

### MAVED COURSE RUBRIC

Criteria	Proficient (3)	Developing (2)	Limited (1)
<i>Proposed MavEd courses must demonstrate how the course aligns with the fundamental concepts, methods, and questions of the content area.</i>			
<b>Course Alignment with MavED Content Area</b>	Course fully incorporates the knowledge, theories, and core questions of the content area (e.g. social sciences, humanities, etc.) and explicitly integrates foundational concepts.	Course incorporates the knowledge, theories, and core questions of the content area but lacks depth or clear integration of concepts in some areas.	Course has some relevance to the content area but does not adequately incorporate the knowledge, theories, or core questions of the content area or lacks coherent integration of foundational concepts.
<b>Methods of the Content Area</b>	The course effectively employs content-specific methodologies (e.g., scientific method, historical analysis, research, creative approaches, etc.) and integrates them throughout learning activities in a meaningful and rigorous manner.	The course incorporates appropriate content-area methods but may lack depth, consistency, or thorough application across learning experiences.	The course includes some relevant methodologies but applies them inconsistently or with limited depth, reducing their impact on student learning.
<b>Inquiry &amp; Engagement with Enduring Questions</b>	The course actively engages students in exploring key enduring questions or themes central to the content area through inquiry-driven activities, encouraging deep analysis, debate, and independent questioning.	The course addresses key enduring questions or themes and incorporates some inquiry, though student exploration is more guided or limited.	The course references enduring questions but offers minimal opportunities for students to actively inquire, analyze, or engage with them in a meaningful way.
<i>Proposed MavEd courses must demonstrate meaningful reinforcement of transferable learning outcomes including integrative learning, critical thinking and information literacy, and intercultural awareness.</i>			
<b>Integrative Learning &amp; Reflection</b>	The course provides frequent and meaningful opportunities to integrate knowledge and skills across disciplines or experiences. Students are asked to apply what they have learned to personal, professional, or real-world contexts. Reflection activities are well-structured and foster critical self-awareness.	The course provides opportunities to integrate knowledge and skills across disciplines or experiences, though depth may be limited in some areas. Reflection activities are included consistently but may lack depth, variety, or a clear connection to key learning goals.	Opportunities for integration are inconsistent, repetitive, or lack clear relevance to real-world or interdisciplinary contexts. Reflection activities are sporadic or lack intentional design, leading to superficial engagement.

<b>Critical Thinking and Information Literacy</b>	The course is intentionally designed to develop critical thinking and information literacy through discipline-specific methodologies, rigorous evaluation of sources and evidence, and structured opportunities for argument analysis, synthesis, and reflection.	The course incorporates critical thinking and information literacy but may lack depth or consistency in methodology, evaluating sources and evidence, or providing opportunities for argument analysis, synthesis, and reflection.	The course includes some elements designed to develop skills in critical thinking and information literacy but does not explicitly or consistently integrate them into learning activities.
<b>Intercultural Awareness</b>	The course meaningfully explores cultural context or global connections in its content and activities.	The course includes elements addressing cultural context or global connections but lacks some depth or consistency.	The course briefly mentions cultural context or global connections but does not fully integrate these elements.
<i>Proposed MavEd courses must demonstrate meaningful assessment of outcomes and reinforcement of the relevant fundamental skill (writing, speaking, quantitative literacy, or data literacy).</i>			
<b>Assessment of Student Learning</b>	Assessments are discipline-appropriate, well aligned with course learning outcomes, and adequate in scope to cover the learning goals.	Assessment methods align to some extent with learning outcomes and are adequate but incomplete in scope.	Assessment methods are weakly aligned with learning outcomes or limited in scope.
<b>Fundamental Skill Reinforcement Aligned with Content Area</b>	The course deliberately and intentionally integrates the relevant fundamental skill in ways that promote multiple cycles of feedback, practice, and application.	The course explicitly integrates the academic skill into objectives, activities, and assessments, with meaningful application with actionable feedback.	The course does not integrate the skill clearly and consistently, and includes limited practice, feedback, or application.

Notes:

1. Course proposals that do not address one or more criteria will not be evaluated and will be returned to the submitting unit.
2. Courses will not be advanced for general education approval if they receive a “limited” score in any of the criteria.
3. Courses will not be advanced if they have more than one “developing” score in any of the three sections