Criteria for *Creative* Experiential Learning	Does Not Achieve	Somewhat Achieves	Adequately Achieves
Beyond Comfort Zone: Student develops imaginative or original response to a need or inspiration. E.g. design solution to an engineering or environmental need, presented in written, oral, graphic, digital, or prototype form; performance or artistic work reflecting advanced technique, novel presentation, or gallery-ready portfolio.	There is little or no connection of course learning outcomes to a genuine, required challenge for the student	Challenge or Comfort Zone expansion mentioned but not thoroughly described in connection to Course Learning Outcomes	There are clear connections of course learning outcomes to all aspects of a learning leap beyond individual comfort zone
Reasonable, Authentic Responsibility: Student articulates the need or inspiration for the creative work, takes initiative, and demonstrates ownership of the product. E.g., conducting a charrette or client consultation to understand the design challenge; preparing an artist statement articulating inspiration, motivation, and importance of the work; identifying and executing his/her role in a group project; soliciting and incorporating feedback during the creative process; presenting the work to the public (client; audience; jury) in some form.	Student responsibility in real world scenario is not clearly stated or required	Description of activity has potential for student responsibility in real world scenario but does not adequately insure ownership	Thorough description of required project involving student responsibility of real world scenario
Reflection for self and other understanding: Student reflects on the process of creative work, the work produced, response to audience feedback. E.g., written reflection articulating how the project/product evolved based on feedback, changing needs, new discoveries; portfolio of work over time with verbal commentary and visual/audio/video instances of evolution; oral discussion with mentors, peers, audience, clients regarding lessons learned and approach to future creative work.	No description of evaluated reflection products included in application.	Description for plan includes some reflection, but not thoroughly integrated with course or mentorship elements (see below)	Description for plan includes evaluated, iterative, pre, ongoing and post project reflection connected to mentorship
Evidence of mentorship, supervision, and feedback: mentor responds regularly to student work; supports student reflection, integration of learning through the activity and goal-setting for future learning	Description of project does not mention mentorship	Description includes potential for mentorship or partially describes mentorship	Thorough description of all mentorship elements