Interdisciplinary Learning

Criterion A: Disciplinary grounding

Maximum: 8

At the end of the program, students should be able to:

* demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   * demonstrates **limited** relevant disciplinary grounding |
| 3-4 | The student:   * demonstrates **some** relevant disciplinary grounding |
| 5-6 | The student:   * demonstrates **most necessary** disciplinary grounding |
| 7-8 | The student:   * demonstrates **extensive necessary** disciplinary grounding |

Criterion B: Synthesizing

Maximum: 8

At the end of the program, students should be able to:

* synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   * **establishes few and/or superficial** connections between disciplines. |
| 3-4 | The student:   * **connects** disciplinary knowledge to achieve **adequate** understanding. |
| 5-6 | The student:   * **synthesizes** disciplinary knowledge to demonstrate **consistent, thorough** interdisciplinary understanding. |
| 7-8 | The student:   * **synthesizes** disciplinary knowledge to demonstrate **consistent, thorough** and **insightful** interdisciplinary understanding |

Criterion C: Communicating

Maximum: 8

At the end of the program, students should be able to:

* use appropriate strategies to communicate interdisciplinary understanding effectively
* document sources using recognized conventions.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   * communicates interdisciplinary understanding with **little structure, clarity, or coherence.** |
| 3-4 | The student:   * communicates interdisciplinary understanding with **some** organization and coherence, **recognizing** appropriate forms or media. * **lists** sources. |
| 5-6 | The student:   * communicates interdisciplinary understanding that is **generally** organized, clear and coherent, **beginning** to use selected forms or media **effectively**. * **Documents relevant** sources using a recognized convention. |
| 7-8 | The student:   * communicates interdisciplinary understanding that is **consistently** well structured, clear and coherent, using selected forms or media **effectively**. * **consistently documents well-chosen** sources using a recognized convention. |

Criterion D: Reflecting

Maximum: 8

At the end of the program, students should be able to:

* reflect on the development of their own interdisciplinary understanding
* evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.

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| **Achievement Level** | **Level Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below |
| 1-2 | The student:   * demonstrates **limited** reflection on his or her development of interdisciplinary understanding * **describes superficially** the limitations **or** benefits of disciplinary and interdisciplinary knowledge in specific situations. |
| 3-4 | The student:   * demonstrates **adequate** reflection on his or her development of interdisciplinary understanding * **describes some** benefits **and** some limitationsof disciplinary and interdisciplinary knowledge in specific situations. |
| 5-6 | The student:   * demonstrates **significant** reflection on his or her development of interdisciplinary understanding * **explains** the limitations and benefitsof disciplinary and interdisciplinary knowledge in specific situations. |
| 7-8 | The student:   * demonstrates **thorough** and **nuanced** reflection on his or her development of interdisciplinary understanding * evaluates **thoroughly** and  **with sophistication** the limitations and benefitsof disciplinary and interdisciplinary knowledge and **ways of knowing** in specific situations. |