The rubric is not intended to constrain you in the building of all of the reflections in your course, that was never its intent. Remember, the goal of the Its About Engagement program has always been to provide impactful experiences for all of our students (or at least as many as we can manage) and ensure students learn as much as possible in them. In that vein, when you are constructing a good IAE course, you need to do a lot of things to ensure it accomplishes those goals and good reflection is one of those things, a key one, but just one. A good reflection program has many components outlined in the literature and I have no doubt that CETL will happily spend time talking about all of those aspects in their workshops. When a person constructs a good IAE course, I hope that their reflection process includes all of the things CETL will discuss.

The rubric, however, is just an assessment tool to benchmark the student learning in an IAE experience at a single moment in time. It is not intended that a course will upload all of the reflections a student does over the course of the semester, just one. That one should be a culminating moment, that allows the student to hit all of the points of the rubric, but it is up to the faculty member which of the reflection moments in their class best aligns with the IAE rubric and thus gets submitted. Faculty control the guided prompts they give their students, which is where providing the rubric can be useful. Each faculty member can then tailor their prompts to ensure that the student response covers whatever is important to their course, but also has within it the qualities the IAE program is working on tracking in student learning. It is up to the faculty member to ensure its appropriately aligned to their course goals, but also written in such a way that the salient information can be assessed by the IAE rubric.