** pathway:

- Health: Pediatric Dental Services, Hospice, Free Medical Clinic, United Cerebral Palsy, PASOs (health information for Latino families), American Cancer Society Hope Lodge, Therapy Place, Ronald McDonald House
- Children and Youth: Boys and Girls Clubs of the Midlands, Palmetto Place, Rural Infant Services, St. Lawrence Place, Richland County First Steps, Waverly Afterschool Program. Condor Arts Integrated magnet School, Student Engaged in Aquatic Sciences—Education Outreach, Camp Amerikids, Richland One Lunch Buddies
- General Life Support: Harvest Hope Foodbank, Habitat for Humanity, Special Olympics, Tri-District Arts Consortium, Family Promise of York County
- Animal support: Bark for Life, Orangeburg SPCA, PAALS, Pets Inc.

From **Professional and Civic Engagement** (internships and leadership):

- Health: Centers for Disease Control and Prevention, Columbia Fitness Boot Camp, Greenville Hospital System, Lexington Medical Center, Pediatric Associates, Charleston County Parks and Recreation Commission, Carolina Diabetes Buddies
- Government: Richland County Government, Offices of Congressman Clyburn and Wilson, SC House of Representatives, SC Senate, SC Department of Mental Health Services, Federal Emergency Management Agency
- Environment: Phytoplankton Ecology Research Laboratory, Garnet River Walk
- Community Support: YMCA, St Joseph Catholic School, SC Campaign to Prevent Teen Pregnancy, Richland School District One, Richland County CASA for Social Work, No Kid Hungry, Circle of Sisterhood
- Economics: Central SC Economic Development Alliance, variety of businesses

From **Research** (This list provides examples of research projects. Most research projects include engagement with partners outside the university.)

- Health: Autism and Nutrition, Colon Cancer Screening Registry, Immune System Response to Hypoxia, The Effects of Bright Light on Combat Veterans with Posttraumatic Stress Disorder
- Environment: Analyzing the Economic Impact of Solar Water Heating, Consequences of Changing High pressure Zones on Future Coastal Upwelling
- Children and Youth: Child Perception and Attention, Juvenal Justice Interventions and Juvenile Delinquency, School Mental Health Team, Transitions from Early Intervention to Preschool in SC

From **Global Learning**:

- Health: Global Health in Belize, Health Care Service Learning in Panama, International Health Care: Service learning in Nicaragua
- Environment: Introduction to the Environment, Energy and Sustainability in Germany
- Human Rights: Examining Social Justice in Brazil
- Economics: Business Opportunities in the European Market: Crisis and EU Integration

5. Describe your project's effectiveness in helping to solve the problems or concerns in the target community.

Students contribute to addressing problems and concerns in a wide variety of ways. Most provide **direct service**: Tutoring children, leading activities or educational experiences, constructing solutions within a work environment, raising awareness, or assisting with medical procedures or basic needs. Others are **investigating problems through research** (i.e., discovery in every discipline) including field studies or performances in the greater community or work on issues impacting the community.

All students completing Graduation with Leadership Distinction must demonstrate their **ability to apply what they have learned to solve problems in the leadership section of their e-portfolios**.

Students must

- describe a problem, issue, or goal related to their pathway;
- recommend solutions supported by what they learned, and
- present a detailed implementation plan.

See the criteria in the attached e-portfolio rubric.

Below is a list of **sample problems/issues addressed** in student e-portfolios:

- Nutritional Inadequacy—ensuring distribution of nutritional food to those in need
- Enriching families through shared activities (e.g., Fun Pack Camp)
- Increasing participation in the JumpStart Diversity Forum
- Enriching education (going beyond teaching to the test)
- Creating a student-centered classroom
- Sustainability: Outreach to the community through Carolina Science Outreach
- Enriching education through music
- Raising breast cancer awareness
- Creating professional development opportunities for teacher
- Inactivity: A health issue in our community
- Creating technical solutions in the workplace
- Increasing awareness and understanding related to diversity among business professionals
- Raising women's awareness of successful career strategies
- Cultivating physicians' interpersonal skills
- High dropout rates for kids in sports
- Access to healthcare

As seen in the sample leadership sections from actual e-portfolios (attached), students are actively engaged in solving problems as they meet requirements for Graduation with Leadership. **Some students are able to implement their projects** while completing Graduation with Leadership Distinction (E-portfolio Problem Solving **Example 1**). **Others** plan a broader solution to **implement in the future** (E-portfolio Problem Solving **Example 2**).

6. Describe the degree to which your project enhances student learning while providing specific examples of the service learning activities the college students engage in. Also explain how the service learning activities reinforce or apply what the college students learn in the classroom.

The primary goal of Graduation with Leadership Distinction is to enhance learning across within- and beyond-the-classroom experiences. Students engage in a variety of learning activities in their 6 credit hours of related course work, but **the consistent learning experiences for all GLD students are a public presentation and an e-portfolio.**

The required presentation must include:

- Background and Description (what I did)
- Purpose (why I did it)
- Methodology (how I did it)
- Findings (what I learned), and
- Conclusion, Implications, Discussion, Potential Impact or Guidance for the Future (what it means)

Approximately 85% of students complete their **presentation through USC's *Discovery Day***, an annual event where students can present their learning from any USC Connect pathway. The Office of Undergraduate Research provides on-line resources and support sessions for students developing abstracts and presentations for *Discovery Day*. In Spring 2015, 556 students presented at *Discovery Day*. Students may also be approved to complete the presentation requirement through an alternative presentation meeting the same criteria.

In the e-portfolio, students describe 3-4 key insights developed through their within- and beyond-the-classroom experiences. Each insight includes artifacts from their experiences (e.g., papers, programs, evaluations from supervisors, photos, videos, PowerPoints) and **must articulate how the insight has also been informed by both academic work and their experience in the community.** Insights are rated on clear articulation of learning relevant to the pathway, connections between beyond the classroom experiences and concepts/theories/frameworks from academic experience, and complexity of analysis (see attached rubric).

Students need help in articulating the significance of their experiences and making connections with course concepts, theories, and/or frameworks. **Students are supported in completing e-portfolios** through either a 1-credit capstone course (i.e., UNIV 401), a discipline-based capstone (e.g., SOWK 498), or support from USC Connect. USC Connect support includes an e-portfolio workshop, two small group meetings, and individual work with a GLD e-portfolio advisor. Advisors include full-time staff in the office of USC Connect and faculty and staff partners from across the university. **All students participate in activities** to articulate learning from courses, describe the significance of beyond the classroom experiences, draw connections between the two, and apply learning to solve a problem/issue appropriate to their pathway. On-line videos on how to create an e-portfolio, guides on e-portfolio content, and sample e-portfolios are available on the USC Connect website.

E-portfolios are graded by trained reviewers and rated on each element of the rubric on a 4-point scale where 3 equals "meet expectations". Analysis of 314 e-portfolios in Fall 2015 found that students had mean ratings of 3.31 and 3.16 respectively on describing learning from beyond the classroom experiences and connecting learning to academics. In addition, e-portfolios were rated with a mean score of 3.31 in analyzing learning across multiple perspectives, fields, or experiences. These **results demonstrate that students** completing Graduation with Leadership Distinction are able to **articulate the significance of what they have learned beyond the classroom and relate it to their in-class experiences in complex ways.**

7. Is there academic credit associated with the project (not necessary for submission)? If so, please explain the particulars.

As noted previously, **students may either take a one-credit capstone course (i.e., UNIV 401), a discipline-based capstone course, or work with an advisor through the Office of USC Connect for support.** In any case, students are challenged to articulate the significance of their experiences and make connections with coursework. Of the 207 students completing the Distinction in Spring 2015, 137 received support through UNIV 401, 21 completed a discipline-base seminar, and 49 worked with USC Connect advisors.

Extensive materials have been developed to support instructors and GLD advisors in working with students. (See 2015 **UNIV 401 Resource Guide attached.**) UNIV 401 instructors complete three half-days of training focused on basic information on Graduation with Leadership Distinction, strategies to support integrative learning, and assessment of e-portfolios. Enrollment in UNIV 401 sections are capped at 14 students each to ensure instructors can provide extensive feedback and support to students.

GLD e-portfolio advisors include full-time staff in USC Connect and faculty and staff who agree to work with a small group of students. Faculty/staff outside of USC Connect participate in a training session and co-lead two small group meetings (with USC Connect staff) for their students. Group meetings focus on getting students started on the two primary e-portfolio sections: key insights and leadership. GLD advisors review drafts of students' articulation of learning and problem solving and meet with students to provide feedback.

In addition, all students take 6 credits of course work related to their pathway to complete GLD. Students select from approximately 100-200 courses designated as Graduation with Leadership Distinction courses in each area. Courses enrich understanding of the pathway focus, but may or may not directly require a beyond the classroom experience or service learning component.

8. If funding is required, how is the project funded and what is the approximate annual budget for the project?

USC Connect is funded at **\$500,000 annually** with a significant portion of these funds directly related to Graduation with Leadership Distinction. Two full-time GLD advisors serve on the USC Connect staff, with additional support for GLD from the director, associate director, and administrative staff. Funding supports UNIV 401 instructors, technology development, professional development and training, assessment, and additional activities to support the on-going development of integrative learning at USC (e.g., annual faculty grants, a faculty integrative learning conference, and events to encourage student engagement).

9. Add any other comments you may have about your project.

Graduation with Leadership Distinction has been the component of USC Connect that has most engaged students, faculty, and staff. It has helped communicate the meaning of purposeful engagement beyond the classroom and integrative learning (including service learning). It has engaged faculty and staff in supporting and assessing student work in integrative learning. In 2014-2015, 114 faculty and staff were trained in reviewing integrative learning in student work, supporting students in completing e-portfolios, and/or leading UNIV 401.

As approved by USC Faculty Senate, Graduation with Leadership Distinction appears in the bulletin under "Honors". As described in this proposal, the primary criteria for the honor are not solely a GPA, but significant engagement beyond the classroom and demonstrated learning and problem-solving. Graduation with Leadership Distinction is lifted up by USC President Pastides as an important opportunity for students. **Dr. Pastides celebrates students' achievement by presenting cords to each student at our annual Graduation with Leadership Distinction Cording Ceremony** which students proudly wear at graduation.

Feedback from students who completed Graduation with Leadership Distinction has been consistently positive. Surveys of completers found that 99% of respondents felt confident in their ability to articulate their Carolina experience and 95% indicated earning GLD helped them to better understand the significance of their beyond-the-classroom experiences. Students' narrative comments were extremely positive with students citing the value of the GLD process in helping them make sense of their undergraduate experience, being able to articulate their story to potential employers, and building their skills and confidence in being able to make a positive contribution after graduation. Two examples of student comments:

- I learned that everything I did was not random. *They all interestingly connect with each other. I realized I have learned so much from this school and have the opportunity to contribute back.*
- The most important thing I have gained as a result of earning GLD is being able to express all aspects from my time at USC including in and out of the classroom experiences . . . *I learned how to make connections that I would have never thought of before increasing my problem-solving abilities and thinking outside of the box.*

The goal of USC Connect is for 25% of graduates to qualify for the distinction.

Attachments:

- E-portfolio Problem Solving Example 1
- E-portfolio Problem Solving Example 2
- GLD Requirements – Bachelors
- GLD E-portfolio Rubric
- GLD for Orientation 2015
- Information for Faculty and Advisors
- UNIV 401 Instructor Resource Guide

You may also include supplemental information about the project (such as brochures, pictures, etc.). Please return this form via e-mail by **February 26, 2016**, to:

Trena Houp, Program Manager

Academic Affairs

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LEADERSHIP SECTION OF A GLD E-PORTFOLIO (EXAMPLE 1)

Note: The six hallmarks of Service Learning are incorporated within this student's description of his engagement: investigation, planning, action, reflection, demonstration, and celebration. (highlighting/underling added).

A global education survey released in 2013 shows when it comes to math, reading and science, teens in the U.S. rank 36th in the world. More specifically, the state of South Carolina ranks 51st in the U.S. when it comes to secondary school education standards. There's not a single person living in the United States that would not argue against the claim that the education system in America is lacking and we are producing young-adults that are not adequately educated by the time they enter adulthood. Why is it that a first-world country with all the resources and tools can't seem to educate their kids better than 25 other countries? Is it our Common Core system of educating, or is it simply that we have a country full of teens that are not interested in learning?

Education and learning is a vital and natural part of every human's desire to grow and become a successful member in today's society. Some teens argue that learning is boring, or stupid and they refuse to push themselves out of their comfort zone and push the gears in their brain to their full potential. How do we inspire these kids to want to learn, to want an education, to want to push their mental boundaries and be successful. One simple solution is to make learning fun and reward students for pursuing academic excellence. Through my academic honor society, Alpha Lambda Delta, I was able to come up with a brilliant idea to engage high school students across the state of South Carolina.

On January 31st, 2015 I hosted a state wide academic quiz bowl named USC Challenge here at the university. I invited all the high-school academic teams from around the state to come to our campus and compete against each other for a first place victory and a hefty trophy. Why an academic quiz bowl? Quizzing teens on their knowledge and putting them in a spotlight has been a huge part of American society for years. National spelling bees and teen-style Jeopardy are just a couple of ways the nation observes and competes against each other using only their brains. An academic quiz bowl was the perfect platform to gather smart and talented kids from around the state for some friendly competition. The quiz bowl offers a reward for being smart, and I feel that if we are able to drive teen's desire for education through a competition and reward system, we can accelerate our education in the U.S. and place ourselves higher on the global rankings.

The planning began with reserving every single room in Russell House, the student union, in order to have enough space for all the competing teams. After countless meetings and arrangements I was able to rent out the entire student union on the last day in January. From there I had to contact all the high schools in the state and ask if they would be interested in competing. At first I thought that a simple email to these schools would suffice, but I learned that emails are not the most reliable means of communication so I ended up spending hours calling each high school individually to speak with the academic teams directly. The next step was to actually figure out the rules of the quiz bowl and how the entire event will flow. With collaborations of faculty advisors and the USC Academic Team we were able to set standard rules for the event and decided on an elimination style bracket for the students.

Overall the entire process of building and executing an academic quiz bowl for 20 academic teams in South Carolina was daunting and exhausting. I learned what it meant to be a leader in the sense of everyone looking to me directly for instructions and guidance. The quiz bowl as a huge success and I received nothing but positive reviews from the academic teams. What was even more rewarding was seeing these kids compete and thrive in an environment that tests their knowledge. Looking at the high school students compete in front of their parents and peers it was hard to believe that this was the same generation of student's that give America it's 36th education rank in the world. This is when I realized that these kids weren't the ones that needed help with their education and they were not the ones that were slipping through the cracks of America's education system. It was the other 90% of students who do not have the passion for learning like these individuals. If we were able to get the rest of students as passionate about learning as these whiz kids then we could see a huge jump in our education standards. It's through small things like academic quiz bowls that push for that drive and passion of learning that can help make the difference. Being the coordinator for this extraordinary event showed me not only how to be a successful leader, but it also showed me what can happen when people come together to support a cause as great as educating America's youth in hopes of a brighter and more prosperous future.

USC Connect Graduation with Leadership Distinction E-Portfolio Grading Rubric

| CATEGORY | ELEMENT | BELOW EXPECTATIONS 1 | APPROACHING EXPECTATIONS 2 | MEETS EXPECTATIONS 3 | EXCEEDS EXPECTATIONS 4 |
|--|--|---|--|---|---|
| Professionalism <i>(Please consider the e-portfolio in its entirety when scoring this category.)</i> | 1. <i>Comprehensiveness, organization, and formatting</i> | Does not include required sections of e-portfolio. | Includes all sections but sections are not clearly labeled or organized. | Includes all sections (including 3-4 key insights) which are clearly labeled and organized. | Includes all required sections, clearly labeled and organized with exceptional/creative design. |
| | 2. <i>Language, style, grammar</i> | Frequent grammar and spelling errors or use of overly casual language ("cool", "get stuff done"). | Some grammar/spelling errors or overly casual language. | Professional language throughout with minimal grammar/spelling errors. | Exceptionally clear and professional language. |
| About Me | 3. <i>Introduction</i> | There is no introductory statement. | Introduction is vague. | Provides a clear introduction (e.g., pathway, major, goals and/or summary of what e-portfolio will demonstrate). | Provides a creative introduction (e.g., pathway, major, goals and/or summary) conveying the overall "message" of the portfolio. |
| Key Insights | 4. <i>Clearly articulates key insights related to the pathway.</i> | No key insights were provided. | Key insights lack detail. Little connection to the pathway. | Key insights clearly convey learning related to the pathway. | Articulation of learning is complex and insightful. |
| | 5. <i>Describes <u>how</u> BTC experiences impacted key insights</i> | There are no connections between experiences and learning. | Connections between experiences and learning are unclear or minimal. | At least one clear and specific connection between BTC experience(s) and learning is provided for each key insight. | Multiple and specific connections between BTC experience(s) and key insights are clearly articulated and insightful. |

| CATEGORY | ELEMENT | BELOW EXPECTATIONS 1 | APPROACHING EXPECTATIONS 2 | MEETS EXPECTATIONS 3 | EXCEEDS EXPECTATIONS 4 |
|----------|--|---|---|--|--|
| | 6. <i>Describes concepts, theories, frameworks related to each pathway.</i> | No concepts/theories/frameworks identified. | Concepts/theories/framework identified are vague or unrelated to academic experience or pathway. | Concepts/theories/frameworks appropriate to academic experience or pathway are related to each key insight. At least one clear and specific connection between WTC experiences and learning is provided for each insight. | Relationship between concepts/theories/frameworks and each key insight is well articulated. All Insights are related to academic experience or pathway. |
| | 7. <i>Explains complex connections (more than one experience, field of study, perspective)</i> | Key insights make no connections. | Key insights make connections that are drawn from only one experience, field of study, or perspective; provide little detail; or conclusions about connections are not logically supported. | Key insight makes connections that are drawn from more than one experience, field of study, or perspective and clearly explain how the elements relate to one another (e.g., similarities, differences, contexts) in ways that are logical and well thought out. | Each key insight makes connections across multiple experiences are complex and insightful (e.g., similarities and differences are explored in-depth including potential contributing factors to various perspectives or findings). |
| | 8. <i>Inclusion of within and beyond the classroom artifacts</i> | There are no artifacts. | Artifacts largely WTC or BTC with no/few examples of the other category. | Two artifacts for each key insight (one from BTC and one from WTC) include evidence of student engagement and accomplishments within and beyond the classroom. | Multiple artifacts from WTC and BTC experiences complement one another in conveying key insights. |
| | 9. <i>Significant artifacts with relevance clearly described</i> | No artifacts or those presented do not clearly relate to category. Artifacts more consistent with a "scrapbook" than academic exercise. | Artifacts relate to the category, but significance is not described for many items. | Artifacts are appropriate to the categories with significance described. Artifacts help tell the story of student's experiences and provide supportive documentation of learning & skills. | Artifacts clearly provide exceptionally strong examples of the knowledge and skills highlighted in key insights. |

| CATEGORY | ELEMENT | BELOW EXPECTATIONS 1 | APPROACHING EXPECTATIONS 2 | MEETS EXPECTATIONS 3 | EXCEEDS EXPECTATIONS 4 |
|-------------------|---|---|---|---|---|
| <i>Leadership</i> | <i>10. Identifies issue/goal/problem</i> | Issue, goal, or problem does not relate to at least one key insight or the pathway. | Issue, goal, or problem related to key insight and pathway is vaguely described or simplistic. | Realistic issue, goal, or problem relates to at least one key insight and the pathway and is clearly described. | Issue, goal, or problem relates to at least one key insight and the pathway is clearly described including multiple perspectives. |
| | <i>11. Recommendations/solutions are supported with learning from within and beyond the classroom</i> | No solutions clearly linked to WTC and BTC learning are provided. | A solution/plan/recommendation is provided, but the rationale is limited and/or based on either WTC <u>or</u> BTC | Clear and logical recommendations/solutions and rationale are provided including insights based on key insights from <u>both</u> WTC and BTC experiences. | Exceptionally well thought out recommendations/solutions and rationale are described and based on key insights from multiple WTC and BTC experiences. |
| | <i>12. Presents detailed plan for implementation of solution or recommendations</i> | No discussion of implementation or plan for future implementation. | Limited implementation (or plan for implementation); lacks detail, does not clearly address identified issue, or is inconsistent with other elements. | Reasonable, clear plan for implementation. Addresses issue, consistent with other elements. | Carefully thought out implementation (or plan) including analysis from multiple perspectives with an evaluation of implementation (or plan). |

Total Points: 48 Passing Score: 34

USCCONNECT

Integrating learning within and beyond the classroom.



Graduation with Leadership Distinction

Students with extensive work in Community Service, Global Learning, Professional & Civic Engagement or Research and demonstrate their ability to apply what they have learned to solve problems may earn the designation of Graduation with Leadership Distinction.

How will you get the most out of your time at the University of South Carolina?

Get involved in Community Service, Internships, Peer Leadership, Global Learning or Research.

Take courses that give you a greater understanding of your beyond-the-classroom experiences.

Tell your story about how what you have learned in the classroom connects with your beyond-the-classroom experiences, and how you are going to apply those connections in the future.



“Graduation with Leadership Distinction provided me the opportunity to tell the story of my time at USC. I am now able to make the connections between what I’ve learned in class and my experiences outside of the classroom. I know that this will give me the boost I need when I am applying to graduate schools & entering into the job market.”

Kelsey Williams
Biology
Graduation with
Leadership Distinction



“GLD allowed me to look back at my four years at USC and see that everything I did was part of one cohesive story. My e-portfolio quickly became a living document, one that incorporated all of my experiences here at Carolina while at the same time helping me glimpse my own future.”

Connor Bain
Computer Science
Graduation with
Leadership Distinction

GRADUATION WITH LEADERSHIP DISTINCTION

Steps to completing GLD for ALL students:

GLD is about learning both **within** and **beyond** the classroom. The most important step is **getting involved**. No matter where you're at in your collegiate career, Graduation with Leadership Distinction is available to you!

STEP 1

Complete the **GLD Orientation & Registration** at tinyurl.com/GLDOrientation.

STEP 2

View recommendations from your major on how you can get involved beyond the classroom at tinyurl.com/RecByMajor.

STEP 3

Search for beyond the classroom experiences that fit your interests at tinyurl.com/USCDatabase.

STEP 4

Plan to take **UNIV 401** or another approved GLD E-Portfolio course your senior year.

QUESTIONS?

uconnect@mailbox.sc.edu

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INTEGRATIVE LEARNING

LEADERSHIP SECTION OF A GLD E-PORTFOLIO (EXAMPLE 2) (attachments not included)

Problem: Early specialization leads to high dropout rates for kids in sports

The opportunity to participate in sport is an exciting one for many children who watch their favorite athletes or merely want to be a part of something with their friends. There are unlimited possibilities for kids who have not experienced any bias in sports. Something that begins as a fun hobby can turn into a much larger problem when parents, coaches and high expectations get involved. Sports become high-pressure situations for young kids who are often not understanding of what is going on around them. What is expected of them is too great and leads to drop out, discouragement and even injury. Early specialization is forced on too many children to create a healthy environment for all children to be able to find the critical skills, teamwork effort and community feeling of being a part of a athletic team of any kind. While parents see a child excelling in a sport as a chance to pay for college, the child is being pushed to the limits physically, mentally and emotionally. In the instance of concussion rates in hockey and football, there is a greater concern with exciting games than the health of high schoolers for many coaches and fans. I have attached a reaction of my own to the threat of how these injuries occurring at such a young age affects the athletes moving forward in not only their playing careers, but their personal lives as well. While high school boys may want to hit each other as hard as they can without attending to head injuries, parents need to understand the want of their child is the cause for a potential sport-ending injury. Parents need to be educated on these possibilities more to help bring the responsible adult side to the more wild and free argument of their children.

This constant and often negative attention to skilled child-athletes not only creates a high dropout rate but a negative affinity towards sport in the long run. Kids who needed Tommy John surgery as a 14 year old might not want to watch a professional pitch 100 times in one game, bringing back painful memories. I do not want this to happen because I started getting into sport as a young kid, and I do not know what I would do without the positive impact it has made on me. Not only do I view it as a healthy pastime and fun social event, but it has given me a job to be passionate about. My classroom techniques and skills are able to be put forth toward something I enjoy, rather than just something that pays me. If I had been scorned as a 13 year old dancer for my weight or hair, I would not want anything to do with that in the future either. I would be on a different path completely and probably missing out on huge potential. Children should not have to miss out on a major part of worldwide culture because of a stressful coach or overbearing parents. I want to use the communication skills to help target the younger generation and create a fun environment at a stadium or ball park where they just be a kid. They can catch fly balls or wave a towel around without worry about the next day's game. The future fans are in school now, and whether they are in the Little League World Series or playing lacrosse in their backyard, each one of them deserve the lifetime of fun sport can give, as a player or a fan.

Solutions: Create an environment where children feel free to explore their options and have fun

1. Discourage the younger leagues from high-stress competition while still helping them understanding winning and losing.
 - a. I do not believe every child should get a participation trophy, but there is a way to take the pressure off of kids who are trying to be with their friends and have fun. By starting a discussion with the parents at the very beginning of the season about why the league will not be tolerant of excessive force or stress on children creates an open expectation for how parents should act going forward. It is important to keep this at the discussion level, so parents do not feel like they are being lectured at about raising their children. As in all effective communication, feedback from parents about their specific child makes them feel better and gives a greater understanding for the whole group.
 - b. Hopefully by taking one small step towards the creation of a friendly league, parents will see the benefits of all sports on their children. Forums should be available in all leagues of younger children about the other leagues in the area for different sports and how the specialization of sport leads to burnout. Especially for individualized sports or kids who are heavily influenced into one position, the lack of teamwork allows for a selfish motivation to grow. Teamwork is necessary in all parts of life, like is detailed in my key insight, and sport is a great opportunity to deal with groups and teams early on in life.
2. Gathering information on the effects of injury and long-term psychological affects of early specialization
 - a. An injury at a young age can affect an athlete for the rest of their lives, and parents need to understand this before they allow the little league coach to have their son pitch 20 innings in a row. As a communication specialist, I need to ensure the parents and the coaches are on the same page about these serious issues. If a coach believes he or she correctly explains the possible outcomes, but the parent does not understand the true weight of the situation, the child is punished because of a

communication breakdown. The trauma of an early injury can lead to fear and disassociation from a sport once loved by the child.

b. Eating disorders and body image issues are popular among participants in “form” sports, including gymnastics, diving and swimming. These are almost always picked up by children by the age of seven and they spend many of their formative years afraid of how they look in a leotard or swimsuit. Parents can combat this behavior with early intervention and helping their child understand through helpful forms of communication. Things like brochures and lectures will not be appealing to a young kid like a creative workbook or helpful doll will. For this situation, the communication needs to ensure the kids are counted as an important public with a specific strategy to reach their unique mind.

Implementation: Create a campaign for both children and adults about how sport can continue being fun and competitive

1. The main focus of community discussion should be around the parents and coaches of young athletes. These are the people who not only fully understand the affects a stressful sport can have on a young athlete but also are in charge of how and when a child plays. Little league and pop warner coaches in the Columbia area need to be trained of the symptoms and early signs of the negative affects of sport. I have attached a paper of how parent over-involvement in sport can create many of these bad habits, and these can be elaborated on during the meeting. I learned about these affects while in my Sport Psychology class and see the after mass of it during my interactions with players at the universities I have interned for. These symptoms have allowed me to be more keen on how an athlete is adapting to collegiate athletics in comparison to their previous years under less-trained coaches and more-involved parents.

2. All of the material being discussed in the meetings should be consolidated in a brochure. This can be handed out to all parents and coaches in the leagues as well as available at local schools and recreation areas. A social media campaign can also be utilized by the Parks and Recreation department, who are often the ones who run the local children’s leagues. Finally, the brochure can be downloaded electronically from the website to reference for parents in the future. I chose these three methods because each one is a strategy to hit a specific target. Parents who would download it from the website might not want the paper copy taking up room, but those who want to pick up the brochure may never see the social media campaign. All ages and types of parents need to be reached to effectively saturate the public. The different types of communication options I learned in the classroom come into play with coaches, parents and young athletes. Each one wants to be approached differently, and if you try to do communication the same for all, at least one group will miss out on the message. By effectively knowing how to create a seamless but different communication campaign, a public does not have to be left out.

3. To understand the success of the implementation, I would want to observe the tournament games of local leagues and host a follow up meeting with the coaches and parents who are most involved. During the tournaments, I can see how parents are reacting to the play of their child as well as how harsh the coaches are being. I can then compare this to the feedback I receive during the post-season meeting. The feedback is important because not only do I want to understand how I feel the situations, but also how the others involved perceive what is going on. I want to ensure the use of the two-way communication model to make parents or coaches feel their explanations or questions are being heard as well.

Analysis: This plan is important to me because I do not want any negative sport experience as a child to limit the potential of him or her as an adult, both as a sport fan and as a professional. Sports should be used to increase stamina, teambuilding and critical thinking, not create a place of fear or regret. Athletes should be celebrated at all ages like they are at the college and professional levels everyday. I believe children should have the opportunity to enjoy their sport all the way through the professional level. I hope to see the players and coaches I work with in the future be satisfied with their sport involvement at all ages, and not retire with a bitter feeling towards the sporting world.

Working in collegiate athletics has allowed me to see athletes who have made it to the next level. My internships have allowed me to interact with coaches and players who have seen their hard work as kids pay off, which is a blessing and a curse. For some athletes, this means just doing enough to keep their scholarship because they are so sick of the game. For others, it means continuing to give up everything else around them for the professional leagues. I do not want any college athlete to have been pushed so hard leading up to the time where they should be celebrating their accomplishments that they are just looking for the next exit out. On the other hand, college is the unique time to grow as an individual and the work ethic built in by previous coaches can distract from a time where the athlete could be learning about potential jobs or making lifelong friends. The culmination of all of the overworking can spill into college, not just high school sport drop outs. The affects of negative coaching or stressful practices in an elementary school league can affect an athlete for a lifetime.

**Graduation with Leadership Distinction
in Community Service, Global Learning, Professional and Civic Engagement, or Research
for BACCALAUREATE Degrees**

Requirements below AND a 3.0 cumulative GPA. Complete information available at www.sc.edu/usconnect.

| PATHWAY | REQUIREMENTS | | | | |
|--------------------------|--|--|--|--|---|
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| Community Service | <p>300 hours of community service from at least two different programs/experiences</p> <p>Notes: -Organizing/leading philanthropic activities counts, simple participation does <u>not</u> (dancing/walking to raise \$\$) - GLD Service Learning Course BTC hours can be applied to BTC Extensive Experience</p> | <p>Sample activities (not an exhaustive list):</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop ▪ Local council/govt. meeting ▪ Conference ▪ Leadership in advocacy or fund raising | <p>6 credits from approved service-learning or related course work</p> <p>Notes: -GLD Service Learning Course BTC hours can be applied to BTC Extensive Experience in Community Service (only). -Contact USC Connect if you believe a course not listed should count.</p> | <p>One of the following:</p> <ul style="list-style-type: none"> ▪ Professional presentation (e.g., Discovery, Professional meeting, USC Connect approved event) ▪ Publication ▪ Nominated scholarship application | <p>Includes:</p> <ul style="list-style-type: none"> ▪ 4 key insights integrating within & beyond the classroom experiences with analysis from multiple perspectives, disciplines, or experiences ▪ Application of key insights to leadership ▪ Artifacts related to learning from class & BTC (e.g., papers, projects, programs) |
| Global Learning | <p>Minimum 1 semester of overseas study (i.e., 12 credits) or equivalent in multiple experiences</p> <p>Notes: -Some domestic Study Away can count (e.g., experience in a distinct culture). -Total experience must include 4 weeks international. -International students meet requirement by studying at USC.</p> | <p>Sample activities (not an exhaustive list):</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop ▪ Conference ▪ Conversation partners ▪ Cultural performance ▪ International Student Org. ▪ Volunteer w/international groups or projects ▪ Reside at Maxcy one semester w/active cross-cultural engagement | <p>6 credits from approved list of courses including emphasis on international/cross-cultural content</p> <p>Notes: -Courses counting toward BTC Extensive Experience category <u>cannot</u> also count here. -Contact USC Connect if you believe a course not listed should count.</p> | <p>One of the following:</p> <ul style="list-style-type: none"> ▪ Professional presentation (e.g., Discovery, Professional meeting, USC Connect approved event) ▪ Publication ▪ Nominated scholarship application | <p>Includes:</p> <ul style="list-style-type: none"> ▪ 4 key insights integrating within & beyond the classroom experiences with analysis from multiple perspectives, disciplines, or experiences ▪ Application of key insights to leadership ▪ Artifacts related to learning from class & BTC (e.g., papers, projects, programs) |

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| Professional and Civic Engagement⁷ | <p>Part A²: At least 1 semester in an approved leadership experience (e.g., officer, ambassador, peer leader, project leader) AND</p> <p>Part B² (one of the following):</p> <ul style="list-style-type: none"> ▪ 240 hours of supervised, work/professional experience ▪ 2 additional semesters in approved leadership experience—one different from Part A ▪ 120 hours of work/professional experience and 1 additional semester in a leadership role | <p>Sample activities (not an exhaustive list):</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop ▪ Local council/govt. meeting ▪ Conference ▪ Job shadowing ▪ LLC residence/activity related to pathway (profession/leadership) ▪ Leadership or special professional program ▪ Professional or community service activity through student organization | <p>3 specified credits from Leadership Studies Minor (see website) AND</p> <p>3 credits from either</p> <ul style="list-style-type: none"> ▪ approved practica/ internship course OR ▪ Additional Leadership Studies Minor course <p>Notes:</p> <ul style="list-style-type: none"> -Courses counting toward BTC Extensive Experience category <u>cannot</u> also count here. -Contact USC Connect if you believe a course not listed should count. | <p>One of the following:</p> <ul style="list-style-type: none"> ▪ Professional presentation (e.g., Discovery, Professional meeting, USC Connect approved event) ▪ Publication ▪ Nominated scholarship application | <p>Includes:</p> <ul style="list-style-type: none"> ▪ 4 key insights integrating within & beyond the classroom experiences with analysis from multiple perspectives, disciplines, or experiences ▪ Application of key insights to leadership ▪ Artifacts related to learning from class & BTC (e.g., papers, projects, programs) |
| Research | <p>Minimum 2 semesters in an extensive research/discovery project as defined by the discipline</p> | <p>Sample activities (not an exhaustive list):</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop ▪ Conference ▪ Creation or innovation event/performance related to focus (e.g., Engineering, Music, Art) ▪ Discover Research Seminar ▪ Research ambassador | <p>6 credits in approved research course or independent study focused on research</p> <p>Notes:</p> <ul style="list-style-type: none"> -Courses counting toward BTC Extensive Experience category <u>cannot</u> also count here. -Contact USC Connect if you believe a course not listed should count. | <p>One of the following:</p> <ul style="list-style-type: none"> ▪ Professional presentation (e.g., Discovery, Professional meeting, USC Connect approved event) ▪ Publication ▪ Nominated scholarship application | <p>Includes:</p> <ul style="list-style-type: none"> ▪ 4 key insights integrating within & beyond the classroom experiences with analysis from multiple perspectives, disciplines, or experiences ▪ Application of key insights to leadership ▪ Artifacts related to learning from class & BTC (e.g., papers, projects, programs) |

¹Some work/professional experience is required which can be achieved through either at least 120 hours in core experiences or a practica/internship course. Experiences cannot be double counted—e.g., a paid leadership experience is either counted toward meeting leadership OR work/professional experience, not both.

USCConnect including Graduation with Leadership Distinction Information for Faculty & Advisors

USCConnect (integrative learning within and beyond the classroom) is for all students! Students engaging at high levels can earn **Graduation with Leadership Distinction (GLD)**.

Basic Information on GLD

Students can Graduate with Leadership Distinction in 4 pathways

- o Community Service
- o Global Learning
- o Professional and Civic Engagement
- o Research

Distinction appears on transcript and diploma. USC Connect receives student applications for GLD, verifies completion of all requirements, and notifies registrar of eligible students

Faculty & Advisor Role:

Faculty & Advisors impact students' choices. Encourage students to make the most of their education.

- Know basic information (on this sheet)
- Communicate the value of beyond-the-classroom experiences and reflection on their significance
- Check out/ update USC Connect/GLD Recommendations by Major for your area(s)
- Encourage students to use on-line resources & consider specific beyond the classroom experiences
- Recommend students complete the GLD on-line orientation
- Promote UNIV 401 or a program specific e-portfolio course for seniors
- Contact USC Connect at any time for information or support 777-3272; uconnect@mailbox.sc.edu

Resources at sc.edu/usconnect

Choose Your Experiences

Searchable Database of Opportunities
Recommendations by Major

Earn Graduation with Leadership Distinction

GLD on-line orientation with link to registration
GLD requirements by pathway with approved courses
E-Portfolio resources, examples, and workshop dates

Coming Soon:

University-wide calendaring system that will include options to feature opportunities for students

On-line tracking system to facilitate record-keeping of students' beyond-the-classroom engagement

Give Us 30 minutes . . .

**Talk through your vision for your students with us.
We can help.**

www.sc.edu/usconnect

The University of South Carolina is an equal opportunity institution.



UNIV 401 for GLD **Instructors Resource Guide**

USCCONNECT



University 401 for GLD Instructor Resource Guide

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USC CONNECT INCLUDING GLD

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USC Connect
Office of the Provost

Dear UNIV 401 GLD instructor,

Welcome to another year of our continuing journey to enhance students' education through integrative learning! We much appreciate your willingness to teach a Graduation with Leadership Distinction section of UNIV 401. As you know, USC Connect is the University's comprehensive learning initiative to support *all* students in enhancing their Carolina education by connecting academics and beyond the classroom experiences. Graduation with Leadership Distinction (GLD) is the component of USC Connect that has most captured the attention of students, faculty, and staff. As an instructor for UNIV 401 GLD, we know that you are key to helping students make the most of their educational experience.

Students who enroll in UNIV 401 are much more likely to complete GLD than their counterparts who pursue completion independently. And what is the value of completion? Students consistently report that the recognition is nice, but the learning that occurs through the process is what matters most. Here are just two examples of typical comments from students who have completed UNIV 401 GLD:

- GLD in general is an incredible experience. I cannot imagine having a more beneficial experience as I end my time here at USC and prepare for the transition ahead. Taking UNIV 401 could not have been a better decision – the course helped us all feel less overwhelmed by the requirements and definitely minimized our confusion. . . .It was such a valuable and rewarding course and I absolutely recommend it to everyone in the future.
- I have never really spent the time to reflect on my experiences at USC and how what I was doing outside of class connected to what I was learning in class. This course helped me evaluate that and figure out the “why” behind what I was doing. . . [it] ended up being one of the most rewarding and insightful courses that I have taken at USC.

We cannot thank you enough for devoting your professional expertise to teaching this valuable course.

We also thank the Office of UNIV 101 Programs for their support. Together we are leading the way at USC and in higher education across the country. USC Connect is honored to have received a national award for co-curricular learning, be featured in sessions at national conferences, and be regularly contacted by other universities who want to learn from our efforts. We know this is just the beginning. As a UNIV 401 GLD instructor, you are part of the team! We look forward to our collaboration as we all continue to develop the best in integrative learning opportunities for students.

We hope that the information and resources we are providing will be helpful to you. Please do not hesitate to contact me or any member of the USC Connect staff with questions or concerns at any time. We are grateful for your partnership and we are here for you!

With much appreciation,

Irma J. Van Scoy
Executive Director

WHAT ARE USC CONNECT AND GLD?

USC Connect is a comprehensive learning initiative to support *all* students in enhancing their Carolina education by *connecting academics and beyond the classroom experiences*.

Graduation with Leadership Distinction (GLD) is a designation that provides institutional recognition of students' demonstrated capacity to integrate their learning.

A STATEMENT ON INTEGRATIVE LEARNING

Fostering students' abilities to integrate learning — across courses, over time, and between campus and community life — is one of the most important goals and challenges of higher education. The undergraduate experience can be a fragmented landscape of general education courses, preparation for the major, co-curricular activities, and “the real world” beyond the campus. But an emphasis on integrative learning can help undergraduates put the pieces together and develop habits of mind that prepare them to make informed judgments in the conduct of personal, professional, and civic life.

*Association of American Colleges and Universities
the Carnegie Foundation for the Advancement of Teaching*

Learning Outcomes

1. Provide examples of beyond the classroom experiences in which they have engaged and describe how one or more beyond the classroom experiences has contributed to their learning.
2. Articulate examples of beyond the classroom experiences that illuminate concepts/theories/frameworks presented in their coursework including a clear description of elements of the beyond the classroom experience that are consistent with or contradictory to the identified concept.
3. Thoughtfully connect examples, facts, and/or theories from more than one experience, field of study, and/or perspective such as describing the similarities and differences across experiences, fields of study, or perspectives.
4. Pose solutions to problems (i.e., make recommendations) that incorporate learning from both beyond the classroom and within the classroom experiences, articulate how their decisions are supported by what they have learned through their experiences and content preparation, and implement those solutions (if appropriate).

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Requirements below AND a 3.0 cumulative GPA. Complete information available at www.sc.edu/usconnect.

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| Professional and Civic Engagement⁷ | <p>Part A²: At least 1 semester in an approved leadership experience (e.g., officer, ambassador, peer leader, project leader) AND</p> <p>Part B² (one of the following):</p> <ul style="list-style-type: none"> ▪ 240 hours of supervised, work/professional experience ▪ 2 additional semesters in approved leadership experience—one different from Part A ▪ 120 hours of work/professional experience and 1 additional semester in a leadership role | <p>Sample activities (not an exhaustive list):</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop ▪ Local council/govt. meeting ▪ Conference ▪ Job shadowing ▪ LLC residence/activity related to pathway (profession/leadership) ▪ Leadership or special professional program ▪ Professional or community service activity through student organization | <p>3 specified credits from Leadership Studies Minor (see website) AND</p> <p>3 credits from either</p> <ul style="list-style-type: none"> ▪ approved practica/ internship course OR ▪ Additional Leadership Studies Minor course <p>Notes:</p> <ul style="list-style-type: none"> -Courses counting toward BTC Extensive Experience category <u>cannot</u> also count here. -Contact USC Connect if you believe a course not listed should count. | <p>One of the following:</p> <ul style="list-style-type: none"> ▪ Professional presentation (e.g., Discovery, Professional meeting, USC Connect approved event) ▪ Publication ▪ Nominated scholarship application | <p>Includes:</p> <ul style="list-style-type: none"> ▪ 4 key insights integrating within & beyond the classroom experiences with analysis from multiple perspectives, disciplines, or experiences ▪ Application of key insights to leadership ▪ Artifacts related to learning from class & BTC (e.g., papers, projects, programs) |
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in Community Service, Global Learning, Professional and Civic Engagement, or Research
for ASSOCIATE Degrees (available only at Lancaster, Salkehatchie, Sumter, and Union campuses)**

Requirements below AND a 3.0 cumulative GPA. Complete information available at www.sc.edu/usconnect/leadership.

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| | BTC Extensive Experience (see requirements by pathway) | Enhancement Activities (2 related to pathway required) | Coursework (3 credits required, B or better, prog. req. can count) | Presentation (1 required, must be related to the pathway) | E-portfolio (or alt.) (must be assessed by trained reviewer, training available) |
| Community Service | <p>125 hours of community service from at least two different programs/experiences</p> <p>Notes: -Organizing/leading philanthropic activities counts, simple participation does <u>not</u> (dancing/walking to raise \$\$) - GLD Service Learning Course BTC hours can be applied to BTC Extensive Experience</p> | <p>Sample activities (not an exhaustive list):</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop ▪ Local council/govt. meeting ▪ Conference ▪ Leadership in advocacy or fund raising | <p>3 credits from approved service-learning or related course work</p> <p>Notes: -GLD Service Learning Course BTC hours can be applied to BTC Extensive Experience in Community Service (only). -Contact USC Connect if you believe a course not listed should count.</p> | <p>One of the following:</p> <ul style="list-style-type: none"> ▪ Professional presentation (e.g., Discovery, professional conference/meeting, USC Connect approved event) ▪ Publication ▪ Nominated scholarship application | <p>Includes:</p> <ul style="list-style-type: none"> ▪ 4 key insights integrating within & beyond the classroom experiences with analysis from multiple perspectives, disciplines, or experiences ▪ Application of key insights to leadership ▪ Artifacts related to learning from class & BTC (e.g., papers, projects, programs) |
| Global Learning | <p>Minimum 4 weeks of overseas study or equivalent in multiple experiences</p> <p>Notes: -Some domestic Study Away can count (e.g., experience in a distinct culture). -Total experience must include 9 days international -International students meet requirement by studying at USC.</p> | <p>Sample activities (not an exhaustive list):</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop ▪ Conference ▪ Cultural performance ▪ International Student Org. ▪ Volunteer w/international groups or projects | <p>3 credits from approved list of courses including emphasis on international/cross-cultural content</p> <p>Notes: -Courses counting toward BTC Extensive Experience category <u>cannot</u> also count here. -Contact USC Connect if you believe a course not listed should count.</p> | <p>One of the following:</p> <ul style="list-style-type: none"> ▪ Professional presentation (e.g., Discovery, Professional conference/meeting, USC Connect approved event) ▪ Publication ▪ Nominated scholarship application | <p>Includes:</p> <ul style="list-style-type: none"> ▪ 4 key insights integrating within & beyond the classroom experiences with analysis from multiple perspectives, disciplines, or experiences ▪ Application of key insights to leadership ▪ Artifacts related to learning from class & BTC (e.g., papers, projects, programs) |

| PATHWAY | REQUIREMENTS | | | | |
|--|--|---|---|---|---|
| | BTC Extensive Experience (see requirements by pathway) | Enhancement Activities (2 related to pathway required) | Coursework (3 credits required, B or better, prog. req. can count) | Presentation (1 required, must be related to the pathway) | E-portfolio (or alt.) (must be assessed by trained reviewer, training available) |
| Professional and Civic Engagement¹ | <p>Part A¹: At least 1 semester in an approved leadership experience (e.g., officer, ambassador, peer leader, project leader) AND</p> <p>Part B¹ (one of the following):</p> <ul style="list-style-type: none"> ▪ 120 hours of supervised, work/professional experience ▪ 1 additional semester in approved leadership experience (if an internship course is taken for the course work category) | <p>Sample activities (not an exhaustive list):</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop ▪ Local council/govt. meeting ▪ Conference ▪ Job shadowing ▪ Leadership or special professional program ▪ Professional or community service activity through student organization | <p>3 credits from either</p> <ul style="list-style-type: none"> ▪ approved practica/ internship course OR ▪ Leadership Studies Minor course (any category) <p>Notes: <i>-Courses counting toward BTC Extensive Experience category cannot also count here.</i> <i>-Contact USC Connect if you believe a course not listed should count.</i></p> | <p>One of the following:</p> <ul style="list-style-type: none"> ▪ Professional presentation (e.g., Discovery, Professional conference/meeting, USC Connect approved event) ▪ Publication ▪ Nominated scholarship application | <p>Includes:</p> <ul style="list-style-type: none"> ▪ 4 key insights integrating within & beyond the classroom experiences with analysis from multiple perspectives, disciplines, or experiences ▪ Application of key insights to leadership ▪ Artifacts related to learning from class & BTC (e.g., papers, projects, programs) |
| Research | <p>Minimum 1 semester in an extensive research/discovery project as defined by the discipline</p> | <p>Sample activities (not an exhaustive list):</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop ▪ Conference ▪ Creation or innovation event/performance related to focus (e.g., Music, Art) ▪ Discover Research Seminar ▪ Research ambassador | <p>3 credits in approved research course or independent study focused on research</p> <p>Notes: <i>-Courses counting toward BTC Extensive Experience category cannot also count here.</i> <i>-Contact USC Connect if you believe a course not listed should count.</i></p> | <p>One of the following:</p> <ul style="list-style-type: none"> ▪ Professional presentation (e.g., Discovery, Professional conference/meeting, USC Connect approved event) ▪ Publication ▪ Nominated scholarship application | <p>Includes:</p> <ul style="list-style-type: none"> ▪ 4 key insights integrating within & beyond the classroom experiences with analysis from multiple perspectives, disciplines, or experiences ▪ Application of key insights to leadership ▪ Artifacts related to learning from class & BTC (e.g., papers, projects, programs) |

¹Some work/professional experience is required which can be achieved through either at least 120 hours in core experiences or a practica/internship course. Experiences cannot be double counted—e.g., a paid leadership experience is either counted toward meeting leadership OR work/professional experience, not both.

USCCONNECT

INTEGRATIVE LEARNING

GRADUATION WITH LEADERSHIP DISTINCTION

E-Portfolio Content Guide



UNIVERSITY OF
SOUTH CAROLINA

Graduation with Leadership Distinction E-Portfolio Content Guide

The E-Portfolio for Graduation with Leadership Distinction is designed to be the culminating project of your collegiate experience and offers you a chance to demonstrate the major learning and skills you have developed during your time at the University of South Carolina. The GLD E-Portfolio is split into three sections:

- **About Me.** The About Me page is designed to give you space to introduce yourself, your GLD Pathway(s), your major(s), your professional goals, how your portfolio is organized, and any other relevant information you may choose to share.
- **Key Insights.** The GLD E-Portfolio requires four (4) major learning statements that articulate how your within-the-classroom (WTC) and beyond-the-classroom (BTC) experiences influenced one another in order to create a change in your professional or life practices. Key insights also analyze topics or issues in order to demonstrate your ability to think critically and see things from various perspectives.
- **Leadership.** The Leadership section asks you to reflect on how what you have learned while at the University of South Carolina can solve issues or problems.

Artifacts. Artifacts are included in the Key Insights section of your E-Portfolio. Artifacts are items that illustrate your knowledge, skills, and thinking in relation to your Key Insights.

Grading. Your E-Portfolio will be graded by a reviewer using a standardized rubric, included with this content guide. The GLD E-Portfolio Rubric is made up of 12 items and a total of 48 points. Reviewers assess portfolios on a 1 to 4 scale (1 - Below Expectations; 2 - Approaching Expectations; 3 - Meets Expectations; 4 - Exceeds Expectations).

You will need a score of 34 to pass the E-Portfolio requirement.

Key Insights: What I Learned

In this section, describe 3-4 Key Insights in relation to your major field of study, other course work, and GLD pathway experiences. A Key Insight identifies learning that has been transformative for you and that has caused a change in your behavior or way of thinking. A Key Insight is grounded in study and academic work as it informs experiences that you have engaged in to enrich your education. While personal growth is important (e.g., “I am more confident”), Key Insights focus on in-depth learning. This can include the significance of your learning, such as how it has transformed your understanding, perspectives, or priorities.

The focus in describing a key insight is on how your engagements within and beyond the classroom have influenced what you believe to be important. Include how some aspects of your beyond the classroom experiences are consistent with and/or contradictory to course experiences.

There are two different ways you can approach your Key Insights:

1.) What are the most important or meaningful concepts from your field or related fields?

- How did your experiences beyond-the-classroom influence or complicate your understanding of these concepts?
- Which experiences reinforced your ideas from class and which contradicted them?
- What questions did your experiences raise for you as a student in your major?
- How did you resolve these questions? Do some still remain?

2.) What were the most important or meaningful things you learned from your beyond-the-classroom experiences?

- How did your course work influence or complicate your understanding of what you were experiencing?
- How did these experiences inform your understanding of concepts from your course work?
- How did they support or contradict your understanding from your courses?
- Did your experiences raise questions about or complicate what you were taught in your course work?

Next: Now that you have answered these questions, you should demonstrate your ability to make connections that take into account a variety of factors.

- How has your thinking about each Key Insight changed over time?
- How do your Key Insights take into account or interact with various perspectives?
- How does the thinking and learning you demonstrate in your Key Insights take into account various factors (including perspectives, theories, facts, disciplines, experiences, etc.)?
- Describe how you came to understand that various perspectives and factors were useful to you and your learning.
- What are the impacts of underlying influences or contexts on the concepts from your course work and/or your learning based on your experiences?

The analysis of each of your Key Insights is just as important as explaining how they developed throughout your collegiate experiences. Be sure to spend time considering your Key Insights within their larger context and the factors that influenced them. Make connections between more than one experience, field of study or perspective and clearly explain how the elements relate to one another.

Artifacts are items uploaded to your e-portfolio that show evidence of your engagement in beyond the classroom experiences or of your knowledge or skills as demonstrated in class or through projects. Be sure to include **2 artifacts for each Key Insight** – you must include at least **one (1) Within-the-classroom and one (1) Beyond-the-Classroom artifact** for each Key Insight. You may include more as needed.

Artifacts may include but are not limited to:

- Papers, projects, or other assignments
- Committee minutes or organization reports
- Programs or websites from an event you helped lead or performed in
- Reviews of your performance by supervisors or others
- Photos/videos/scans of your work*
- Links to blogs, discussion groups, websites that you developed or participated in

It is important to include samples of your work as artifacts to illustrate your knowledge, skills, and thinking in relation to the key points you are making in the text. We encourage you to use artifacts that you have created or developed throughout your collegiate career.

Be sure to refer to each artifact in the text and explain WHY you included it (i.e., why it is particularly representative or significant in your learning and, perhaps, how it relates to other experiences).

***Note on photos:** While photos can enhance the aesthetics of your e-portfolio and help communicate your message, they are not considered substantive artifacts in and of themselves. Captions and explanations are important when including photos.

Leadership: How I Have or Will Apply What I Have Learned to Leadership

Think about what you have learned through your within and beyond the classroom experiences. Now consider how you could apply that knowledge and those skills to inform decisions and solve problems in the future.

This section describes **how you plan to apply the Key Insights you have developed to lead**. Specifically, you will describe how you will apply what you have learned to address a substantive initiative, issue, problem, or professional goal.

Your Leadership section should include:

- **Statement of problem, issue, or goal.** Clearly describe the initiative, problem, or professional goal and provide a brief context or relevant background (such as “historical” context or perspectives of various stakeholders).
- **General solutions or recommendations.** How would you use your Key Insights to address the issue, problem, or professional goal? You must explain why you think this course of action will be successful. What is your rationale? What did you learn (which Key Insight) that led you to make a particular decision? Why or how does it apply to this particular case?
- **Detailed Plan.** Outline a detailed plan to implement one or more of the recommendations.
 - **Implementation.** Consider describing tasks that need to be completed, why each is important (including references to your Key Insights), who is responsible, and when each task should be completed.
 - **Evaluation.** Describe a process for analyzing the success of the plan.
 - ◆ How will you know if the project has met its goals?
 - ◆ Who will provide input?
 - ◆ What data will you collect?
 - ◆ What are your criteria for success?
 - ◆ What do you hope to learn from this experience that will build on what you have already learned or that relates to your future plans?



USC Connect Graduation with Leadership Distinction E-Portfolio Grading Rubric

| CATEGORY | ELEMENT | BELOW EXPECTATIONS 1 | APPROACHING EXPECTATIONS 2 | MEETS EXPECTATIONS 3 | EXCEEDS EXPECTATIONS 4 |
|--|--|---|--|--|---|
| Professionalism <i>(Please consider the e-portfolio in its entirety when scoring this category.)</i> | 1. <i>Comprehensiveness, organization, and formatting</i> | Does not include required sections of e-portfolio. | Includes all sections but sections are not clearly labeled or organized. | Includes all sections (including 3-4 key insights) which are clearly labeled and organized. | Includes all required sections, clearly labeled and organized with exceptional/creative design. |
| | 2. <i>Language, style, grammar</i> | Frequent grammar and spelling errors or use of overly casual language ("cool", "get stuff done"). | Some grammar/spelling errors or overly casual language. | Professional language throughout with minimal grammar/spelling errors. | Exceptionally clear and professional language. |
| About Me | 3. <i>Introduction</i> | There is no introductory statement. | Introduction is vague. | Provides a clear introduction (e.g., pathway, major, goals and/or summary of what e-portfolio will demonstrate). | Provides a creative introduction (e.g., pathway, major, goals and/or summary) conveying the overall "message" of the portfolio. |
| Key Insights | 4. <i>Articulates key insights that have been influenced by both within and beyond the classroom experiences</i> | No key insights were provided. | Key insights were articulated with little to no detail. | Articulation of each key insight clearly conveys learning that is related to the major, general education learning outcomes and pathway beyond the classroom experience. | Articulation of learning is complex and insightful. |
| | 5. <i>Describes <u>how</u> BTC experiences impacted key insights</i> | There are no connections between experiences and learning. | Connections between experiences and learning are unclear or minimal. | At least one clear and specific connection between BTC experience(s) and learning is provided for each key insight. | Multiple and specific connections between BTC experience(s) and key insights are clearly articulated and insightful. |

| CATEGORY | ELEMENT | BELOW EXPECTATIONS 1 | APPROACHING EXPECTATIONS 2 | MEETS EXPECTATIONS 3 | EXCEEDS EXPECTATIONS 4 |
|----------|---|---|---|--|--|
| | 6. <i>Describes elements of BTC experiences and the relation to concepts, theories, frameworks for key insights</i> | No concepts/theories/frameworks identified. | Concepts/theories/framework identified are vague or unrelated to academic experience or pathway. | Concepts/theories/frameworks appropriate to academic experience or pathway are related to each key insight. At least one clear and specific connection between WTC experiences and learning is provided for each insight. | Relationship between concepts theories/frameworks and each key insight is well articulated. All Insights are related to academic experience or pathway. |
| | 7. <i>Explains complex connections (more than one experience, field of study, perspective)</i> | Key insights make no connections. | Key insights make connections that are drawn from only one experience, field of study, or perspective; provide little detail; or conclusions about connections are not logically supported. | Key insight makes connections that are drawn from more than one experience, field of study, or perspective and clearly explain how the elements relate to one another (e.g., similarities, differences, contexts) in ways that are logical and well thought out. | Each key insight makes connections across multiple experiences are complex and insightful (e.g., similarities and differences are explored in-depth including potential contributing factors to various perspectives or findings). |
| | 8. <i>Inclusion of within and beyond the classroom artifacts</i> | There are no artifacts. | Artifacts largely WTC or BTC with no/few examples of the other category. | Two artifacts for each key insight (one from BTC and one from WTC) include evidence of student engagement and accomplishments within and beyond the classroom. | Multiple artifacts from WTC and BTC experiences complement one another in conveying key insights. |
| | 9. <i>Significant artifacts with relevance clearly described</i> | No artifacts or those presented do not clearly relate to category. Artifacts more consistent with a “scrapbook” than academic exercise. | Artifacts relate to the category, but significance is not described for many items. | Artifacts are appropriate to the categories with significance described. Artifacts help tell the story of student’s experiences and provide supportive documentation of learning & skills. | Artifacts clearly provide exceptionally strong examples of the knowledge and skills highlighted in key insight. |

| CATEGORY | ELEMENT | BELOW EXPECTATIONS 1 | APPROACHING EXPECTATIONS 2 | MEETS EXPECTATIONS 3 | EXCEEDS EXPECTATIONS 4 |
|-------------------|---|---|---|---|---|
| <i>Leadership</i> | <i>10. Identifies issue/goal/problem</i> | Issue, goal, or problem does not relate to at least one key insight or the pathway. | Issue, goal, or problem related to key insight and pathway is vaguely described or simplistic. | Realistic issue, goal, or problem relates to at least one key insight and the pathway and is clearly described. | Issue, goal, or problem relates to at least one key insight and the pathway and is clearly described including multiple perspectives. |
| | <i>11. Recommendations/solutions are supported with learning from within and beyond the classroom</i> | No solutions clearly linked to WTC and BTC learning are provided. | A solution/plan/recommendation is provided, but the rationale is limited and/or based on either WTC <u>or</u> BTC | Clear and logical recommendations/solutions and rationale are provided including insights based on key insights from <u>both</u> WTC and BTC experiences. | Exceptionally well thought out recommendations/solutions and rationale are described and based on key insights from multiple WTC and BTC experiences. |
| | <i>12. Presents detailed plan for implementation of solution or recommendations</i> | No discussion of implementation or plan for future implementation. | Limited implementation (or plan for implementation); lacks detail, does not clearly address identified issue, or is inconsistent with other elements. | Reasonable, clear plan for implementation. Addresses issue, consistent with other elements. | Carefully thought out implementation (or plan) including analysis from multiple perspectives with an evaluation of implementation (or plan). |

Total Points: 48 Passing Score: 34

Instructor Tips

For Capstone Seminars Related to Graduation with Leadership Distinction (UNIV 401, SOWK 484, PUBH 498, and others)

- **Make sure you are familiar with the requirements for GLD** (see the 2-page requirements hand out and on-line information).
Questions? Contact Nick Vaught: nvaught@mailbox.sc.edu.
- **Refer students to USC Connect** for questions about whether or not particular experiences count. The orientation webpage of USC Connect provides contact information and a link to schedule an appointment. Note: Most students in a capstone seminar should have completed most, if not all, of their Extensive Beyond the Classroom (Core) Experience, Enhancement Activities, and Related Coursework.
- **Students can use any tool to create their E-Portfolio.** USC Connect has information about how to create an E-Portfolio using Google sites. Other popular website options are Wix.com and Weebly.com. Little to no class time needs to be spent on e-portfolio technology.
- **Individual conferences are highly recommended.** Individual sessions of 20-30 minutes per student in which you focus on helping a student identify the significance of his/her particular experiences are typically effective. Up to two class sessions can be used for conferencing (while students work independently or in small groups on e-portfolio development).
- It is important to **build community at the beginning of the semester and to continue doing so** throughout the semester, some of this is naturally accomplished through the seminar format of UNIV 401, but for more tips on how to intentionally build community see the UNIV 401 resource organization on Blackboard.
- **E-portfolio writing:**
 - **Scaffold assignments** so students build their e-portfolios throughout the semester.
 - **Have students create their e-portfolio early in the semester.** (It is important to identify if students are having any technical difficulties as early as possible.)
 - It may help to divide the semester:
 1. Who are we? What is integrative learning?
 2. What have we learned? Why is this important? (Key Insights)
 3. How can we communicate this? (The writing process/E-Portfolio construction)
 4. What will I do with this? (Leadership)

Note: *In-class sessions in which students share parts of their work and receive feedback from one another can occur throughout the semester.*
 - Have students review their e-portfolios using the **GLD Rubric**.

University 401, Section ____, Building 555
Day, Time
Dates-Dates
Spring 2016

INSTRUCTOR INFORMATION:

Name
Position
Department
Office Location
555-5555 (work)
555-5555 (cell)
Email address

OFFICE HOURS:

By appointment between 8:30 a.m. – 5:00 p.m. M-F

COURSE DESCRIPTION:

UNIV 401: Graduation with Leadership Distinction (GLD) is a 1-credit hour course designed to assist students in demonstrating the capacity to integrate their learning. Through guided development of GLD e-portfolios, students will evidence the ability to think critically, problem solve, communicate, and collaborate--skills that are necessary for the complexities of effective leadership.

COURSE PURPOSE & OUTCOMES: After taking this course, it is our aim that students will...

1. Provide examples of beyond the classroom experiences in which they have engaged and describe how beyond the classroom experiences have contributed to their learning.
2. Articulate examples of beyond the classroom experiences that illuminate concepts/theories/frameworks presented in their coursework including a clear description of elements of the beyond the classroom experience that are consistent with or contradictory to the identified concept.
3. Thoughtfully connect examples, facts, and/or theories from more than one experience, field of study, and/or perspective such as describing the similarities and differences across experiences, fields of study, or perspectives.
4. Pose solutions to problems (i.e., make recommendations) that incorporate learning from both within and beyond the classroom experiences, articulate how their decisions are supported by what they have learned through their experiences and content preparation, and implement those solutions (if appropriate).

Instructor and Student Expectations

COURSE POLICIES AND PROCEDURES

The structure of this course may differ from other courses in which you are enrolled in that we will strive to create a community of learners where all community members are both teachers and learners. Our community of learners will foster a respectful learning environment. The principles of the Carolinian Creed will guide our behavior in this community.

- ◆ I will practice personal and academic integrity.
- ◆ I will respect the dignity of all persons.
- ◆ I will respect the rights and property of others.
- ◆ I will discourage bigotry, while striving to learn from differences in people, ideas, and opinions.
- ◆ I will demonstrate concern for others, their feelings and their need for conditions which support their work and development.

Specific course policies and procedures are set forth below:

- ◆ **Attendance**—In accordance with University policy, grade deductions will be taken for students who have excessive absences. In this course, each absence (excused or unexcused) over two (2) may lower your final course grade one half step. After two unexcused absences, students will be contacted by their U401 instructor. After three absences students will be referred to **the Class Absence Referral (CAR)** early intervention program administered through the Student Success Center. CAR is designed to promote student success and retention by identifying first-year students who may be experiencing academic, personal, or transitional difficulties indicated by not attending class. While class attendance is only one factor that contributes to student success, it is one that is easily identifiable and positively related to academic success. Faculty members and instructors are encouraged to identify and refer students who have missed two or more classes during the first three weeks of the semester or who are at risk of failing a course due to excessive absences throughout the semester. Students who have been referred are contacted, provided with information and guidance, and connected to appropriate campus resources that can support their success as a student at USC.
- ◆ **Class Participation**—Your participation in class discussions and group work will be an important component in determining your final course grade. Both the quantity and quality of your contributions will be taken into account.
- ◆ **Blackboard**—The course syllabus, schedule, and instructions for assignments will be posted to our online course site. You are responsible for checking the course site on a regular basis for information on upcoming assignments and class meetings. You will also post most (but not all) of your work for the course to this site. To access our course site, go to <http://blackboard.sc.edu/> and log in. You will be shown a list of courses for which you are registered; click on the University 401 link to enter the site. A user ID and password are required to access Blackboard.

- ◆ **Late Work**—Learning to budget time effectively and to adhere to deadlines is an essential skill for college students and the working professional. Assignments are due at the beginning of each class period on the dates specified or at other times as specified in the course schedule. Any assignments turned in after this time will be considered late. The instructor is generally reasonable about extending deadlines if you have extenuating circumstances **and** if you approach them before the due date. However, unexcused late assignments will be penalized one letter grade per day, including weekends.
- ◆ **Academic Dishonesty**—Students are required to abide by the USC Honor Code found at <http://www.housing.sc.edu/academicintegrity/default.html>. Penalties for students who violate the honor code can be severe, including automatic failure of the course and possible expulsion from the University. Plagiarism and other forms of academic dishonesty will not be tolerated in the course.
- ◆ **Changes to the Syllabus, Schedule, and Assignments**—The instructor reserves the right to change or modify the syllabus as needed to support the structure of the course.
- ◆ **Cell Phones** – Cell phones, when used/checked repeatedly, can be a distraction in a discussion based course. Please limit cell phone usage and be respectful to everyone in the room.
- ◆ **Students with Disabilities:** The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Office of Student Disability Services in LeConte College Room 112A, and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible, preferably within the first week of class. **All course materials are available in alternative format upon request**

Grading

At the end of the term your grade will be determined by taking the total points that you have earned on your assignments and dividing by ___ points to create a percentage.

The grading scale of this course (based on percentages) is as follows:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59

Class Schedule (Important Dates)

University 401
Spring 2016

3/4/2016: Discovery Day Abstracts due to the Office of Undergraduate Research

3/15/2016: GLD Applications submitted to USC Connect

4/22/2016: Discovery Day

4/25/2016: GLD Cording Ceremony

Integrative Learning: Mapping the Terrain

Mary Taylor Huber and Pat Hutchings

A background paper for
Integrative Learning: Opportunities to Connect
An Initiative of
The Carnegie Foundation for the Advancement of Teaching and
Association of American Colleges and Universities (AAC&U)

One of the great challenges in higher education is to foster students' abilities to integrate their learning over time. Learning that helps develop integrative capacities is important because it develops habits of mind that prepare students to make informed judgments in the conduct of personal, professional, and civic life. On the other hand, even when higher education has identified such learning as a goal, it has been difficult to incorporate into the undergraduate experience because the normal structures of academic life encourage students to see their courses simply as isolated requirements to complete. How can campuses help students pursue their learning in more intentionally connected ways?

As documented in AAC&U's report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), many colleges and universities are creating opportunities for more integrative, connected learning through practices like first-year seminars, learning communities, interdisciplinary studies, capstone experiences, portfolios, and student self-assessment. Often, however, such innovative educational programs involve small numbers of students or exist in isolation, disconnected from other parts of the curriculum and from other reform efforts. What would it look like to design or link such programs so that all students have multiple and varied opportunities to develop and display the capacity for integrative learning throughout their college experience?

As The Carnegie Foundation for the Advancement of Teaching and AAC&U embark upon a new initiative with campus partners to explore these questions, we offer the following thoughts to help locate integrative learning in the larger territory of liberal education today.

Learning that is Greater than the Sum of its Parts

At the heart of liberal education lies the idea that learning should be greater than the sum of its parts. Resonant with the classical tradition of educating the “whole” person, liberal education has historically encouraged “breadth of outlook, a capacity to see connections and hence an ability to make fundamental decisions and judgements” (Rothblatt 1993:28). Historically, this work of integration has been credited with countering the forces that narrow perspective, liberating students from the darker sides of human nature and social constraint, and preparing them for responsible participation in civic life. The promise that “integrative learning” leads to personal liberation and social empowerment inspires and challenges higher education to this day (See AAC&U 1998).

Integrative learning inspires in part because of its intellectual appeal. The capacity to connect is central to scholarship broadly conceived—whether focused on discovery and creativity, integrating and interpreting knowledge from different disciplines, applying knowledge through real-world engagements, or teaching students and communicating with the public (Boyer 1990). Done well, these activities all require taking account of different dimensions of a problem, seeing it from different perspectives, and making conceptual links among those dimensions and perspectives (Suedfeld et al. 1992: 393). Integrative

Integrative Learning: Mapping the Terrain

learning also has emotional appeal. Indeed, emotion can be a catalyst for integrative learning. When students become passionate about their learning, when a topic ignites their enthusiasm, integration is more likely to happen. As E.M. Forster famously said in his novel, *Howard's End*, “Only connect the prose and the passion, and both will be exalted....”

Educators have long endorsed the value of integrative learning. Today, however, there is new appreciation of its importance to contemporary thought and life. For one thing, disciplines are now less bounded, with new areas of scientific knowledge emerging on the borders of old ones, and the humanities and social sciences engaged in lively trade of concepts, methods, and even subject matter (Geertz 1983; Bender and Schorske 1997; Gallison 1997). Technology and globalization are transforming knowledge practices in all the disciplines, professions, and arts (Gibbons et al. 1994). Indeed, we are awash in information in all areas of life, challenging the integrative abilities of experts and students alike.

The workplace, too, has been transformed. The “knowledge society” places a premium on higher education, making college a virtual necessity for American students aspiring to a middle-class style of life. With flexibility and mobility the keywords of the new economy, people can no longer count on a career with the same employer or even in the same line of work. Students are now advised that the knowledge they gain in their majors will not be useful for long unless coupled with skills and dispositions that enhance their ability to find and take advantage of new opportunities when the need arises. To be sure, many educators remain wary about linking liberal education to vocational ends, but others are more sympathetic to the concerns of students and their families about preparation

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for work, and see in students' search for vocation a humane activity that liberal education should inform. As Ellen Lagemann argues: "One might even venture that vocation, broadly defined....tends usually to be the theme that links the different experiences that define an individual's education" (2003: 8; see also Shulman 1997).

If students today would benefit from taking a more intentional, deliberative, and reflexive stance towards vocation, which requires integrative learning during and beyond their college years, the same is true for other parts of life. Scientific and technological development and globalization have made everything more complex, bringing many advantages to the fortunate, but also exacerbating inequalities and elevating risk for all (Beck 1992). We no longer live in a world where it is easy to feel in control or empowered to affect what is happening in our neighborhoods, much less in the nation or the world, but by the same token our own actions—even the food, clothing, and cars we buy—have immediate consequences for those far away (Giddens 1994). These conditions make high demands on our capacities for moral judgment and practical reason (Sullivan 2002). To participate responsibly as citizens, students must be able to synthesize learning from a wide array of sources, learn from experience, and make productive connections between theory and practice.

Our colleges and universities can play an important role in helping students develop this integrative cast of mind, and many campuses espouse such a goal. College catalogs make powerful promises about students' personal and intellectual development as thinkers and citizens—and certainly there are inspiring models and "existence proofs" to show what may be possible (Colby et al. 2003). To meet these commitments to integrative learning more fully, and to meet them for *all* students, is the difficult challenge ahead.

Against the Grain: Challenges to Achieving Integrative Learning

Integrative learning does not just happen—though it may come easier for some of us than for others. Whether one is talking about making connections within a major, between fields, between curriculum and co-curriculum, or between academic knowledge and practice, integrative learning requires work. Of course students must play a role in making this happen (a theme we will return to shortly), but it is unlikely to occur without commitment and creativity from our educational institutions. Today, many colleges and universities are developing new kinds of institutional “scaffolding” to support integrative learning—courses that invite students to take different perspectives on an issue, capstone projects that ask students to draw on learning from earlier courses to explore a new topic or solve a problem, experiences that combine academic and community-based work, or systems of journaling and reflection like those known as “learning portfolios.”

Such developments meet obstacles at every turn. As Carol Schneider and Robert Schoenberg (1999) suggest, organizing for integrative learning goes against the grain of many structural features of campus life. They cite academic departments and schools which often see their responsibility as socializing students into a particular discipline or profession; the split between general education and the major which exacerbates the problem; the bachelor’s degree that is defined more in terms of courses and credits than by a vision of what the degree should mean; systems of faculty roles and rewards that have been slow to recognize interdisciplinary and applied scholarship, not to mention the extra efforts entailed in designing, teaching, and assessing courses aimed at integrative learning (See Huber 2001). Other familiar disconnects include the gaps between programs in the

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professions and the liberal arts and sciences, the curriculum and the co-curriculum, and campus and community life.

Among the many organizational structures cited by Schneider and Shoenberg that create barriers to integrative learning, one of the more difficult to address is the course and credit system (1999:32-33; also see Wellman and Ehrlich 2003). Since the replacement of the required curriculum with “free electives” in the late 19th and early 20th century, the provision of content through courses counted in standard credit units has long encouraged faculty and students alike to think of learning in course-like modules or chunks. Recalling his doctoral studies in English Literature in the early 1960s, Gerald Graff writes:

I experienced graduate school not as an intellectual community that sharpened my thinking about important issues, but as a set of disconnected courses and mixed messages. I coped by giving each professor what he or she seemed to want, even when it contradicted what the professor the previous hour had wanted...In the end I internalized the compartmentalizations of the curriculum rather than wrestled with its conflicts, either resolving the conflicts too easily on one side...or ignoring them (2003:2-3).

Graff has made “teaching the conflicts” (and along with them, something about the nature of academic knowledge) a keystone in his ideas for pedagogical reform. Indeed, his work underlines the value of pedagogy as a key to integrative learning, even in contexts where curriculum and other structures work against it. Whatever the mechanism, helping *undergraduates* develop strategies for going beyond the tacit message of curricular fragmentation in order to connect their learning is becoming a priority at many colleges and universities today.

The need to find ways to help students connect their learning is underlined by the fact that a growing proportion are now taking advantage of the portability provided by the course-credit accounting system to attend more than one institution over their college

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career. The exact numbers of students who do so nationwide is not known, but one study indicates that fully half of the bachelor's degree recipients in 1992-93 took courses at more than one college or university (sometimes concurrently), including a fifth who attended at least three (McCormick 2003:17). Some are students who transfer from two- to four-year institutions; others experiment with their first college to see if they like it and then transfer to another; some accelerate their programs by taking one or two terms elsewhere; others just take a supplementary course or two. Some educators see this trend as a reflection of more consumerist attitudes on the part of today's students (Levine and Cureton 1998; Fallon 2002). Certainly, these "swirling" patterns of enrollment make integrative learning across courses and contexts harder to achieve. They suggest, too, that curriculum cannot be the only solution. What's needed are approaches that develop students' capacity to make connections for *themselves* (See AAC&U 2002; Schneider and Shoenberg 1999:33).

Intentional Learning

The idea that integrative learning depends on *students* to make connections is hardly a new one. Indeed, the burden of integration has traditionally fallen primarily on the learner, with campuses assuming that bright students would have the wit and grit to pull the pieces together as they moved through their studies. What's new, perhaps, is a conviction that "intentional learning," as it is called in *Greater Expectations*, is a capacity that we can and should help all students develop as a key to integrative learning.

Several core insights lie at the heart of this idea. Intentional learners have a sense of purpose that serves as a kind of "through line" (as the playwrights call it), connecting the sometimes far-flung and fragmentary learning experiences they encounter. They approach

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learning with high levels of self-awareness, understanding their own processes and goals as learners, and making choices that promote connections and depth of understanding. They know how to regulate and focus their efforts as learners—how to make the most of their study time, to practice new skills, to ask probing questions. They are, if you will, on the road to life-long learning. In a nutshell, intentional learning entails “cognitive processes that have learning as a goal rather than an incidental outcome” (Bereiter and Scardamalia 1989: 363).

The good news for educators committed to integrative learning is that the concept of intentional learning—though the phrase may be new for many—offers a powerful set of ideas and tools. Several established lines of work offer lessons for students and teachers seeking to connect learning in meaningful ways.

One relevant line of research and practice can be traced to adult learning and professional education, for instance in medicine and social work, where we find several decades of attention to “self-directed learning,” a fairly scripted process in which the student reflects on and formulates her own learning goals (Brookfield 1986; Sabral 1997; Taylor and Burgess 1995). Advocates of this approach point to the power of explicit goals in which students are personally invested to propel meaningful learning.

A related line of work goes by the label of “learning how to learn.” A recent volume on new classroom approaches describes three abilities associated with this term: how to be a better student, how to conduct inquiry and construct knowledge in certain disciplines or fields, and how to be a self-directing learner (Fink 2003). Or, consider Claire Ellen Weinstein's framework of the “strategic learner,” characterized by student knowledge in five broad categories: 1) knowledge about themselves as learners, 2) knowledge about

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different types of academic tasks, 3) knowledge about strategies and methods for acquiring, integrating, thinking about, and using new knowledge, 4) knowledge about how prior content knowledge can be applied, and 5) knowledge of present and future contexts in which new information could be useful (1996: 49-50).

Work from cognitive science, which is increasingly invoked in discussions of teaching and learning (Bransford, Brown, and Cocking 1999; Halpern and Hakel 2003) also reinforces emergent notions of intentional learning. Most notable perhaps is the emphasis on “metacognition,” a term that speaks to a very robust area of research—and to common sense about how learning happens. As summarized by Glaser, for instance, metacognition entails knowing what one knows and does not know, predicting outcomes, planning ahead, efficiently apportioning time and cognitive resources, and monitoring one's efforts to solve a problem or learn (1984).

Finally, intentional learning can be viewed through the lens of extensive work on reflection. Echoing Dewey in many ways, Donald Schon's work on reflective practice highlights the connection between thought and action as a key foundation of learning in which “doing and thinking are complementary” (1983: 280). Through reflection, Schon argues, we “surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice, and can make new sense of...situations of uncertainty or uniqueness...” (1983: 61). Schon's work focuses primarily on professional education and practice but the role of reflection in undergraduate education has also garnered attention. For instance, a current project of the Carnegie Foundation has identified “structured reflection” as one of six pedagogies in preparing students for political engagement. In composition studies, reflection is seen as a key component in the writing

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process and a necessary ingredient, therefore, in the teaching of writing, one in which “we call upon the cognitive, the affective, the intuitive, putting these into play with each other,” says Kathleen Yancey (1998: 6).

Indeed, in her recent volume on the role of reflection in the teaching and learning of writing, Yancey’s description of the process pulls together elegantly many of the themes of intentional learning:

In method, reflection is dialectical, putting multiple perspectives into play with each other in order to produce insight. Procedurally, reflection entails a looking forward to goals we might attain, as well as a casting backward to see where we have been. When we reflect, we thus project and review, often putting the projections and the reviews in dialogue with each other, working dialectically as we seek to discover what we know, what we have learned, and what we might understand (1998: 6).

Reflection. Metacognition. Learning how to learn. Whatever the language or lineage, the idea of making students more intentional, self-aware, and purposeful about their studies is a powerful one. What’s also clear is that assisting students to develop such capacities poses important challenges for campus reforms around teaching and learning.

Intentional Teaching

Efforts to promote intentional, integrative learning are clearly on the rise.

General education curricular reform around explicit cross-cutting outcomes such as critical thinking or problem solving offers opportunities for students to see connections as well as differences among disciplines. Learning communities, which link courses with each other in various configurations, often around interdisciplinary themes, are opportunities to help (and indeed require) students to connect concepts from one course with those of another. When experiences like these occur in the first year, students may begin to develop habits of connection-making that can be cultivated and refined in subsequent years.

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At the other end of the trajectory, some campuses are now creating or recreating capstone courses and experiences. Typically the capstone course has been situated in the major, and often it has been framed as a transition or rite of passage for students going on to graduate school. But capstones *can* serve more broadly integrative purposes. Several faculty working with the Carnegie Academy for the Scholarship of Teaching and Learning are focusing their efforts on culminating experiences, with a goal, as one of them says, of creating “a set of experiences that captivate, encapsulate, synthesize, and demonstrate learning” (Hamilton, 2002).

Whether as part of a culminating experience or earlier in the curriculum, experiences that connect course content with more applied contexts also represent steps toward intentional, integrative learning. The service-learning movement, for instance, requires students to test out and refine academic concepts in community-based settings. While such experiences are typically elective, some campuses—including several featured in Carnegie’s recent volume, *Educating Citizens*—require all students to engage in some form of community-based learning, and to do so at several points in the curriculum.

Intentional learning may also require scaffolding that extends beyond individual courses. In this spirit, we find a growing use of portfolios as vehicles for students to document, connect, and reflect upon their learning *across* courses. More explicit rubrics for self-assessment, sometimes connected with portfolio development, may also serve powerful integrative purposes by making students more self-aware, self-directed learners (Loacker 2002). Strategies such as these are particularly relevant to the challenge of shifting enrollment patterns since (in theory at least) they can be carried with the student as she moves from setting to setting.

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Behind these developments is a move toward asking students to “go meta” with their learning, in order to identify, assess and strategize about next directions. But many educators would argue that students are unlikely to develop such habits of reflection and intentionality if *faculty* do not do the same. In part, this involves designing better opportunities for students to connect their learning within and between courses and contexts. It means getting smarter about the look and feel of integrative learning so that students’ efforts can be recognized and fostered. And it also means faculty modeling, through their teaching, the thoughtful approach to learning that they want their students to develop.

In fact, teaching and learning are *both* complex processes--situations of “uncertainty and uniqueness” (to use Schon’s phrase), in which particular circumstances trump general rules and theories. What is needed in teaching for integration, then, is similar to what is needed in learning—an intentional approach. For faculty, this means systematic reflection and inquiry into the specific challenges and dilemmas faculty face in the classroom—bringing the habits, skills and values of scholarship to their work as teachers. “Intentional teaching” thus entails what many today are calling “the scholarship of teaching and learning.”

A scholarship of teaching...requires a kind of “going meta,” in which faculty frame and systematically investigate questions related to student learning—the conditions under which it occurs, what it looks like, how to deepen it, and so forth—and do so with an eye not only to improving their own classroom but to advancing practice beyond it” (Hutchings and Shulman 1999:13).

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Here, too, there is great progress to report. Over the past decade, the scholarship of teaching and learning has come to represent a set of practices and commitments around which new communities of faculty are forming, both within disciplines and across them. Understood broadly, such work draws on a variety of approaches from a range of disciplines that support a more scholarly, intentional approach to the work of the classroom (See Hutchings 2000; Huber and Morreale 2002; Huber, Hutchings, and Shulman n.d; McKinney n.d.) Faculty working with the Carnegie Academy for the Scholarship of Teaching and Learning, for example, have used focus groups, design experiments, close readings of student work, and course portfolios to explore questions about their students' learning (see www.carnegiefoundation.org), including, in many cases, questions about whether and how their students are able to integrate learning across various settings and contexts. Indeed, evidence about learning, and thus assessment, is an essential ingredient in the kind of intentional teaching and learning that is needed for the work of integration.

Integrative Assessment

Like learning and teaching, assessment is a complex process, and its challenges are magnified when complex forms of learning are its focus. Indeed, assessment that captures significant forms of integration is the exception rather than the rule. Whether at the institutional, program, or classroom level, it is far easier to document simpler forms of learning.

What then would be entailed in focusing assessment more sharply on integrative outcomes? For one thing, integrative assessment would seem to imply more collaboration among faculty to identify key points and elements of integration. That is, to develop

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assessment instruments and approaches one would need to know not simply that connections are a goal but to specify what *kinds* of connections (between theory and practice? across disciplines?), in what contexts (a service learning requirement? a capstone experience?) and in what ways they would be demonstrated. Assessment aimed at such learning needs to go beyond the individual classroom but may also stop short of the full program, focusing instead on clusters of related courses and experiences. This “middle ground” has thus far been fairly underdeveloped assessment territory.

Integrative assessment may also raise conceptual questions about how, exactly, students develop such abilities. Surely we would expect graduating students to engage in different kinds and levels of connection-making than we would expect of first-year students. How does integration correlate with, say, the developmental stages mapped out in the work of William Perry (1970)? How can assessment tap into the kinds of integration that adult learners with extensive life experience bring to their academic work? Progress with integrative assessment will require that we think through questions like these.

Integrative assessment almost certainly implies more focus on student self-assessment, as well—an approach that carries intentional learning to its logical conclusion. As suggested by work at Alverno College, a pioneer in this regard, self-assessment, taken seriously, implies not just a general injunction for students to reflect on their work but more structured frameworks for that reflection (Loacker 2002). Such frameworks have yet to be developed on most campuses.

Again, however, there are signs of progress. Student portfolios, mentioned earlier as a vehicle for fostering integrative abilities, can also be a vehicle for assessment. A typical focus of portfolio assessment is writing ability (highly relevant to integrative

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learning) but some campuses are employing the approach around a broader set of outcomes, as well (Cambridge 2001). Capstone experiences, similarly, can serve both a learning and an assessment function.

More indirect measures may also be an important part of the mix. The National Survey of Student Engagement, used by 437 four-year colleges and universities in spring 2003, provides evidence of experiences that might contribute to integration—for instance, participation in community-based learning, writing across the curriculum, and opportunities to test out academic learning in co-curricular settings. (There is also a newer community college version.) Although it is too early to tell if data from these instruments get “down” to a level that faculty can use to improve their courses and advising, early findings are already suggesting to administrators and policymakers that colleges and universities can do better at providing opportunities to develop their students’ capacities to connect.

Still, the challenges of assessing integrative learning run deep and will not be easily met. They are both technical and political, both theoretical and practical. They underline how important it is for educators to work together to build knowledge about the varieties of integrative learning, how they are best fostered, and how they can be most helpfully assessed.

Building Knowledge about Integrative Learning

For many college-educated adults of a certain age—the parents and grandparents of today’s college students—the image of undergraduate education set forth here is unfamiliar in a number of ways. To be sure, most undergraduate programs are still comprised of general education requirements, a major concentration, and free electives, as they have been for much of the last century. Periodic reforms have brought renewed attention to

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general education (that part of the program that is more or less shared by all students), and to the major, in the attempt to keep the curriculum coherent and in tune with educational goals of the time (see Boyer and Levine 1981; AAC&U 1991). More recently, as we discuss in this paper, educators have begun to focus on creating opportunities for students to develop capacities for integrative learning that will prepare them for living productively, responsibly, and meaningfully amidst the uncertainties of the world today.

To this end, the Carnegie Foundation and AAC&U are seeking eight to ten campuses to participate in a joint project, *Integrative Learning: Opportunities to Connect*. Selected both on the basis of work already accomplished and on a desire to extend that work, participants will develop new models to provide students with more purposeful, progressively challenging, integrative educational experiences. Campuses could choose, for example, to scale up student participation, expand the number of opportunities, better link opportunities to explicit learning goals and to other parts of the curriculum, and assess students' ability to integrate knowledge across fields and experiences. Campuses could also propose to implement new practices to complement and supplement existing programs. Whatever the specific student experience or curricular structure selected as the focus of work, we are seeking institutions that will be deliberate about promoting integrative learning throughout a student's undergraduate career, serious about assessment, and committed to knowledge-building.

Indeed, we believe that efforts to strengthen programs that foster integration cannot be effectively pursued alone. Too often good work in teaching and learning remains with its creators, unavailable for others to consult, review, and build on. Campuses need to work together to share what they are finding out about integrative learning, to develop new

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ideas about assessment, and to learn from each other's designs. Local efforts can be reinvigorated by participation in a community of educators working towards similar goals, and that community in turn can contribute to building knowledge that can inform efforts to foster integrative learning at colleges and universities around the country and around the world.

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Integrative Learning Annotated Bibliography

Compiled by Sara Harp Summer 2013

- Andersson, A., & Kalman, H. (2010). Reflections on Learning in Interdisciplinary Settings. *International Journal Of Teaching And Learning In Higher Education*, 22(2), 204-208.

“In the present article, we will reflect on some didactic challenges and possibilities that emerge when teaching in interdisciplinary settings, and we will use and discuss the journey as a metaphor for learning. We argue that teaching in interdisciplinary studies rests on movements between different understandings, and that it gives ample opportunities for beneficial learning processes. This does not only apply to interdisciplinary studies. The metaphor of taking a journey can be used to illustrate the learning process and the dimension of personal change associated with moving between different understandings and discourses of knowledge. Some of the questions we will raise are: In what ways can differing disciplinary backgrounds be of help or create a hindrance? What are the specific didactic challenges one faces? What happens to one's understanding of one's own subject after having been confronted with something new and different?”

- Arnold, T. (2010). Integrative Learning and the Individualized Prior Learning Assessment Narrative. *Journal Of Continuing Higher Education*, 58(1), 47-49.

“In this article, the author has drawn upon three strands of thought to tie the individualized prior learning assessment narrative to the current movement for integration of learning in higher education. First, he explores integrative learning as defined by the Association of American Colleges and Universities (AAC&U). Then, he considers the narrative as a methodology for integrative learning and making meaning. Finally, he examines the tradition and role of the narrative in prior learning assessment and connects prior learning assessment to integrative learning. Drawing on his own narrative as a learner and the literature of the field, the author makes the case that the narrative process in prior learning assessment is a significant and vital learning experience that has begun to move into the mainstream college experience as a powerful pedagogy.”

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“Within the literature there has been a call for the integration of science, technology, engineering, and mathematics (STEM) disciplines; however, little research has been conducted to investigate the effects of integrative approaches among STEM subjects. The purpose of this study was to synthesize the findings from existing research on the effects of integrative approaches among STEM subjects on students' learning. Meta-analysis was employed to

address the research questions of this study. Twenty-eight studies were selected and thirty-three effect sizes were calculated to examine the effects of integrative approaches among STEM subjects.”

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“Alternative teaching styles provide a unique and rewarding approach to reinforcing student knowledge and developing social skills. An approach that we implemented required students from the ecology class to organize and present information at the university-wide Earth Day celebration and exposition. In addition to the informational and research posters presented by the ecology class, the exposition included displays by local environmental groups, local and state agencies, student organizations on campus, research groups from the chemistry department, and an ethics class. We found that the level of student engagement far exceeded our expectations and that the students felt they had made a significant impact on the community. We highly recommend this approach to other faculty.”

- Blanchard, K. D. (2012). Modeling Lifelong Learning: Collaborative Teaching across Disciplinary Lines. *Teaching Theology & Religion*, 15(4), 338-354.

“Most courses in colleges and universities are taught by only one instructor. This is often necessitated by the financial exigencies of educational institutions, but is also due to an academic tradition in which the ideal is a single expert teaching in a single discipline. The rapidly changing realities of both the higher education and job markets, however, have called the traditional ideal into question. Interdisciplinary collaborative teaching is one way to adapt to the needs of twenty-first-century students, by modeling lifelong learning for students and inviting instructors to be more deliberately reflective about disciplinary assumptions, learning styles, and pedagogies.”

- Booth, A. (2011). "Wide-Awake Learning": Integrative Learning and Humanities Education. *Arts And Humanities In Higher Education: An International Journal Of Theory, Research And Practice*, 10(1), 47-65.

“This article reviews the development of integrative learning and argues that it has an important role to play in broader conceptions of the undergraduate curriculum recently advanced in the UK. It suggests that such a focus might also provide arts and humanities educators with a hopeful prospect in difficult times: a means by which the distinctive value and potential of these subjects might be articulated and promoted. Interviews with humanities students and lecturer case-studies from a UK initiative in integrative learning are used to ground the argument advanced and provide illustrative examples of practice.”

- Booth, A., McLean, M., & Walker, M. (2009). Self, others and society: a case study of university integrative learning. *Studies In Higher Education*, 34(8), 929-939.
doi:10.1080/03075070902773818

“There is currently an over-emphasis on the economic aims of higher education at the expense of the aims of personal and social transformation. This article proposes a specific approach to integrating educational aims. It draws on the works of Jurgen Habermas and Martha Nussbaum to conceptualize integrative learning as a simultaneous focus on self, others and society. A small-scale case study of five lecturers from different disciplines is employed to explore the value of the conceptual framework by illustrating variation in how integrative learning is understood and practiced in contemporary pedagogical conditions.”

- Braid, B., de Schrynemakers, G., & Grose, A. W. (2011). Assessing Early Integrative Learning. *Peer Review*, 13/14(4/1), 12-14.

“The article explores the adoption of Association of American Colleges and Universities' (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) by the Brooklyn Campus of Long Island University in New York. It traces how VALUE rubrics has helped the campus navigate the intricacies of engaging faculty in assessing experiential learning effectively to understand how students think. It indicates that the course offered faculty an opportunity to create assignments and design assessments through a portfolio review process.”

- DeZure, D., Babb, M., & Waldmann, S. (2005). Integrative Learning Nationwide: Emerging Themes and Practices. *Peer Review*, 7(4), 24-28.

“The article focuses on the emerging themes and practices in the nationwide integrative learning program in the U.S. In the summer of 2003, the Carnegie Foundation for the Advancement of Teaching and the Association of American Colleges and Universities issued a call for campus participation in a new national project to investigate and promote integrative learning in undergraduate education, "Integrative Learning: Opportunities to Connect." While only ten campuses could be selected for this three-year effort, the pool of 139 applications revealed widespread progress and significant challenges in meeting integrative learning goals. The process of using proposals to analyze institutional efforts to support integrative learning has both benefits and limitations. Nevertheless, major lines of work are taking shape in the name of integrative learning, and the protocol allowed educators to aggregate the data and observe themes across institutions in a meaningful way. Thirty-seven percent of campuses propose work that could be categorized primarily as curriculum development. The projects differ in their focus, scope, and capacity to drive change, but taken together, they offer a portrait of an emerging movement in higher education.”

- Gonzales, L. D., & Rincones, R. (2012). Interdisciplinary scholars: negotiating legitimacy at the core and from the margins. *Journal Of Further & Higher Education*, 36(4), 495-518. doi:10.1080/0309877X.2011.643772

“In response to the incessant calls for interdisciplinary scholarship, universities adopt initiatives and encourage faculty to collaborate across discipline lines. Yet, the literature shows that it is difficult to institutionalize such work as faculty members are heavily influenced by their discipline-bound training. When faculty do participate, they wonder how their work will be regarded. Thus, in this paper, we set out to investigate the experience of STEM faculty who conduct work in the area of K-20 education. We were particularly interested in exploring how these faculty, whom we refer to as boundary crossers, position themselves as scholars and their work as scholarship to their discipline-based peers. Our analysis shows that boundary crossers assume great personal responsibility as their university failed to make firm structural or policy-based reforms in support of this particular initiative. Personal responsibility manifests in three distinct ways: working overtime, unpacking one’s work, and framing one’s work as a public good. We argue that these responses are grounded in a larger sociocultural framework, and that they reinforce the marginal position of these scholars.”

- Holley, K. (2009). Interdisciplinary Strategies as Transformative Change in Higher Education. *Innovative Higher Education*, 34(5), 331-344. doi:10.1007/s10755-009-9121-4

“Using data collected through case studies of 21 research universities in the United States, I reviewed the efforts institutions are undertaking to meet the growing demand for interdisciplinary knowledge. I adopted the framework of transformative change, where change occurs over time and brings important shifts in the way an institution views itself. Findings indicated that implementing interdisciplinary initiatives is accomplished not only through changes in how institutional work is organized and the facilities in which the work is carried out, but also through concurrent shifts in the institutional culture related to interdisciplinary endeavors.”

- Huber, M., Hutchings, P., & Association of American Colleges and Universities, W. Y. (2004). Integrative Learning: Mapping the Terrain. The Academy in Transition. *Association Of American Colleges And Universities*.

“One of the great challenges in higher education is to help students integrate their learning. The capacity to make connections is essential to the conduct of personal, professional, and civic life, and is at the very heart of liberal education. It is also, arguably, more important than ever, and more difficult to achieve, as students transfer among multiple institutions and struggle to balance work and study. Indeed, many of the basic structures of academic life encourage them to see their courses as isolated requirements to complete. This paper explores the challenges to integrative learning today as well as its longer tradition and rationale within a vision of liberal

education. In outlining promising directions for campus work, the authors draw on AAC&U's landmark report "Greater Expectations" as well as the Carnegie Foundation's long-standing initiative on the scholarship of teaching and learning. Readers will find a map of the terrain of integrative learning on which promising new developments in undergraduate education can be cultivated, learned from, and built upon."

- Huber, M., Hutchings, P., Gale, R., Miller, R., & Breen, M. (2007). Leading Initiatives for Integrative Learning. *Liberal Education*, 93(2), 46-51.

"Developing the ability to make, recognize, and evaluate connections among disparate concepts, fields, or contexts is what integrative learning is all about. Breadth and depth of learning remain hallmarks of a quality liberal education. Yet, today, there's a growing consensus that breadth and depth are not enough. Strengthening integrative learning involves broad-based campus change. Although the integrative arts can (and should) be taught within particular courses, departments, and institutional divisions, they cannot by their very nature be pursued alone. The most promising initiatives for integrative learning are about finding strategic points of connection, threading attention to integrative learning throughout (and between) an institution's various programs, and encouraging and scaffolding students' own efforts to connect the parts. The higher education community is gaining significant experience in fostering integrative learning through changes in curricula, pedagogy, assessment, and faculty development. This article discusses the experience of the institutions that participated in the national Integrative Learning Project (ILP). Aimed at promoting integrative learning in undergraduate education, this three-year project worked with ten campuses to develop and assess advanced models and strategies to foster students' abilities to integrate their learning over time."

- Kezar, A., & Elrod, S. (2012). Facilitating Interdisciplinary Learning: Lessons from Project Kaleidoscope. *Change*, 44(1), 16-25. doi:10.1080/00091383.2012.635999

"The article describes the higher education project Facilitating Interdisciplinary Learning (FIDL), sponsored by the interdisciplinary learning initiative Project Kaleidoscope (PKAL). This project is said to have involved dozens of U.S. institutions and to have been oriented toward courses that would improve learning outcomes among science, technology, engineering, and mathematics (STEM) majors. The authors say that the project dealt with difficulty in recruiting risk averse faculty members by mobilizing institutions for change, providing resources and incentives to implement courses, and integrating interdisciplinary work into existing department structures."

- King, C., & University of California, B. (2010). The Multidisciplinary Imperative in Higher Education. Research & Occasional Paper Series. CSHE.11.10. *Center For Studies In Higher Education*

“Academic departments tend to turn inward, deepening the knowledge within the discipline. Because of this inwardness, the differing methodological approaches among disciplines, and the reward systems within disciplines and universities, it is difficult for faculty to reach outside their disciplines and departments, so as to share knowledge and/or mine knowledge at the intersections of disciplines. However, world needs and opportunities are increasingly complex and require integrated, in-depth contributions from multiple disciplines for progress. Means for universities to encourage and facilitate multidisciplinary activities include organizational structure, incentive budgeting, and leadership and resources that enable directors of multidisciplinary units to negotiate effectively with academic department chairs. Major competitive initiatives involving large resources have proven particularly effective. New universities have opportunities for multidisciplinary research and teaching that would be much more difficult within existing universities. Today's university graduates must be able to work effectively with persons from other disciplines and understand enough of the basic vocabulary and methodologies of other disciplines to enable that collaboration.”

- Knight, D. B., Lattuca, L. R., Kimball, E. W., & Reason, R. D. (2013). Understanding Interdisciplinarity: Curricular and Organizational Features of Undergraduate Interdisciplinary Programs. *Innovative Higher Education*, 38(2), 143-158.

“Though the number of interdisciplinary undergraduate programs has increased rapidly over the past several decades, little empirical research has characterized such programs. In this article we report on our investigation of the characteristics of interdisciplinary programs and develop typologies to describe the multiple ways in which such programs are structured with respect to curricular and organizational features. Using cluster analysis, we show differences in both curricular structures and organizational features across programs, irrespective of the program's content focus. This typology will guide future research to explore differences in student learning outcomes across the interdisciplinary program types.”

- Krometis, L. H., Clark, E. P., Gonzalez, V., & Leslie, M. E. (2011). The 'Death' of Disciplines: Development of a Team-Taught Course to Provide an Interdisciplinary Perspective for First-Year Students. *College Teaching*, 59(2), 73-78. doi:10.1080/87567555.2010.538765

“Although interdisciplinary efforts in teaching and research are promoted as a possible antidote to increasing disciplinary separatism in colleges and universities, evaluations of interdisciplinary efforts in the classroom, particularly those spanning the traditional science-humanities divide, are not frequently documented. This article describes the development, execution, and assessment of a unique effort in interdisciplinary teaching in which four doctoral candidates from widely varying home disciplines collaborated to create and teach a 'truly interdisciplinary' course for first-year students centered on the pervasiveness of humankind's quest for immortality. Assessment of the course indicates several desirable student outcomes, including the development of a more mature world view and appreciation for different epistemologies, which recommend the continuation of this and similar interdisciplinary efforts. While students

at times found the enormous number of disciplines potentially related to the central topic overwhelming, at the conclusion of the course, they largely identified the exposure to new perspectives as an exciting and worthwhile academic experience.”

- Lardner, E., & Malnarich, G. (2009). When Faculty Assess Integrative Learning: Faculty Inquiry to Improve Learning Community Practice. *Change: The Magazine Of Higher Learning*, 41(5), 29-35.

“In this article, the authors examine how a set of questions from a collaborative assessment protocol used by teachers in the Harvard Graduate School of Education's Project Zero--and adapted by Veronica Boix-Mansilla for Washington Center's National Project on Assessing Learning in Learning Communities--led to valuable insights regarding the fourth essential learning outcome associated with college learning for this century: integrative learning.”

- López-Chávez, C., & Shepherd, U. L. (2010). What is Expected of Twenty-First-Century Honors Students: An Analysis of an Integrative Learning Experience. *Journal Of The National Collegiate Honors Council*, 11(2), 57-70.

“An essay is presented on the existing scholarship on integrative learning. It examines the qualitative assessment measures employed in international honors programs, particularly in the From the Rockies to the Andes program, which enables students to participate in courses and experiences beyond their disciplines. Moreover, it is noted that integrative learning is a continuous process that involves various factors.”

- Mach, J., Burke, M., & Ball, J. (2008). Integrative Learning: A Room with a View. *Peer Review*, 10(4), 20-23.

“The article profiles the College of San Mateo in San Francisco, California. The College held the Integrative Learning Project (ILP) from 2004 through 2006. Sponsored by Carnegie Foundation for the Advancement of Teaching and the Association of American Colleges and Universities, ILP was introduced in an effort to create integrative strategies in learning through community program. The program was aimed at helping students make learning more meaningful and intentional. ILP at the College of San Mateo was successful in finding connections between faculty and students.”

- Mahoney, S., & Schamber, J. (2011). Integrative and Deep Learning Through a Learning Community: A Process View of Self. *JGE: The Journal of General Education*, 60(4), 234-247.

“This study investigated deep learning produced in a community of general education courses. Student speeches on liberal education were analyzed for discovering a grounded theory of ideas about self. The study found that learning communities cultivate deep, integrative learning that makes the value of a liberal education relevant to students.”

- Melendez, B., Bowman, S., Erickson, K., & Swim, E. (2009). An Integrative Learning Experience within a Mathematics Curriculum. *Teaching Mathematics And Its Applications: An International Journal Of The IMA*, 28(3), 131-144.

“We developed four separate scenarios focusing on the connections between mathematics, biology, and social sciences. This structure facilitated the coordination of faculty from seven academic departments on campus. Each scenario had students from different majors build mathematical models, gather information from their respective disciplines, and develop a final presentation that included a committee consensus on how to approach the problem in a practical way. As a result, students learned how mathematics plays a role in other disciplines and how insight from different points of view affects the approach taken to a complex problem.”

- Mentkowski, M., & Sharkey, S. (2011). How We Know It When We See It: Conceptualizing and Assessing Integrative and Applied Learning-in-Use. *New Directions for Institutional Research*, (149), 93-107.

“In this article, the authors share some key results from discussions, research, reflective practices, and others' perspectives on assisting students to engage and demonstrate integrative and applied learning. First, they traverse the definitional territory of this complex construct, referring to the national literature and discussion as well as their own studies to give shape to the ideas. Second, they lay out features of the type of campus assessment system and culture necessary to meaningfully capture and use information about integration and application for improving teaching for student learning. Third, they offer three examples of Alverno faculty-designed, campus wide, and required assessment instruments currently in use. Each assessment yields faculty judgments of achievement at the level of the individual student, who also uses the evaluative information for formative and summative purposes. The assessment also generates judgments of program effectiveness for faculty members who use synthesized assessment data diagnostically for curriculum improvement and for discussions with colleagues from various consortia of institutions.”

- Montgomery, J. R., & Andersen Worldwide, S. L. (1996). *Integrative Learning: Conceptual Design "Jump-Start" Workbook*.

“This workbook explains the principles and benefits of the integrative learning model and outlines a systems approach to developing an integrated learning-based education/training

program. First, the integrative learning model is discussed in the contexts of the shift from teaching-focused to learning focused education and client-based environments and the increasing emphasis on investment priority decisions. Discussed next is the integrative learning model. In this model, a five-step reflective learning process (do, look, think, probe value, plan) is used to integrate new information, experiences, and perspectives into existing life experience and apply new and existing knowledge/skills to accelerate individual and organizational performance change. In the second half of the workbook, a systems approach to integrative learning design is presented that entails using a 10-step transforming process to transform inputs (needs as perceived by stakeholders) into desired outputs (task/learning outcomes).”

- Morrison, N. S. (2012). Medieval Day at Reynolds: An Interdisciplinary Learning Event. *Inquiry*, 17(1), 37-42.

“Medieval Day at Reynolds turned a typical Friday class day into an interdisciplinary learning event, which joined faculty and students into a community of learners. From classrooms issued tales of Viking and Mongol conquests, religious crusaders, deadly plague, and majestic cathedrals and art, all told by costumed faculty members with expertise in medieval studies. In the commons area, medieval enactors helped participants learn how to card, spin, and weave, to dance, and to use broad sword techniques. This event at this college involved faculty, staff, and students in an interdisciplinary teaching and learning experience. In this article, the primary organizer of Reynolds's Medieval Day discusses its origin, details the schedule of events, and dispenses advice for any who might be interested in creating a similar college-wide experience.”

- Newell, W. H. (2010). Educating for a Complex World: Integrative Learning and Interdisciplinary Studies. *Liberal Education*, 96(4), 6-11.

“In this article, the author sketches a focused vision for integrative learning and interdisciplinary studies. He proposes a more focused way of thinking about integrative learning, one closer to the general cognitive approach underpinning the rubric for integrative learning developed by the Association of American Colleges and Universities' (AAC&U's) Valid Assessment of Learning in Undergraduate Education project, which defines integrative learning as "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." To prepare students to meet the challenges of a complex world, the author believes one needs to think of integrative learning as analogous to interdisciplinary studies. That is, one needs to define integrative learning as outside-the-classroom activity (off as well as on campus) that provides students with certain types of experiences that facilitate the integrative process, experiences through which they are confronted with new perspectives and are challenged to integrate insights from divergent perspectives.”

- Nuala, W., Sinéad, O., Siobhan, M., & Irene, H. (n.d). Featured Article: Integrative Learning Through Simulation and Problem-Based Learning. *Clinical Simulation In Nursing*, doi:10.1016/j.ecns.2011.08.006

“Students participated in three cycles of problem-based learning and associated simulations. An assessment rubric focused on patient assessment, clinical decision making, and technical and communication skills was used by students and assessors to score simulation performances. This study evaluated the trajectory of assessor and student self-assessed simulation performance scores over the course of the module. Descriptive statistics for assessors' scores show a mean improvement in all 4 competencies and for overall performance. Students' self-assessed scores do not show a mean improvement but are more closely aligned with assessor scores for later simulations.”

- Oates, K. K. (1996). Integration and Assessment of Service Learning into the Curriculum.

“This packet provides information on New Century College, a program within George Mason University (Virginia) based on an integrated integration model of interdisciplinary course work, experiential learning, and service learning within learning communities. The program is organized into three "divisions" and requires 12 hours of experiential service learning. Student evaluation in the program is via student portfolios which contain results of observations of students' work and evidence of both the products and processes of learning and through group self-evaluation. Introductory material defines "service learning," and describes four models for integrating service learning into learning communities/courses: (1) the add-on model, (2) the linked model, (3) the variable credit model, and (4) the total integration model. Additionally, prior to graduation, all students submit a "presentation" portfolio that represents their best work and development. Sample vignettes show student learning narratives as they reflect on their service learning experiences.”

- Peet, M. R., Reynolds-Keefer, L., & Gurin, P. (2011). Fostering Integrative Knowledge and Lifelong Learning. *Peer Review*, 13/14(4/1), 15-17.

“The article discusses the adoption of Association of American Colleges and Universities' (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) by the University of Michigan (UM). It states that UM adopted UM to their mission and goals to develop an assessment instrument that is used on two campuses and across multiple colleges within Michigan. It notes that the adoption of VALUE rubrics has resulted in the award of Fund for Improvement of Post Secondary Education (FIPSE) grant that will allow further development and testing through a six-campus consortium.”

- Pharo, E. J., Davison, A. A., Warr, K. K., Nursey-Bray, M. M., Beswick, K. K., Wapstra, E. E., & Jones, C. C. (2012). Can teacher collaboration overcome barriers to interdisciplinary

learning in a disciplinary university? A case study using climate change. *Teaching In Higher Education*, 17(5), 497-507. doi:10.1080/13562517.2012.658560

“A teacher network was formed at an Australian university in order to better promote interdisciplinary student learning on the complex social-environmental problem of climate change. Rather than leaving it to students to piece together disciplinary responses, eight teaching academics collaborated on the task of exposing students to different types of knowledge in a way that was more than the summing of disciplinary parts. With a part-time network facilitator providing cohesion, network members were able to teach into each other's classes, and share material and student activities across a range of units that included business, zoology, marine science, geography and education. Participants reported that the most positive aspects of the project were the collegiality and support for teaching innovation provided by peers. However, participants also reported being time-poor and overworked.”

- Poulos, H., Bannon, B., Isard, J., Stonebraker, P., Royer, D., Yohe, G., & Chernoff, B. (2012). The World through an Interdisciplinary Lens. *Academe*, 98(5), 41-43.

“Scholars and teachers have long struggled to respond to the growing demand for interdisciplinary approaches to complex social issues. They come to the table with their own disciplinary perspectives (scholars more rigidly than students, perhaps), but they also recognize the limitations of investigating social issues through a single disciplinary lens. They have learned, in short, that it is not sufficient to approach the pressing issues from just one perspective. Colleges and universities across the United States have acknowledged the benefits of interdisciplinary scholarship. Higher education is shifting its emphasis from mastery and expertise in a particular discipline to dialogue, interaction, and process across disciplines. Nonetheless, many in the academy and beyond still wonder how to engage in interdisciplinary study in a productive way. Those at Wesleyan University have not yet dealt with all of the nuances of framing a dynamic interdisciplinary curriculum that must, given its roots in social concerns, evolve quickly as times change. But the authors think that their new College of the Environment and its associated think tank offer one template for supporting flexible interdisciplinary education and scholarship.”

- Reybold, L., & Halx, M. D. (2012). Coming to Terms with the Meaning of Interdisciplinary: Faculty Rewards and the Authority of the Discipline. *Journal of General Education*, 61(4), 323-351.

“The notion of interdisciplinary in higher education raises significant questions about the very nature of knowledge and knowing. Are there fundamental knowledge bases associated with particular disciplines that cannot be understood through interdisciplinary teaching and learning? Or is there a common knowledge base across the disciplines that can be accessed--linguistically and metaphorically--through interdisciplinary teaching and research? These questions are not inconsequential, particularly for faculty members who invest their time and energy

in interdisciplinary work. In this article, the authors explore interdisciplinary in relation to faculty work, especially in terms of pedagogy and scholarship. First, they review the literature on definitions of interdisciplinary, its applications in higher education, and why this is important in light of traditional faculty reward structures that privilege disciplinary expertise. Second, they present the methods and findings of a case study of how science faculty at one institution developed and managed an interdisciplinary curriculum across their programs. Third, they discuss the implications of innovative curricular efforts that present a challenge to both the traditional departmental separation of the disciplines and conventional faculty reward structures.”

- Sanchez, I., Neriz, L., & Ramis, F. (2008). Design and Application of Learning Environments Based on Integrative Problems. *European Journal of Engineering Education*, 33(4), 445-452.

“This work reports on the results obtained from the application of learning environments on the basis of one integrative problem and a series of other smaller problems that limit the contents to be investigated and learned by the students. This methodology, which is a variation to traditional problem-based learning approaches, is here illustrated in terms of its application in an engineering economics course, a subject that is taught in most engineering programs. The purpose of this methodology is to improve students' learning, which is measured through the students' academic performance and their learning strategies, and to characterize them as a function of these variables. The results obtained after the systematic application of this methodology are positive. The surveyed students showed significant changes in the examined variables as well as in their satisfaction and motivation level, and in their commitment to learning.”

- Scheff, T. (2013). Getting Unstuck: Interdisciplinary as a New Discipline. *Sociological Forum*, 28(1), 179-185. doi:10.1111/socf.12008

“Since many of the physical science advances were the result of the merging of disciplines, perhaps interdisciplinary should be tried. One path to connecting disciplines, sub disciplines, and micro-macro levels is suggested by Spinoza's idea of part/whole methodology, exactly balancing concrete instances with abstract theses. Ideas by B. Pascal, A. Koestler, A. N. Whitehead, and E. O. Wilson may also be helpful. Any discipline, sub discipline, or level can serve as a valuable stepping-off place, but to advance further, integration with at least one other viewpoint may be necessary.”

- Stone, T., Bollard, K., & Harbor, J. M. (2009). Launching Interdisciplinary Programs as College Signature Areas: An Example. *Innovative Higher Education*, 34(5), 321-329.

“Increasingly administrators are concerned with inspiring and supporting faculty members in the creation of interdisciplinary programs in response to research and funding shifts and public need. This article presents an initiative undertaken at the University of Colorado Denver,

demonstrating a method for identifying and launching a set of signature interdisciplinary programs for a diverse college environment that overcomes hesitancy and hindrances at the individual, departmental, and institutional levels.”

- Sufen, C., Hsu, I. C., & Chien-Ming, W. (2009). Evaluation of undergraduate curriculum reform for interdisciplinary learning. *Teaching In Higher Education*, 14(2), 161-173. doi:10.1080/13562510902757203

“In this study, science faculty and educators collaboratively developed a plan to evaluate an interdisciplinary science curriculum and its administration policy. The science faculty were engaged in determining criteria for evaluation and interpreting data. The collaborative evaluation stressed graduate attributes in the affective domain and provided a dynamic for curriculum revision. Four cohorts of students voluntarily completed scales that measured their attitudes toward interdisciplinary study, course-taking patterns, and career choice. The results suggested that students' involvement and learning loadings were crucial to the effectiveness of the reform. Moreover, the traditional policy at Asian universities that requires entrants to declare a major should be changed, as most university entrants are not certain enough about their interests and abilities to make an appropriate decision about their major at such an early stage.”

- Vico C.L., C., Sharron S.K., L., Caroline Y.Y., C., Angela Y.M., L., & Y.W., M. (n.d). Building life-long learning capacity in undergraduate nursing freshmen within an integrative and small group learning context. *Nurse Education Today*, doi:10.1016/j.nedt.2012.05.009

“Life-long learning involves the development of skills in critical thinking (CT), effective group process (GP), and self-directedness (SDL). Recent studies have shown that small group learning with active interactions is effective in enabling students to develop themselves as independent learners beyond graduation. With a view to integrative learning, the purpose of this study was to evaluate life-long learning outcomes through the work of small group teaching and learning for a class of undergraduate nursing freshmen during one academic year.”

- Wingert, J. R., Wasileski, S. A., Peterson, K., Mathews, L., Lanou, A., & Clarke, D. (2011). Enhancing Integrative Experiences: Evidence of Student Perceptions of Learning Gains from Cross-Course Interactions. *Journal of the Scholarship of Teaching and Learning*, 11(3), 34-57.

“This article offers food for thought on a strategy used by seven faculty to enhance students' integrative learning by offering cross-course, cross-disciplinary projects and shared activities focused on food. The faculty teach a cluster of ten courses in natural sciences, health sciences, social sciences and humanities that address food themes. Assessment data illustrate the learning gains by students enrolled in the clustered courses and points to limitations of the

strategy as well. The evaluation of the strategy includes a discussion of the costs and benefits of the effort from the perspective of the teaching faculty.”

- Wozniak, N. (2012). Enhancing Inquiry, Evidence-Based Reflection, and Integrative Learning with the Lifelong ePortfolio Process: The Implementation of Integrative ePortfolios at Stony Brook University. *Journal of Educational Technology Systems, 41*(3), 209-230.

“Reflection plays a critical role in moving learning to the next level of inquiry. Stony Brook University has adopted an approach to using ePortfolios within the curriculum that emphasizes reflection. Stony Brook University successfully piloted eportfolios in the Fall 2010 Semester and discovered their use facilitated the inquiry process for the students. Integrative ePortfolios have been used successfully over the past 3 years in colleges and programs such as Writing and Rhetoric, Engineering, Business, Leadership and Service, and Technology Systems Management. Within these programs, the process of inquiry takes center stage as educators embrace learner-centered course delivery and curriculum design in which the student is an active participant in the instruction. The learner-centered educator partners with the students, encouraging them to continue their quest for discovery while building knowledge connections to the next levels of learning. This inquiry process is the foundation for high impact learning practices such as 1st-year experiences, learning communities, capstone projects, internships, and service learning that research has shown to increase student engagement and retention. The main outcome for learner-centered instruction is to engage students in the inquiry process and integrate their learning in all areas of their lives. The inquiry process and integrative learning need to become a habit of thought and connection that ignites learning and the construction of knowledge throughout a lifetime. The Lifelong ePortfolio Process is becoming a recognized method to facilitate inquiry, evidence-based reflection, and integrative learning. This process helps the student to connect learning with knowledge and develop the habit of lifelong learning.”

- Ziegler, B., & Montplaisir, L. (2012). Examining integrative thinking through the transformation of students' written reflections into concept webs. *Advances In Physiology Education, 36*(4), 307-312. doi:10.1152/advan.00057.2012

“Students often engage in rote learning, struggle with transforming and applying content. Integrative thinking occurs when students recognize connections to content. Written reflections provide students with the opportunity to demonstrate this thinking. We transformed student-written reflections into concept webs to gain insights into how students connect biological concepts. We were interested in determining if characteristics of integrative thinking develop through reflections. The results indicate a significant relationship between concepts and integrated relationships. Integrative thinking varied but declined overall. Concept webs allow for an examination of student integrative thinking through the transformation of reflections and provide insights into the connections and relationships that students draw between biological

concepts. Reflections can transform learning by facilitating and allowing for the evaluation of integrative thinking.”