General Education Course Coordinator's Handbook

Fall 2026

Council on General Education and Intercollegiate Programs

General Education Course Coordinator's Handbook

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Introduction: Course Review Overview and Outline of Procedures

Principles for Course Review

1. General education assessment should be meaningful and useful to those teaching the course.
2. General education assessment should be ongoing and cyclical.
3. General education assessment is collaborative and should not fall on the shoulders of one faculty member or department head but should promote conversations about student learning.
4. General education courses submitted an assessment plan with the course proposal.
   - Assessment should focus on the course's General Goals.
   - The council understands that assessment plans may need to be modified and streamlined to promote the ease and efficacy of the process.
5. Assessment of student learning is broadly defined to include both qualitative and quantitative, and both direct and indirect measures of student learning.

Purpose of Course Review

Course review should:

1. Allow faculty to find out if students are providing evidence that they have met the General Goals.
2. Provide useful and meaningful information for the instructors of the general education course.
3. Offer evidence that student learning has been looked at in a thoughtful way.
4. Allow faculty to share successes of student learning, identify areas for improvement, and document the process of assessment changes.

Outline of the process:

1. Review the basic expectations of the coordinator, described in Section 1.

2. Identify the requirements for *your* course. Section 2 shows the basic areas and subdivisions of the General Education Program and Section 3 shows all of the courses currently in the system along with the General Goals (GGs) they are committed to addressing.
   - Each course entered the General Education Program based on a proposal[1] specifying its area in the general education program, and which GGs it would address.

3. The biennial schedule for reports is specified in both Section 1 and Section 2.
   - Group I (Foundations, Human Cultures): January of odd-numbered years.
   - Group II (Natural World, Public Affairs): January of even-numbered years.

4. Review the General Goal(s) for your course and decide how you will address them in the context of your class's learning goals. The GGs are provided in Section 4.
   - Section 4 includes sample learning outcomes for the GGs in form of Student Learning Outcomes (SLOs). The current expectation is that the course (and report) focus on how the course (more specifically, how student learning achievement) meets the General Goal. The old SLOs are given simply as examples of specific learning targets that might be evaluated as part of the process. Each list ends with a general statement that discipline-specific goals that mesh with the General Goal are acceptable and encouraged.
   - **Some of the class's learning goals should inherently also meet the GG.** The General Education component of the course should be a natural part of the class's discipline-specific goals and need not be an "add-on" to the course.

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5. In collaboration with the course's instructors, the coordinator should collect data on student learning outcomes related to the GGs.
   - Details on how this is done will vary across courses.
   - Data should be collected through the Fall semester before the report is submitted.
   - Communication with other instructors during this process, identifying what worked well and what might be improved, is very useful.

6. The coordinator should complete the report and submit it to CGEIP.
   - More information about the report, per se, and the steps in the review process, is given in Section 6 and Section 7.

7. The coordinator should share feedback with the course's instructors.

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Section 1. Responsibilities of General Education Coordinators

Duties of a course's general education coordinator are described below. However, CGEIP recognizes that responsibilities for general education courses may vary significantly across different departments, and the duties described below may be shared with others within the department. The real requirement is that the key expectations described below be met.

1. The coordinator's chief responsibility is to be the liaison between CGEIP and those in the Department involved in the general education course (Department Head, other faculty).

2. The coordinator, in collaboration with the department head, should communicate with instructors for the course:
   - The course's General Goals (GGs) and how those goals will be assessed.
   - The type of data meaningful for assessing the General Goals.
   - They need to have general education goals in their syllabi, and to tie those to the course's learning goals. For many courses, it is helpful to have a syllabus template that provides the key information, and to ask all instructors to include that in their syllabi.

3. At some point (each semester or each year), the coordinator should solicit from instructors input relevant to assessment of student learning tied to the General Goals.
   - It is not necessary to collect all information on all General Goals every semester. Collecting information about student learning relevant to different Goals may be spread out over the two year period between reports.

4. The general education coordinator is primarily responsible for writing the biennial report. However, the report ideally should represent a collaborative effort between the coordinator and instructors.
   - Ideally, the coordinator should facilitate discussion among the course's instructors regarding General Goals, student successes and shortcomings, etc.
   - Feedback to CGEIP from coordinators has indicated that getting faculty together to discuss teaching and learning in their shared courses was particularly valuable.

5. Dual credit classes *are* MSU classes and they should meet general education goals. Ideally, dual credit teachers should receive the same information as on-campus instructors, and their sections should be included in evaluations.

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Section 2. General Education Areas and Schedule for Course Reviews

Courses are to be reviewed biennially, on the schedule shown below. Reports will be due on the **last business day in January.**

GENERAL EDUCATION AREAS	REPORTS
FOUNDATIONS • First-Year Seminar • Written Communications & Information Literacy (Writing I) • Oral Communication • Quantitative Literacy • Written Comm. & Integrative & Applied Learning (Writing II)	Spring odd years
NATURAL WORLD • Life Sciences • Physical Sciences	Spring even years
HUMAN CULTURES • Social & Behavioral Sciences • Humanities • The Arts	Spring odd years
PUBLIC AFFAIRS • US and MO Constitutions / American History & Institutions • Cultural Competence • Public Issues	Spring even years

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Section 3. General Education Courses, Areas, and General Goals

The Areas and General Goals (GGs) are based on each course's application to the general education program. (FN = Foundations; HC = Human Cultures; NW = Natural World; PA = Public Affairs)

Course	General Education Area	General Goals	Review Schedule
AAS 100: Introduction to African-American Studies	HC: Humanities	9	SP-odd
AGR 100: Food Security	HC: Social and Behavioral Sciences	8	SP-odd
AGR 320: Writing II: Writing in the Applied Sci.	FN: Written Comm /Integrative …	3, 15	SP-odd
ANT 100: World Cultures	PA: Cultural Competence	13, 14	SP-odd
ANT 125: Exploring Our Human Ancestry	HC: Social and Behavioral Sciences	8	SP-odd
ART 200: Art in Context	HC: Arts	7, 9	SP-odd
ART 271: History of Western Art I	HC: Humanities	9	SP-odd
ART 272: History of Western Art II	HC: Humanities	9	SP-odd
ART 273: Survey Art of Africa Oceania & Americas	HC: Humanities	9	SP-odd
ART 274: Survey of Asian Art	HC: Humanities	9	SP-odd
AST 113: Modern Astronomy	NW: Physical Sciences	11	SP-even
AST 114: Survey of Astronomy	NW: Physical Sciences	11	SP-even
AST 115: Basic Astronomy	NW: Physical Sciences	11	SP-even
BIO 100: Biological Sciences for Educators	NW: Life Sciences	10	SP-even
BIO 101: Biology in Your World	NW: Life Sciences	10	SP-even
BIO 111: Lab for Biology in Your World	NW: Life Sciences	10[1,2]	SP-even
BIO 121: General Biology I	NW: Life Sciences	10	SP-even
BMS 100: Concepts and Issues in the NW: Life Sci.	NW: Life Sciences	10	SP-even
BMS 101: Concepts and Lab in the NW: Life Sci.	NW: Life Sciences	10[1,2]	SP-even
BMS 110: Intro into Biomedical Sciences	NW: Life Sciences	10	SP-even
BMS 111: Intro Lab in Biomedical Sciences	NW: Life Sciences	10[1,2]	SP-even
CFD 155: Principles of Human Development	HC: Social and Behavioral Sciences	8	SP-odd
CFD 163: Relationships in Today's Families	HC: Social and Behavioral Sciences	8	SP-odd
CHM 107: Chemistry for the Citizen	NW: Physical Sciences	11	SP-even
CHM 108: Chemistry for the Citizen Lab	NW: Physical Sciences	11[1,2]	SP-even
CHM 116: Fundamentals of Chemistry	NW: Physical Sciences	11	SP-even
CHM 117: Fundamentals of Chemistry Lab	NW: Physical Sciences	11[1,2]	SP-even
CHM 160: General Chemistry I	NW: Physical Sciences	11	SP-even
CHM 161: General Chemistry I Lab	NW: Physical Sciences	11[1,2]	SP-even
COM 115: Fundamentals in Public Speaking	Oral Communication	4, 6	SP-odd
COM 260: Communicating w Cultural Competence	PA: Cultural Competence	12, 13	SP-even
CRM 210: Intro to the American Criminal Justice Sys	PA: Public Issues	1, 2, 12	SP-even
CRM 220: Criminology	HC: Social and Behavioral Sciences	8	SP-odd
CSC 205: AI for All	PA: Cultural Competence	1/2, 14	SP-even

[1] Lab-only classes associated with lecture courses do not need to provide separate reports. Information about student learning relevant to the General Goals may be incorporated into the assessment of the lecture class.

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Course	General Education Area	General Goals	Review Schedule
DAN 180: Introduction to the Dance	HC: Arts	7, 9	SP-odd
DTN 130: Social & Behav. App. of Human Nutrition	HC: Social and Behavioral Sciences	8	SP-odd
ECO 101: Economics of Social Justice	PA: Public Issues	1, 2, 13	SP-even
ECO 155: Principles of Macroeconomics	HC: Social and Behavioral Sciences	8	SP-odd
ECO 165: Principles of Microeconomics	HC: Social and Behavioral Sciences	8	SP-odd
EDC 249: Schooling in America	PA: Public Issues	1, 2, 13	SP-even
ENG 105: Writing I with Studio	FN: Written Comm. & Info Literacy	3, 6	SP-odd
ENG 110: Writing I	FN: Written Comm. & Info Literacy	3, 6	SP-odd
ENG 200: Great Books and Instant Classics	HC: Humanities	9	SP-odd
ENG 201: Public Issues in Popular Culture	PA: Public Issues	1, 2, 14	SP-even
ENG 203: Creative Writing: Poetry	HC: Arts	7, 9	SP-odd
ENG 205: Creative Writing; Nonfiction	HC: Arts	7, 9	SP-odd
ENG 210: Writing II: Writing Across the Disciplines	FN: Written Comm /Integrative …	3, 15	SP-odd
ENG 215: Creative Writing: Short Story	HC: Arts	7, 9	SP-odd
ENG 221: Writing II: Writing for the Professions	FN: Written Comm /Integrative …	3, 15	SP-odd
ENG 222: Writing for Social Change	PA: Public Issues	1, 2, 12	SP-even
ENG 282: Literature by Women	HC: Humanities	9	SP-odd
ENG 283: Folklore and Cultural Engagement	HC: Humanities	9	SP-odd
ENG 289: Literature, Culture, and Conflict	PA: Cultural Competence	13, 14	SP-even
ENG 310: Writing II: Writing for Grad/Professional	FN: Written Comm /Integrative …	3, 15	SP-odd
ENG 321: Writing II: Beginning Technical Writing	FN: Written Comm /Integrative …	3, 15	SP-odd
GBL 250: Introduction to Global Studies and Globalization	PA: Public Issues	1/2, 12	SP-even
GEO 200: Exploring our Digital Earth	PA: Public Issues	1, 2, 12	SP-even
GEP 101: First-Year Foundations	FN: First-Year Seminar	6, 7, 12, 13, 14	SP-odd
GER 180: Successful Aging	PA: Cultural Competence	13, 14	SP-even
GER 200: Aging Identities in Art and Media	HC: Humanities	9	SP-odd
GLG 110: Principles of Geology	NW: Physical Sciences	11	SP-even
GLG 113: Earth: The Instruction Manual	NW: Physical Sciences	11	SP-even
GLG 114: Earth: The Survival Guide	NW: Physical Sciences	11	SP-even
GLG 115: Life of the Past	NW: Life Sciences	10	SP-even
GLG 116: Earth : The Hands-on Adventure	NW: Physical Sciences	11[2]	SP-even
GLG 171: Environmental Geology	NW: Physical Sciences	11	SP-even
GLG 358: Writing II: Reporting Geological Info.	FN: Written Comm /Integrative …	3, 15	SP-odd
GRY 100: World Regional Geography	PA: Cultural Competence	12, 13	SP-even
GRY 108: Principles of Sustainability	HC: Social and Behavioral Sciences	8	SP-odd
GRY 135: Principles of Weather and Climate	NW: Physical Sciences	11	SP-even
GRY 137: Meteorology: Understanding Weather & Climate	NW: Physical Sciences	11	SP-even
GRY 138: Meteorology: Weather & Climate Lab	NW: Physical Sciences	11[2]	SP-even
GRY 142: Introductory Physical Geography	NW: Physical Sciences	11	SP-even

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GRY 145: Earth's Natural Environment	NW: Physical Sciences	11	SP-even
GRY 146: Earth's Natural Environment Lab	NW: Physical Sciences	11[2]	SP-even
HST 103: World History to Circa 1600 C.E.	HC: Humanities	9	SP-odd
HST 104: World History Since 1600 C.E.	HC: Humanities	9	SP-odd
HST 121: Survey of History of the US to 1877	PA: US & MO Constitutions/ Hist…	12, 13	SP-even
HST 122: Survey of History of the US Since 1877	PA: US & MO Constitutions/ Hist…	12, 13	SP-even
HST 210: Writing II: Historical Inquiry	FN: Written Comm /Integrative …	3, 15	SP-odd
IDS 297: International Culture and Study Abroad	PA: Cultural Competence	12, 13	SP-even
ITC 200: Critical/Creative Thinking Using Info Tech	PA: Public Issues	1, 2, 12	SP-even
KIN 210: Healthy Lifestyles: Preventative Approaches	PA: Public Issues	1, 2, 14	SP-even
KIN 286: Ethics and Diversity in American Sport	PA: Public Issues	1, 2, 14	SP-even
LCR 100: Language & Culture in Global Context	PA: Cultural Competence	12, 13	SP-even
LLT 121: Classical Mythology	HC: Humanities	9	SP-odd
LLT 180: The Heroic Quest	PA: Cultural Competence	13, 14	SP-even
MCL 200: Global Perspectives Language/Culture …	PA: Cultural Competence	12, 13	SP-even
MED 120: Mass Media and Society	HC: Social and Behavioral Sciences	8	SP-odd
MED 274: Introduction to Film	HC: Humanities	9	SP-odd
MTH 121: Multicultural Views of History & Math	PA: Cultural Competence	13, 14	SP-even
MTH 130: Contemporary Mathematics	FN: Quantitative Literacy	5	SP-odd
MTH 134: Algebraic Reasoning and Modeling	FN: Quantitative Literacy	5	SP-odd
MTH 136: Pre-Calculus I	FN: Quantitative Literacy	5	SP-odd
MTH 137: Pre-Calculus II	FN: Quantitative Literacy	5[2]	SP-odd
MTH 138: Pre-Calculus Mathematics	FN: Quantitative Literacy	5	SP-odd
MTH 261: Analytic Geometry and Calculus I	FN: Quantitative Literacy	5[2]	SP-odd
MTH 287: Comp.Calculus w/ Analytic Geometry I	FN: Quantitative Literacy	5[2]	SP-odd
MUS 239: Introduction to World Music	HC: Arts	7, 9	SP-odd
MUS 241: The Language of Music	HC: Humanities	9	SP-odd
NUR 472: Writing II: Nursing Research, Scholarly ..	FN: Written Comm /Integrative …	3, 15	SP-odd
PHI 105: Critical Thinking	PA: Public Issues	1, 2, 14	SP-even
PHI 110: Introduction to Philosophy	HC: Humanities	9	SP-odd
PHI 115: Ethics and Contemporary Issues	PA: Public Issues	1, 2, 14	SP-even
PHY 100: Survey of Physics with Laboratory	NW: Physical Sciences	11	SP-even
PHY 101: Physics by Inquiry for Educators	NW: Physical Sciences	11	SP-even
PHY 123: Introduction to Physics I	NW: Physical Sciences	11	SP-even
PHY 203: Foundations of Physics I	NW: Physical Sciences	11	SP-even
PLN 100: Understanding Cities	PA: Public Issues	1, 2, 12	SP-even
PLS 101: American Democracy & Citizenship	PA: US & MO Constitutions/ Hist.	12, 13	SP-even
PSY 121: Introductory Psychology	HC: Social and Behavioral Sciences	8	SP-odd

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Course	General Education Area	General Goals	Review Schedule
REL 100: Introduction to Religion	PA: Cultural Competence	13, 14	SP-even
REL 101: Old Testament/Hebrew Bible	HC: Humanities	9	SP-odd
REL 102: New Testament	HC: Humanities	9	SP-odd
REL 110: Paths of World Religion	PA: Cultural Competence	13, 14	SP-even
REL 131: Religion in America	HC: Social and Behavioral Sciences	8	SP-odd
REL 210: Paths of World Religion	PA: Cultural Competence	13, 14	SP-even
SOC 150: Introduction to Society	HC: Social and Behavioral Sciences	8	SP-odd
SOC 152: Social Problems in the Community	PA: Public Issues	1, 2, 12	SP-even
SWK 219: Human Diversity	PA: Cultural Competence	13, 14	SP-even
THE 101: Introduction to Theatre and Drama Arts	HC: Arts	7, 9	SP-odd
UHC 110: Freshman Honors Seminar	FN: First-Year Seminar	6, 7, 12, 13, 14	SP-odd

[2] Reports are not required for BIO111, BMS 101, BMS 111, CHM 108, CHM 117, CHM 161, GLG 166, GRY 138, GRY 146, MTH 137, MTH 261, and MTH 287. These courses have general education courses as prerequisites, and it is assumed that students who have qualified for these courses have met the Quantitative Reasoning GG.

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Section 4. General Goals and Examples of Specific Learning Achievements

The General Goals (GGs) shown here are as approved by Senate (2013) with some editing for the sake of clarity. Courses in each of the general education areas should ideally have content that matches the specified GGs, and the GGs should be the main emphasis in any assessment.

When deciding how a course might demonstrate how it meets a GG, it is often helpful to have some specific student achievement targets that support the GG. Below are listed each of the GGs with *examples* of specific learning achievements relevant to the GG. Each list includes an option for other discipline-specific achievements relevant to the General Goal to emphasize that there is considerable flexibility in how the GGs are met.

A couple of comments about the suggested learning achievements:

- The A, B, C, etc., designations do not in any way indicate priority.
- Courses should generally use about three specific achievements

For each of the sample learning achievements listed, there is also a set of suggested assessment rubrics for "Benchmark," "Milestone," and "Capstones" level of achievements.

Note: GG1 and GG2 have been combined into "GG1/2".

GG1/2: Critical Inquiry, Analysis, and Creative Problem Solving. Students will develop the disposition and skills to gather, organize, refine, analyze, and critically evaluate information and ideas in pursuit of new ideas, solutions, approaches, or products. *Sample rubrics*

A. Identify and explore problems of wide concern.
B. Identify diverse information sources, consider the implications of the source's viewpoints, and make reasoned choices among them.
C. Use evidence, statements, alternative viewpoints, graphics, and other forms of information to address an issue.
D. Draw and defend conclusions reached through the analysis of information.
E. Develop creative and novel ideas, products, or solutions that address problems of wide concern.
F. Other discipline-specific achievement(s) supporting the General Goal.

GG3: Written Communication. Students will be able to express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies. *Sample rubrics*

A. Demonstrating consideration of context, audience, and purpose with a clear focus on the assigned tasks (e.g., the writing aligns with context, audience, and purpose).
B. Demonstrating consistent use of important conventions particular to specific disciplines and writing tasks, including organization, content, presentation, and stylistic choices.
C. Correctly using language that conveys meaning to readers.
D. Finding, evaluating, analyzing, and synthesizing appropriate sources and effectively integrating that information into their writing.
E. Other discipline-specific achievement(s) supporting the General Goal.

GG4: Oral Communication. Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences. *Sample rubrics*

A. Convey the central message clearly and consistently, using supporting material.

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B. Demonstrate clearly and consistently an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation.
C. Demonstrate language choices that support the effectiveness of the communication and are appropriate to the intended audience(s).
D. Employ interesting and effective delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness).
E. Employ supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) in a manner that establishes the speaker's credibility/authority on the topic.
F. Other discipline-specific achievement(s) supporting the General Goal.

GG5: Quantitative Literacy. Students will be able to reason and solve quantitative problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats (e.g., words, tables, and mathematical equations) as appropriate. *Sample rubrics*

A. Interpret and communicate information presented in mathematical forms (e.g., equations, functions, graphs, diagrams, tables, or words).
B. Convert relevant information into various mathematical forms (e.g., equations, functions, graphs, diagrams, tables, or words).
C. Calculate numerically and symbolically to solve a problem.
D. Analyze data quantitatively as the basis for competent, valid, and reliable inferences in order to draw reasonable and appropriate conclusions.
E. Use appropriate mathematical tools to explicitly describe assumptions, mathematical relationships, and conclusions.
F. Express evidence in support of an argument by employing appropriate forms of presentation (e.g., equations, functions, graphs, diagrams, tables, or words).
G. Other discipline-specific achievement(s) supporting the General Goal.

GG6: Information Literacy. Students will be able to identify and evaluate appropriate information and effectively and responsibly use that information for a particular problem as necessary.
A. Designs a well-defined research question or thesis utilizing relevant information sources.
B. Uses a variety of search strategies to select relevant information sources. *Sample rubrics*
C. Critically evaluates the accuracy and validity of information sources and the relevant contexts in which they are presented.
D. Organize, synthesize, and communicate information from sources so the intended purpose is achieved.
E. Distinguishes between common knowledge and ideas requiring citation and correctly uses paraphrasing, summarizing, or quoting.
F. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
G. Other discipline-specific achievement(s) supporting the General Goal.

GG7: Collaboration. Students will be able to summarize the collaborative process and how working collaboratively with others affects problem solving and informed decision making. *Sample rubrics*
A. Identifies patterns in the roles, skills, and behaviors required for effective teamwork and goal attainment.
B. Describes how values, knowledge, and skills, such as building upon the ideas of others and treating team members with respect, create a collaborative culture.
C. Describes conflict and responses that strengthen collaboration; states productive response(s) to criticism and conflict.
D. Evaluates and applies alternative solutions or courses of action that build on the ideas of others.
E. Other discipline-specific achievement(s) supporting the General Goal.

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GG8: Social and Behavioral Sciences. Students will be able identify and distinguish various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction. *Sample rubrics*

A. Describes and compares social institutions, structures, and processes historically, culturally, or globally.
B. Describes the past and how it influences present world societies and/or contemporary problems.
C. Describes social science methods that explain and/or predict human behavior and/or decision-making.
D. Describes interdependence of people and places around the globe.
E. Identifies and differentiates biological, environmental, cognitive, and/or social factors that influence human behavior.
F. Applies behavioral science principles to personal, social, and/or organizational issues.
G. Other discipline-specific achievement(s) supporting the General Goal.

GG9: Humanities and the Arts. Students will develop intellectual, imaginative, and/or creative thinking, as they explain how relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide. *Sample rubrics*

A. Explains how various forms of expression (e.g., written, oral, musical, bodily, and visual) contribute to human knowledge and experience.
B. Utilize knowledge of various critical and theoretical frameworks to analyze and interpret works in humanities and the arts.
C. Creates an entirely new object, solution, or idea.
D. Relates texts and/or cultural products to appropriate contextual influences, traditions, perspectives and/or behavioral patterns
E. Describes the influence of community, institutions, and/or other social constructs (e.g., social class, gender, race) on thoughts, values, and/or behaviors in cultural and historical settings other than one's own.
F. Other discipline-specific achievement(s) supporting the General Goal.

GG10: Life Sciences. Students will understand basic concepts of living things, the nature of scientific knowledge, and relevance of biological knowledge to human affairs. *Sample rubrics*

A. Understand living systems by describing their nature, organization, and evolution.
B. Understand and use the processes by which scientific knowledge of living things is generated.
C. Develop knowledge of living things through hypothesis testing and gain the ability to draw defensible conclusions regarding living things.
D. Make logical connections between key concepts in the life sciences and describe the interaction between human lives and other living things.
E. Understanding the human species as a biological organism.
F. Understand the ways the environment impacts humanity and how human actions affect the environment.
G. Other discipline-specific achievement(s) supporting the General Goal.

GG11: Physical Sciences. Students will understand and actively explore fundamental principles in physical sciences and methods of developing and testing hypotheses used in the analysis of the physical universe. *Sample rubrics*

A. Demonstrate knowledge of the physical universe and its physical processes.
B. Understand and use the processes by which knowledge of the physical world is generated.
C. Develop knowledge about principles of the physical world through hypothesis testing and gain the ability to draw defensible conclusions regarding the physical world.
D. Make logical connections between key concepts in the physical sciences and describe the interaction between the physical world and human lives.

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E. Understand the ways the physical environment impacts humanity and how human actions affect the environment.
F. Apply scientific models to make both qualitative and quantitative predictions about the behavior of matter.
G. Other discipline-specific achievement(s) supporting the General Goal.

General Goal 12: Community Engagement. Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society. *Sample rubrics*
A. Identify the rights and responsibilities they have in their own communities and/or the broader society.
B. Recognize the ways in which they can exercise their rights and responsibilities.
C. Identifies knowledge from academic fields and how it connects to civic and/or political participation.
D. Recognize the needs of the communities to which they belong and state how to address those needs.
E. Other discipline-specific achievement(s) supporting the General Goal.

GG13: Cultural Competence. Students will be able to recognize and consider multiple perspectives and cultures. *Sample rubrics*
A. Compares perspectives and behaviors they acquire in their homes, schools, and communities.
B. Describes key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.
C. Identifies the importance and best practices of developing skills for working/interacting with others.
D. Compares the role that different languages, cultures, institutions, and/or beliefs have in shaping individual and collective behavior.
E. Other discipline-specific achievement(s) supporting the General Goal.

GG14: Ethical Leadership. Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities. *Sample rubrics*
A. Assesses own ethical values and describes how those values and behaviors are congruent.
B. Summarizes the foundations for ethical thought and action.
C. Identify difficult/complex challenge(s) in responding to situations demanding ethical inquiry.
D. Summarizes complex ethical dilemmas facing the world.
E. Describes the causes of societal problems and states potential solutions.
F. Recognize the importance of ethical actions and relates them to effective leadership skills.
G. Other discipline-specific achievement(s) supporting the General Goal.

GG15: Integrative and Applied Learning. Students will be able to synthesize information and integrate material from a variety of courses, as they apply their knowledge, abilities, and skills to specific situations. *Sample rubrics*
A. Use academic knowledge to develop solutions to complex problems.
B. Integrate knowledge, abilities, and skills across disciplines to understand real life experiences and/or social situations.
C. Evaluate and integrate examples, facts, or theories from more than one field of study in order to develop creative solutions or better understanding of specific situations/issues.
D. Adapt and apply knowledge gained in one situation to different contexts.
E. Other discipline-specific achievement(s) supporting the General Goal.

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Section 5. Types of Assessment Data to Collect

Overview: What type of assessment data is appropriate? The details will vary from course to course. In some cases, there might be some common questions on exams (especially on final exams) that relate to the General Goal(s). For some courses, common assignments (e.g., papers, projects, presentations) might be used. Some important points:

- General education goals should be a natural extension of your course goals. There should be learning goals that are intrinsic to your course that are also applicable to general education. You generally should ***not*** need to create special assignments that pertain only to general education!

- Ideally, the assessment should provide not just a simple yes/no answer about student learning, but should allow some evaluation of students' depth of knowledge:
  - Benchmark level: Basic knowledge level, primarily factual learning; evaluates questions / problems from a single (or limited) point of view or context.
  - Milestone level: Displays ability to understand, apply concepts; can apply ideas across different contexts; can find suitable information to support ideas and to evaluate alternatives. (Note: The milestone level is often split into two levels.)
  - Capstone level: Displays insight into interconnections between different topics, able to critically analyze and evaluate different viewpoints, able to develop and evaluate new ideas and solutions.

  Overall, a university education should strive to bring students to the capstone level. However, for most general education classes, particularly those taught at the introductory level, the goal should be to get students past the benchmark level and into the milestone level, with capstone level achievement sometimes aspirational for introductory classes.

- Rubrics may be helpful for evaluating student work. A number of example rubrics are provided in the Appendix.
  - Many of the rubrics were adapted from those posted by the AAC&U (American Association of Colleges and Universities).
  - In addition, it may be helpful to reference Bloom's Taxonomy when devising learning objectives for a course (not just for general education assessment). A short summary of Bloom's Taxonomy levels, goals, and keywords is provided at the end of this section.

Types of Assessment Data

- Common exam questions.
  - Common multiple choice questions on exams (particularly final exams) are appropriate for some classes, and the data for all students in multiple sections is often readily compiled, but randomly selected samples for large courses is acceptable.
  - When using this approach, it is helpful to have questions that query at both the benchmark and capstone levels.
  - Common exam questions may also take the form of essay questions. See the comments on papers/projects/presentations later in this section.

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- Pretest / posttest.
  - Pretest / posttest approaches are often a good way to evaluate student gains from the start of a semester to the end, and in many cases, data for most if not all students in a class may be collected readily.
  - As with common exam questions, it is best if the tests include questions that address both benchmark and milestone levels.

- Papers / projects / presentations.
  - Student papers, projects, and presentations ("products") typically provide the richest sources of information about student learning. (Note: This also applies to essay questions on exams.)
  - Unfortunately, detailed evaluation of such projects for general education goals for all students in a class, particularly for larger, multi-section courses, is probably prohibitively "expensive" in terms of faculty time and effort. In such cases, CGEIP recommends that evaluation be limited to a limited number of such products, e.g., two randomly selected papers from each section. This type of approach allows a representative assessment of achievement toward general education learning goals without being overly burdensome.

Timing of Assessments

- If your course has more than one general goal, you do not have to assess each goal every cycle. Focus on one goal this cycle and then choose a different goal for the next cycle.
- It is not essential to evaluate all learning achievements every semester! It is okay to spread out the work over the two-year period between reports.

Bloom's Taxonomy Goals and Keywords

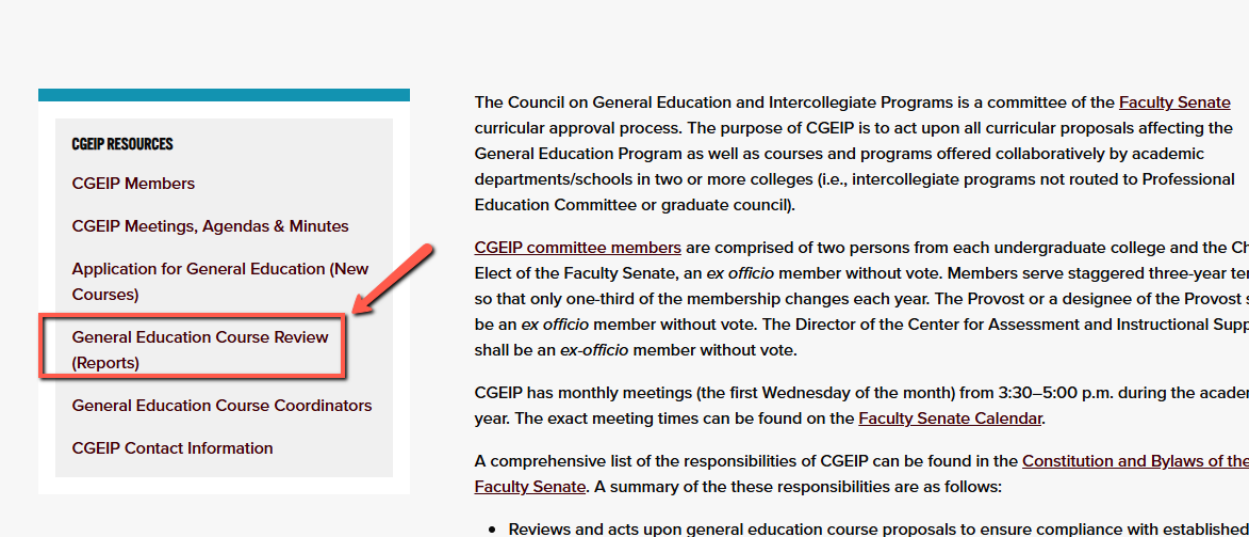
Level	Remember	Understand	Apply	Analyze	Evaluate	Create
Goal	Recall facts, basic concepts	Explain ideas or concepts	Use information in new situations	Draw connections among ideas	Justify a stand or decision	Produce new or original work
Keywords	define duplicate list memorize repeat	classify describe discuss explain identify locate recognize report select translate	demonstrate execute implement interpret operate schedule sketch solve use	compare contrast differentiate distinguish examine experiment organize relate question test	appraise argue critique defend judge select support value weigh	assemble author conjecture construct design develop formulate investigate
Adapted from Vanderbilt University Center for Teaching: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/						

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Section 6. Report Form & Submission Resources

Accessing the report form & resources:

1. Navigate to the Council on General Education and Intercollegiate Programs (CGEIP) website.
2. Select the General Education Course Review option from the menu on the left side.

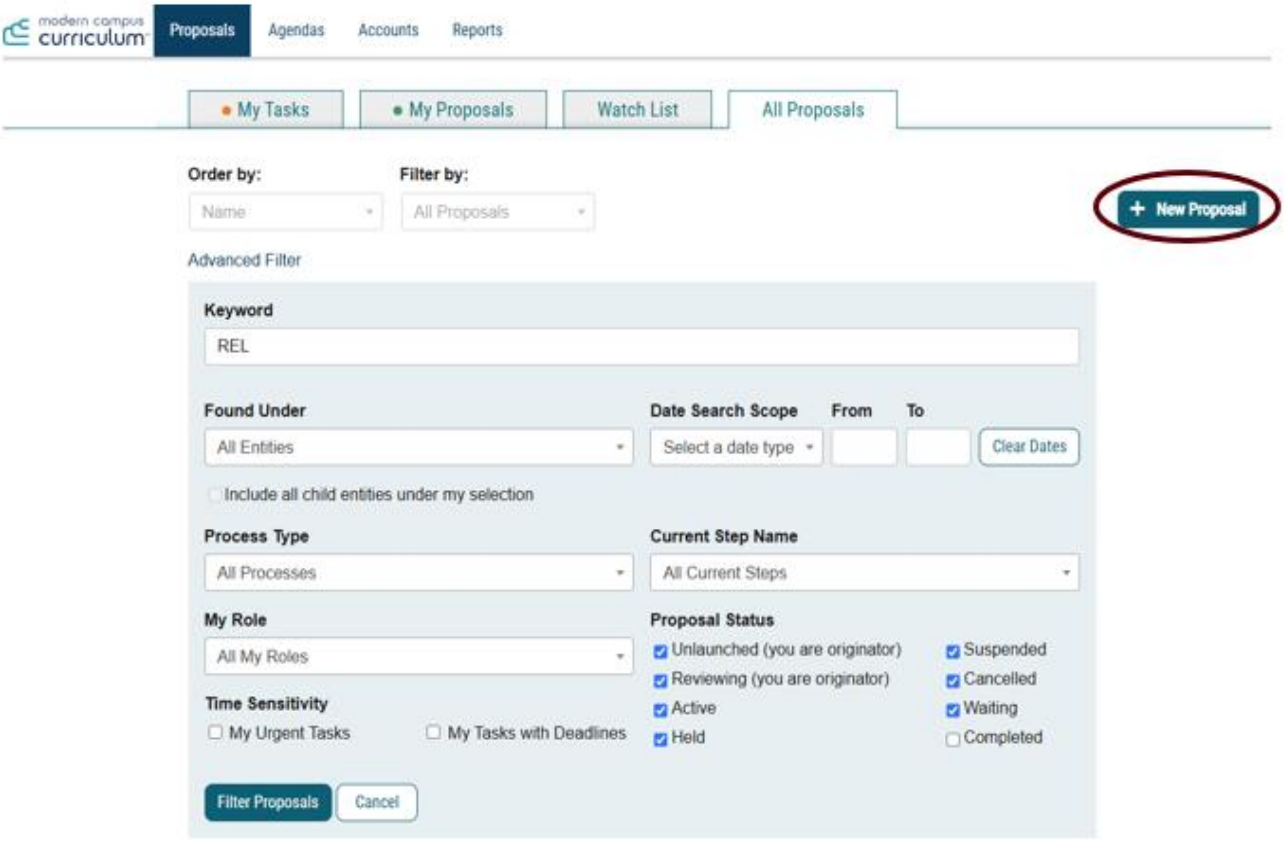


This page includes information and links for up-to-date resources and training as well as the current year's report form, which is located within the Curriculog system. Course coordinators are expected to review and utilize these resources and training while preparing the course report, to complete the course report form, and for submission steps, timelines and expectations. Because the form and its associated materials, including screenshots and images, may change year to year, this handbook directs course coordinators to this page for the most current guidance and functional support.

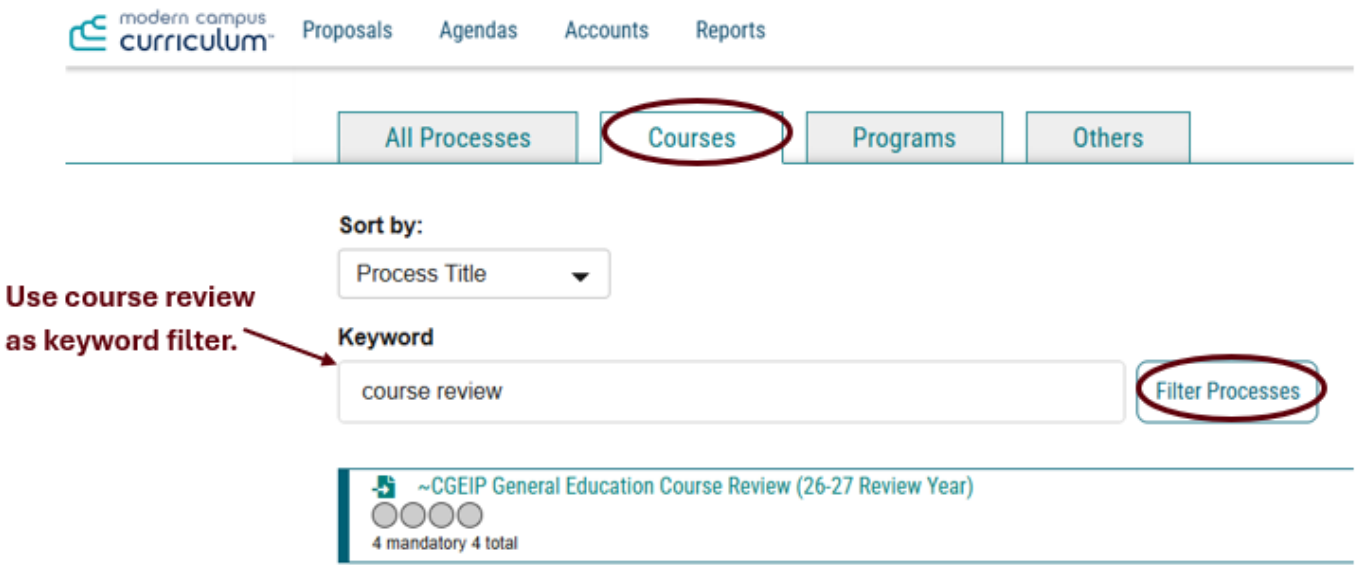
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The report form is located in Curriculog.

Once logged in, select *New Proposal.*

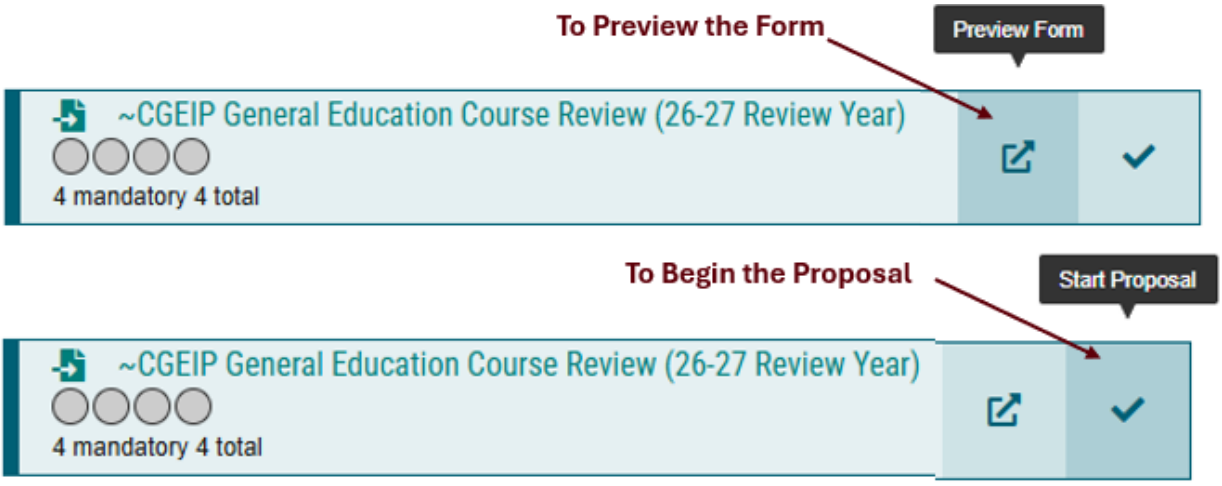


Select the Courses tab.



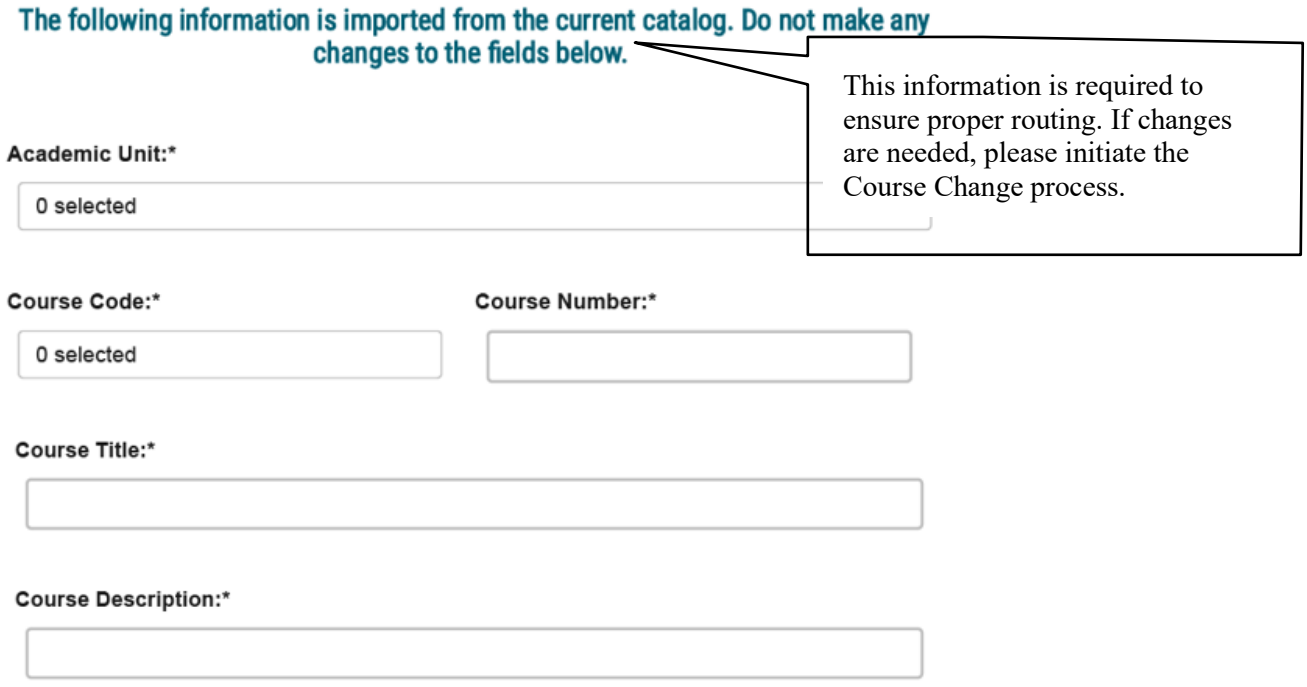
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Select the CGEIP General Education Course Review form.



The CGEIP General Education Course Review form will typically be located on the last page of the forms in Curriculog. However, the form's location, name, and screen captures may change year to year as the process/form is improved. Because this handbook is a static resource, information may not reflect the most current processes, forms, or guidance. Coordinators must consult the General Education Course Review webpage for the most current instructions and guidance.

Course Review Form



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Complete the following questions:

Questions with asterisks are required. Fill in non-required questions as applicable so CGEIP has the most complete data.

The following questions are in text format to facilitate ease of updating the Handbook. Questions with radio buttons and checkboxes are noted. All other questions are free text responses. There is no character limit on free text responses.

If the designated course coordinator is not submitting this review, list the course coordinator assigned to this GENED course.
Course coordinators are listed in the resources listed at the beginning of this form.

What assessment period is used in this report? *
Semesters should be reported in this format: Fall 2022-Spring 2024. Reviews should ideally cover a two-year period (between biennial reviews).

Were all sections of the course for each semester covered? *
___Yes ___ No

If not, briefly outline which sections were not reviewed and why.

Did you have a meeting with other course instructors to discuss data collected? *
___ Yes ___ No ___ There is only one instructor

If yes, who participated in these discussions?

Reviews are most useful when a range of instructors are included in the discussions.

Select each General Goal specifically **assigned** to your course. *
[Checkboxes for each goal]
Details for these General Goals are listed in the Course Coordinator Handbook; link is included in the resources at the beginning of this form.

Select each General Goal(s) **chosen for this assessment** report. *
[Checkboxes for each goal]

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Learning Outcomes

Heart of the report: Relate a set of the course's learning goals to the GGs, and describe concisely what data you looked at when evaluating student learning relative to each GG. What did each of these tell you about student learning relevant to the goal? You may simply summarize your observations (*without* detailed data presentation and statistics). A few illustrative examples may be appropriate – specific examples can help CGEIP reviewers better understand what you did. There is room for six such entries, each focusing on a particular learning outcome, but **most reports will need only three of the six.**

This section gathers information about the learning outcomes for this general education course to answer the question: *What did you want students to learn that supported the General Goal(s)?*

For each learning outcome:

1. List specific learning outcome(s) supporting the goal. *Typically, three distinct outcomes unless another number was specified.*
2. For each learning outcome, describe the type of data collected. *Be specific, e.g., evaluated essays to gauge students' ability to view a problem from multiple perspectives; evaluated short answer responses to determine whether students could identify reliable sources. Providing some details, e.g. examples of assignments, writing prompts, etc., is very helpful for review.*
3. What did you learn about student learning for each?

Spaces are provided for reporting on up to six learning outcomes. However, courses with a single General Goal will typically have just three outcomes.

1st Learning Outcome

Desired learning outcome: *

Type of data collected: *

What did the data tell you about student learning toward the desired outcome? *

[Form includes space for Learning Outcomes 2-6]

Additional Questions

What changes, if any, will you be implementing in the future? *
If not applicable, enter N/A

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Overall, how would you rate the students' achievements/progress relative to the General Goal(s)? *

Where have students shown the most success? *

Have you noted any areas of weakness in student learning relative to the General Goal(s)? *

How did your students do? How well did they reach benchmark, milestone, and levels of achievement toward the learning goals? Highlight your successes! This is also where you might recognize areas where students struggle.

What worked well and will be continued? *

If you noted any deficiencies, how do you anticipate addressing them? *

Many Gen Ed courses are pretty well tuned and may not need much more than an occasional "tweak" – that is normal. Occasionally, assessment helps to reveal issues that can be addressed in future years.

Additional comments:

Dual Credit

Are dual credit sections of this course offered? *
___ Yes ___ No

If so, have you received data or other feedback from dual credit sections of the course regarding the general education components in these classes?
___ Yes ___ No

Describe the data or feedback received, if yes.

Many general education courses are taught as dual credit courses. As such, they *are* MSU classes and should meet the same goals as courses taught on campus. If you have information about what those courses are doing relative to gen ed, let us know!

Acknowledgements and Attachments

ATTACHMENT INSTRUCTIONS

1. REQUIRED- Upload a representative course syllabus to facilitate the review process.

Syllabi for all sections in the course should contain information about Gen Ed content- what the General Goals are and how they relate to course learning materials.

2. OPTIONAL, but ENCOURAGED- Rubrics, examples of assignments, writing prompts, assessment tools, etc.

This is in the spirit of sharing ideas. If you came up with ideas that you think might benefit others, tell us!

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To attach files, navigate to the right "Files" tab.

Acknowledgement Statements: *

___ I acknowledge that all areas of this proposal have been completed as required.
___ I acknowledge that a representative course syllabus is attached
___ I acknowledge that I will receive feedback & comments from CGEIP that require timely acknowledgement and action to complete this course review.

[Remaining section for CGEIP Feedback and Comments]

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Section 7. Steps in the Review Process

The basic steps in the process are as follows.

1. Prior to the report due date (last business day in January), CGEIP will invite general education course coordinators to a training session where topics related to general education goals, assessment, and reports are discussed.
2. Coordinators (or a designee) submit the report to CGEIP.
3. CGEIP members will review the reports by the end of April.
   - Each report will be reviewed by at least two different CGEIP members, who will annotate the reports with comments and observations.
4. Each report, with comments, will be sent to:
   - The person submitting the report
   - The AUL from the originating department(s)
   - In some cases, copies may also be sent to Deans.
5. Coordinators acknowledge receipt and reading of report comments.
6. The coordinator (or AUL) should share any feedback with the course's other instructors (if applicable).

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Appendix: General Goals, Sample Learning Achievements, and Sample Rubrics

This appendix lists each of the General Goals with suggested learning achievements, along with example rubrics for each. Many of the rubrics are based on those published by AAC&U (American Association of Colleges and Universities).

Note that both the learning achievements and associated rubrics are all *suggested* as examples. These can be altered and supplemented as appropriate for each course. The key requirement is that achievements supporting the General Goal be assessed.

GG1/2: Critical Inquiry, Analysis, and Creative Problem Solving. Students will develop the disposition and skills to gather, organize, refine, analyze, and critically evaluate information and ideas in pursuit of new ideas, solutions, approaches, or products.

Benchmark: Students demonstrate skills to gather and organize information, but with limited analysis of the information.

Milestone: Students go beyond basic information gathering and demonstrate ability to organize and analyze the information.

Capstone: Students develop the disposition and skills to gather, organize, refine, analyze, and critically evaluate information and ideas in pursuit of new ideas, solutions, approaches, or products.

A. Identify and explore problems of wide concern.

Benchmark: Students identify a problem of concern but with limited range of information.

Milestone: Students identify and explore problems of wide concern.

Capstone: Students identify and critically explore problems of wide concern.

B. Identify diverse information sources, consider the implications of the source's viewpoints, and make reasoned choices among them.

Benchmark: Students identify limited information sources when making choices about issues.

Milestone: Students identify multiple information sources when making choices about issues.

Capstone: Students identify diverse information sources, consider the implications of the sources' viewpoints, and make reasoned choices among them.

C. Use evidence, statements, alternative viewpoints, graphics, and other forms of information to address an issue.

Benchmark: Students use a single type of information to address an issue.

Milestone: Students use evidence, statements, alternative viewpoints, graphics, and other forms of information to address the issue.

Capstone: Students consistently and critically use and evaluate evidence, statements, alternative viewpoints, graphics, and other forms of information to address the issue.

D. Draw and defend conclusions reached through the analysis of information.

Benchmark: Students state a conclusion based on limited supporting evidence.

Milestone: Students draw and explain conclusions reached based on supporting evidence.

Capstone: Students draw and defend conclusions reached using a range of credible information sources.

E. Develop creative and novel ideas, products, or solutions that address problems of wide concern.

Benchmark: Students show limited ability to propose creative or new ways to address problems.

Milestone: Students propose creative ways to address problems of wide concern, but with limited development.

Capstone: Students develop creative and novel ideas, products, or solutions that address problems of wide concern.

F. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal

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GG3: Written Communication. Students will be able to express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies.

Benchmark: Students do not consistently express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts.

Milestone: Students express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts.

Capstone: Students express themselves clearly, fluidly, and appropriately in writing for a range of social, academic, and professional contexts, with careful attention to conventions for the particular discipline(s).

A. Demonstrating consideration of context, audience, and purpose with a clear focus on the assigned tasks (e.g., the writing aligns with context, audience, and purpose).

Benchmark: Students demonstrate limited attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

Milestone: Students demonstrate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).

Capstone: Students demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

B. Demonstrating consistent use of important conventions particular to specific disciplines and writing tasks, including organization, content, presentation, and stylistic choices.

Benchmark: Students attempt to use a consistent system for basic organization and presentation.

Milestone: Students generally demonstrate use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.

Capstone: Students demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.

C. Correctly using language that conveys meaning to readers.

Benchmark: Students use language that sometimes impedes meaning because of errors in usage.

Milestone: Students use straightforward language that generally conveys meaning to readers with clarity, although writing may include some errors.

Capstone: Students use graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.

D. Finding, evaluating, analyzing, and synthesizing appropriate sources and effectively integrating that information into their writing.

Benchmark: Students demonstrate an attempt to use sources to support ideas in their writing.

Milestone: Students demonstrate use of credible, relevant sources to support ideas that are situated within the discipline and genre of their writing.

Capstone: Students demonstrate skillful analysis and synthesis of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of their writing.

E. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG4: Oral Communication. Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences.

Benchmark: Students demonstrate limited ability to make presentations that are consistently clear, organized, use appropriate language choices and presentation techniques, and effectively use supporting materials.

Milestone: Students demonstrate ability to make presentations that are generally clear, organized, use appropriate language choices and presentation techniques, and effectively use supporting materials.

Capstone: Students demonstrate ability to make presentations that are compelling, memorable, cohesive, polished, and authoritative.

Note: For these, there is an overall milestone rubric is shown, along with a low and a high performance rubric, consistent with the AAC&U rubrics for oral communications.

A. Convey the central message clearly and consistently, using supporting material.

Benchmark: Students make presentations for which the central message can be inferred but is not explicitly stated in the presentation.

Milestone: Students make presentations for which the central message is clear and consistent with the supporting material.
Low: Central message is basically understandable but is not often repeated and is not memorable.
High: Central message is clear and consistent with the supporting material.

Capstone: Students make presentations for which the central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

B. Demonstrate clearly and consistently an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation.

Benchmark: Students make presentations for which the organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

Milestone: Students make presentations for which the organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is usually observable within the presentation.
Low: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.
High: Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.

Capstone: Students make presentations for which the organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.

C. Demonstrate language choices that support the effectiveness of the communication and are appropriate to the intended audience(s).

Benchmark: Students make presentations for which the language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not consistently appropriate to audience.

Milestone: Students make presentations for which the language choices are usually thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.

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	Low: Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. High: Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.
Capstone:	Students make presentations for which the language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.

D. Employ interesting and effective delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness).

Benchmark	Students' delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speakers appear uncomfortable.
Milestone	Students' delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker usually appears comfortable. Low: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speakers appear tentative. High: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speakers appear comfortable.
Capstone	Students' delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speakers appear polished and confident.

E. Employ supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) in a manner that establishes the speaker's credibility/authority on the topic.

Benchmark:	Students present insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Milestone:	Students present supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. Low: Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. High: Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.
Capstone	Students present a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.

F. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG5: Quantitative Literacy. Students will be able to reason and solve quantitative problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats (e.g., words, tables, and mathematical equations) as appropriate.

Benchmark: Students demonstrate limited ability to solve quantitative problems and to interpret or create information presented in mathematical forms.

Milestone: Students reason and solve quantitative problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats (e.g., words, tables, and mathematical equations) as appropriate.

Capstone: Students reason and solve complex quantitative problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats (e.g., words, tables, and mathematical equations) as appropriate.

A. Interpret and communicate information presented in mathematical forms (e.g., equations, functions, graphs, diagrams, tables, or words).

Benchmark: Students demonstrate limited ability to interpret and communicate information presented in mathematical forms.

Milestone: Students interpret and communicate information presented in mathematical forms.

Capstone: Students interpret and clearly communicate complex information presented in mathematical forms.

B. Convert relevant information into various mathematical forms (e.g., equations, functions, graphs, diagrams, tables, or words).

Benchmark: Students demonstrate limited ability to convert information into mathematical forms.

Milestone: Students convert information into various mathematical forms (equations, functions, graphs, diagrams, tables, or words).

Capstone: Students readily convert complex information into various mathematical forms.

C. Calculate numerically and symbolically to solve a problem.

Benchmark: Students demonstrate the ability to calculate numerically and symbolically to solve only simple problems.

Milestone: Students can calculate numerically and symbolically to solve problems.

Capstone: Students can calculate numerically and symbolically to solve complex problems.

D. Analyze data quantitatively as the basis for competent, valid, and reliable inferences in order to draw reasonable and appropriate conclusions.

Benchmark: Students demonstrate the ability to quantitatively analyze data and draw conclusions only for simple applications.

Milestone: Students analyze data quantitatively as the basis for competent, valid, and reliable inferences in order to draw reasonable and appropriate conclusions.

Capstone: Students analyze and integrate complex data sets quantitatively as the basis for competent, valid, and reliable inferences in order to draw reasonable and appropriate conclusions for a variety of contexts.

E. Use appropriate mathematical tools to explicitly describe assumptions, mathematical relationships, and conclusions.

Benchmark: Students demonstrate limited ability to use mathematical tools to explicitly describe assumptions, mathematical relationships, and conclusions.

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Milestone: Students use appropriate mathematical tools to explicitly describe assumptions, mathematical relationships, and conclusions.

Capstone: Students use appropriate mathematical tools to explicitly and clearly describe assumptions, mathematical relationships, and conclusions for complex problems.

F. Express evidence in support of an argument by employing appropriate forms of presentation (e.g., equations, functions, graphs, diagrams, tables, or words).

Benchmark: Students demonstrate limited ability to express evidence in support of an argument using appropriate forms of presentation (e.g., equations, functions, graphs, diagrams, tables, or words).

Milestone: Students express evidence in support of an argument by employing appropriate forms of presentation (e.g., equations, functions, graphs, diagrams, tables, or words).

Capstone: Students creatively express evidence in support of an argument by employing multiple appropriate forms of presentation (e.g., equations, functions, graphs, diagrams, tables, or words).

G. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG6: Information Literacy. Students will be able to identify and evaluate appropriate information and effectively and responsibly use that information for a particular problem as necessary.

Benchmark: Students identify the need for information regarding a particular problem.

Milestone: Students identify appropriate information and use that information regarding a particular problem.

Capstone: Students identify and evaluate appropriate information and effectively and responsibly use that information for a particular problem as necessary.

A. Designs a well-defined research question or thesis utilizing relevant information sources.

Benchmark: Students identify a research topic using general information sources.

Milestone: Students state a research question or thesis utilizing relevant information sources.

Capstone: Students design a well-defined research question or thesis utilizing relevant information sources.

B. Uses a variety of search strategies to select relevant information sources.

Benchmark: Students identify search strategies to select information sources.

Milestone: Students use a variety of search strategies to select relevant information sources.

Capstone: Students differentiate a variety of search strategies to evaluate the accuracy and validity of the information sources.

C. Critically evaluates the accuracy and validity of information sources and the relevant contexts in which they are presented.

Benchmark: Students recognize varying levels of accuracy and/or validity of information sources.

Milestone: Students recognize varying levels of accuracy and validity of information sources and the influence of the context(s) in which they are presented.

Capstone: Students critically evaluate the accuracy and validity of information sources and the influence of the contexts in which they are presented.

D. Organize, synthesize, and communicate information from sources so the intended purpose is achieved.

Benchmark: Students organize information from source(s) but the intended purpose is unclear.

Milestone: Students organize and communicate information from source(s) so the intended purpose is achieved.

Capstone: Students organize, synthesize, and communicate information from multiple sources so the intended purpose is achieved.

E. Distinguishes between common knowledge and ideas requiring citation and correctly uses paraphrasing, summarizing, or quoting.

Benchmark: Students recognize the difference between common knowledge and ideas requiring citation but have errors in execution.

Milestone: Students distinguish between common knowledge and ideas requiring citation and correctly use paraphrasing, summarizing, or quoting.

Capstone: Students distinguish between common knowledge and ideas requiring citation and effectively use paraphrasing, summarizing, or quoting, to enhance their communication.

F. Demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

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Benchmark:	Students recognize the ethical or legal restrictions on the use of published, confidential, and/or proprietary information.
Milestone:	Students recognize both ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
Capstone:	Students demonstrate a full understanding of both the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

G. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG7: Collaboration. Students will be able to summarize the collaborative process and how working collaboratively with others affects problem solving and informed decision making.

Benchmark: Students identify aspects of the collaborative process and/or work collaboratively with others.

Milestone: Students summarize the collaborative process and how working collaboratively with others affects problem solving and informed decision making.

Capstone: Students analyze the collaborative process and apply it to work with others to solve problems and make informed decisions.

A. Identifies patterns in the roles, skills, and behaviors required for effective teamwork and goal attainment.

Benchmark: Students recognize the roles, skills, and/or behaviors required for teamwork and goal attainment.

Milestone: Students identify patterns in the roles, skills, and behaviors required for effective teamwork and goal attainment.

Capstone: Students apply skills, and behaviors to fill roles required for effective teamwork and goal attainment.

B. Describes how values, knowledge, and skills, such as building upon the ideas of others and treating team members with respect, create a collaborative culture.

Benchmark: Students recognize that values, knowledge, and skills, such as building upon the ideas of others and treating team members with respect, affect a collaborative culture.

Milestone: Students describe how values, knowledge, and skills, such as building upon the ideas of others and treating team members with respect, create a collaborative culture.

Capstone: Students apply values, knowledge, and skills, such as building upon the ideas of others and treating team members with respect, to enhance a collaborative culture.

C. Describes conflict and responses that strengthen collaboration; states productive response(s) to criticism and conflict.

Benchmark: Students recognize conflict and/or state responses that strengthen collaboration.

Milestone: Students describe conflict and responses that strengthen collaboration; state productive response(s) to criticism and conflict.

Capstone: Students analyze conflict and responses that strengthen collaboration; develop productive responses to criticism and conflict.

D. Evaluates and applies alternative solutions or courses of action that build on the ideas of others.

Benchmark: Students recognize a need for alternative solutions or courses of action that build on the ideas of others.

Milestone: Students explain how alternative solutions or courses of action build on the ideas of others.

Capstone: Students evaluate and apply alternative solutions or courses of action that build on the ideas of others.

E. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG8: Social and Behavioral Sciences. Students will be able identify and distinguish various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction.

Benchmark: Students identify various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction.

Milestone: Students identify and distinguish various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction.

Capstone: Students analyze and critique various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction.

A. Describes and compares social institutions, structures, and processes historically, culturally, or globally.

Benchmark: Students recognize social institutions, structures, or processes historically, culturally, and/or globally.

Milestone: Students describe and compare social institutions, structures, or processes historically, culturally, or globally.

Capstone: Students analyze and critique social institutions, structures, or processes historically, culturally, or globally.

B. Describes the past and how it influences present world societies and/or contemporary problems.

Benchmark: Students recognize that the past influences present world societies and/or contemporary problems.

Milestone: Students describe the past and how it influences present world societies and/or contemporary problems.

Capstone: Students analyze how the past influences present world societies and contemporary problems.

C. Describes social science methods that explain and/or predict human behavior and/or decision-making.

Benchmark: Students recognize social science methods that explain and/or predict human behavior and/or decision-making.

Milestone: Students describe social science methods that explain and/or predict human behavior and/or decision-making.

Capstone: Students critique social science methods used to explain and/or predict human behavior and/or decision-making.

D. Describes interdependence of people and places around the globe.

Benchmark: Students recognize interdependence of people in places around the globe.

Milestone: Students describe interdependence of people in places around the globe.

Capstone: Students analyze interdependence of people in places around the globe.

E. Identifies and differentiates biological, environmental, cognitive, and/or social factors that influence human behavior.

Benchmark: Students identify biological, environmental, cognitive, and/or social factors that influence human behavior.

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Milestone: Students identify and differentiate among biological, environmental, cognitive, and/or social factors that influence human behavior.

Capstone: Students cite evidence of biological, environmental, cognitive, and/or social factors that influence human behavior.

F. Applies behavioral science principles to personal, social, and/or organizational issues.

Benchmark: Students identify behavioral science principles. (May not relate to specific issues.)

Milestone: Students recognize relevance of behavioral science principles to personal, social, and/or organizational issues.

Capstone: Students apply behavioral science principles to personal, social, and/or organizational issues.

G. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG9: Humanities and the Arts. Students will develop intellectual, imaginative, and/or creative thinking, as they explain how relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.

Benchmark: Students recognize that relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.

Milestone: Students develop intellectual, imaginative, and/or creative thinking, as they explain how relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.

Capstone: Students demonstrate intellectual, imaginative, and creative thinking, as they explain how relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.

A. Explains how various forms of expression (e.g., written, oral, musical, bodily, and visual) contribute to human knowledge and experience.

Benchmark: Students state that various forms of expression (e.g., written, oral, musical, bodily, and visual) contribute to human knowledge and experience.

Milestone: Students explain how various forms of expression (e.g., written, oral, musical, bodily, and visual) contribute to human knowledge and experience.

Capstone: Students critique how various forms of expression (e.g., written, oral, musical, bodily, and visual) contribute to human knowledge and experience.

B. Utilize knowledge of various critical and theoretical frameworks to analyze and interpret works in humanities and the arts.

Benchmark: Students state basic knowledge of various critical and theoretical frameworks in the humanities and arts

Milestone: Students utilize various critical and theoretical frameworks to analyze and interpret works in humanities and the arts.

Capstone: Students utilize various critical and theoretical frameworks to analyze, interpret, and critique works in the humanities and the arts.

C. Creates an entirely new object, solution, or idea.

Benchmark: Students reproduce an object, solution, or idea.

Milestone: Students create an entirely new object, solution, or idea.

Capstone: Students create and critique an entirely new object, solution, or idea and evaluate its creative process.

D. Relates texts and/or cultural products to appropriate contextual influences, traditions, perspectives and/or behavioral patterns

Benchmark: Students recognize that texts and/or cultural products are related to contextual influences, traditions, perspectives and/or behavioral patterns.

Milestone: Students relate texts and/or cultural products to appropriate contextual influences, traditions, perspectives and/or behavioral patterns.

Capstone: Students evaluate relationships of texts and/or cultural products with contextual influences, traditions, perspectives and/or behavioral patterns and acknowledge complexities of these relationships.

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E. Describes the influence of community, institutions, and/or other social constructs (e.g., social class, gender, race) on thoughts, values, and/or behaviors in cultural and historical settings other than one's own.

Benchmark: Students recognize the influence of community, institutions, and/or other social constructs (e.g., social class, gender, race) on thoughts, values, and/or behaviors in cultural and historical settings other than one's own.

Milestone: Students describe the influence of community, institutions, and/or other social constructs (e.g., social class, gender, race) on thoughts, values, and/or behaviors in cultural and historical settings other than one's own.

Capstone: Students analyze and evaluate the influence of community, institutions, and/or other social constructs (e.g., social class, gender, race) on thoughts, values, and/or behaviors in cultural and historical settings other than one's own.

F. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG10: Life Sciences. Students will understand basic concepts of living things, the nature of scientific knowledge, and relevance of biological knowledge to human affairs.

Benchmark: Students identify basic concepts of life science and methods of developing scientific knowledge.

Milestone: Students demonstrate knowledge of fundamental concepts in life science and methods of developing scientific knowledge to summarize the relevance to human affairs.

Capstone: Students apply fundamental concepts of life science and scientific methods to demonstrate the relevance of biological knowledge to human affairs.

A. Understand living systems by describing their nature, organization, and evolution.

Benchmark: Students recall fundamental concepts (organization, systems, structure, function, stimulus production/response, energy transformation, and evolution) in life sciences.

Milestone: Students recognize how fundamental concepts in life sciences describe living systems.

Capstone: Students demonstrate knowledge of the interconnection of concepts in life science to describe the function and responses in living systems.

B. Understand and use the processes by which scientific knowledge of living things is generated.

Benchmark: Students identify the basic principles of the scientific method.

Milestone: Students recognize how the scientific method is used to generate knowledge in the life sciences.

Capstone: Students apply the scientific method to generate knowledge in the life sciences.

C. Develop knowledge of living things through hypothesis testing and gain the ability to draw defensible conclusions regarding living things.

Benchmark: Students test hypotheses to develop knowledge regarding living things.

Milestone: Students test hypotheses and draw defensible conclusions to develop knowledge regarding living things.

Capstone: Students use results of biological experiments to evaluate the validity of a hypothesis and develop alternative hypotheses as appropriate.

D. Make logical connections between key concepts in the life sciences and describe the interaction between human lives and other living things.

Benchmark: Students give examples of interaction between humans and other living things.

Milestone: Students recognize the interaction between humans and other living things through key concepts in the life sciences.

Capstone: Students describe the interaction between humans and other living things through key concepts and multiple facets in the life sciences (molecular, organismal, ecological, etc.).

E. Understanding the human species as a biological organism.

Benchmark: Students recognize some basic concepts in life sciences that demonstrate humans as biological organisms.

Milestone: Students demonstrate how fundamental concepts in life sciences relate to humans as biological organisms.

Capstone: Students apply experimental processes to show how fundamental concepts in life sciences relate to humans as biological organisms.

F. Understand the ways the environment impacts humanity and how human actions affect the environment.

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Benchmark:	Students identify how the environment impacts humanity or how human actions affect the environment.
Milestone:	Students recognize the interconnected relationship between human action and the environment.
Capstone:	Students describe the interconnected relationship between human action and the physical environment in multiple facets of life sciences (molecular, organismal, ecological, etc.).

G. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG11: Physical Sciences. Students will understand and actively explore fundamental principles in physical sciences and methods of developing and testing hypotheses used in the analysis of the physical universe.

Benchmark: Students identify fundamental principles in physical sciences and methods of developing and testing hypotheses used in the analysis of the physical universe.

Milestone: Students demonstrate knowledge of fundamental principles in physical sciences and methods of developing and testing hypotheses used in the analysis of the physical universe.

Capstone: Students apply fundamental principles and methods in physical sciences to develop and test hypotheses that analyze the physical universe.

A. Demonstrate knowledge of the physical universe and its physical processes.

Benchmark: Students identify some basic facts related to the physical world.

Milestone: Students demonstrate knowledge of the physical world and its physical processes.

Capstone: Students demonstrate knowledge of multiple aspects of the physical world and its processes.

B. Understand and use the processes by which knowledge of the physical world is generated.

Benchmark: Students identify the basic principles and terminology of the scientific method.

Milestone: Students recognize how the scientific method is used to generate knowledge of the physical world.

Capstone: Students demonstrate ability to apply the scientific method to generate knowledge of the physical world.

C. Develop knowledge about principles of the physical world through hypothesis testing and gain the ability to draw defensible conclusions regarding the physical world.

Benchmark: Students test hypotheses related to the behavior of the physical world.

Milestone: Students test hypotheses and draw conclusions to develop knowledge about principles of the physical world.

Capstone: Students use results of testing to evaluate the validity of hypotheses and propose alternate hypotheses as appropriate.

D. Make logical connections between key concepts in the physical sciences and describe the interaction between the physical world and human lives.

Benchmark: Students identify basic connections between the physical world and human lives.

Milestone: Students demonstrate knowledge of causal relationships between the physical world and human lives.

Capstone: Students assess complex connections between the physical world and human lives.

E. Understand the ways the physical environment impacts humanity and how human actions affect the environment.

Benchmark: Students recognize the ways the physical environment impacts humanity and how human actions affect the environment.

Milestone: Students can explain the ways the physical environment impacts humanity and how human actions affect the environment.

Capstone: Students analyze the ways the physical environment impacts humanity and how human actions affect the environment.

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F. Apply scientific models to make both qualitative and quantitative predictions about the behavior of matter.

Benchmark: Students demonstrate that they can apply scientific models to make qualitative and quantitative predictions, but only for simple "one-step" problems.

Milestone: Students demonstrate that they can apply scientific models to make qualitative and quantitative predictions, including for problems where they need to apply multiple steps to problem solving.

Capstone: Students demonstrate that they can independently apply scientific models to make qualitative and quantitative predictions, even for problems where they need to combine models or select appropriate data from different information sources.

G. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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General Goal 12: Community Engagement. Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.

Benchmark: Students recognize the importance of contributing knowledge and experience to their own communities and/or the broader society (may be general or vague in nature).

Milestone: Students relate importance of contributing knowledge and experiences to their own communities and/or broader society but examples of experiences may lack reflection on what was learned.

Capstone: Students contribute knowledge and experiences in their own community activities and broader society and describe what has been learned from the experience.

A. Identify the rights and responsibilities they have in their own communities and/or the broader society.

Benchmark: Students identify a narrow range of rights and responsibilities they have in their communities and/or the broader society.

Milestone: Students identify a broad range of rights and responsibilities they have to their communities and the broader society.

Capstone: Students demonstrate a depth of understanding of the rights and responsibilities they have to their communities and the broader society.

B. Recognize the ways in which they can exercise their rights and responsibilities.

Benchmark: Students can identify a limited number of ways in which they can exercise their rights and responsibilities.

Milestone: Students can identify a broad range of ways in which they can exercise their rights and responsibilities.

Capstone: Students reflect on the ways in which they have exercised their rights and responsibilities.

C. Identifies knowledge from academic fields and how it connects to civic and/or political participation.

Benchmark: Students identify knowledge from academic fields and how it connects to civic and/or political participation, though it may be general or vague in nature.

Milestone: Students show how knowledge from academic fields connects to civic and political participation.

Capstone: Students apply knowledge from academic fields to make relevant connections to civic and political participation.

D. Recognize the needs of the communities to which they belong and state how to address those needs.

Benchmark: Students recognize the needs of the communities to which they belong

Milestone: Students recognize the needs of the communities to which they belong and state how to address those needs.

Capstone: Students assess the needs of the communities in which they belong and address those needs.

E. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG13: Cultural Competence. Students will be able to recognize and consider multiple perspectives and cultures.

Benchmark: Students recognize their own perspectives and/or cultures.

Milestone: Students recognize and compare their own perspectives and/or cultures with others.

Capstone: Students connect multiple perspectives and cultures through experiences.

A. Compares perspectives and behaviors they acquire in their homes, schools, and communities.

Benchmark: Students recognize perspectives and behaviors they acquire in their homes, schools, or communities.

Milestone: Students compare perspectives and behaviors they acquire in their homes, schools, and communities.

Capstone: Students critique perspectives and behaviors they acquire in their homes, schools, and communities.

B. Describes key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.

Benchmark: Students state key similarities and differences between their own cultural practices and/or perspectives and those of other cultures, past or present.

Milestone: Students describe key similarities and differences between their own cultural practices and perspectives and those of other cultures, past or present.

Capstone: Students critically examine and connect key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.

C. Identifies the importance and best practices of developing skills for working/interacting with others.

Benchmark: Students identify the importance of developing skills for working/interacting with others.

Milestone: Students identify the importance and best practices of developing skills for working/interacting with others.

Capstone: Students demonstrate evidence of initiating and developing skills for working/interacting with others.

D. Compares the role that different languages, cultures, institutions, and/or beliefs have in shaping individual and collective behavior.

Benchmark: Students recognize that different languages, cultures, institutions, or beliefs shape individual or collective behavior.

Milestone: Students compare the roles that different languages, cultures, institutions, and/or beliefs have in shaping individual and collective behavior.

Capstone: Students analyze the roles that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.

E. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG14: Ethical Leadership. Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

Benchmark: Students describe their own value systems and/or their impact on individuals, groups, or communities.

Milestone: Students describe their own value systems and the ethical implications of actions based on those values on individuals, groups, or communities.

Capstone: Students describe their own value systems and the ethical implications of actions based on those values, and demonstrate a positive impact on individuals, groups, or communities.

A. Assesses own ethical values and describes how those values and behaviors are congruent.

Benchmark: Students recognize ethical values and/or the impact on their behavior.

Milestone: Students assess their own ethical values and describe how those values and behaviors are congruent.

Capstone: Students demonstrate the application of their ethical values and describe how those values and behaviors are congruent.

B. Summarizes the foundations for ethical thought and action.

Benchmark: Students state foundations for ethical thought and/or actions.

Milestone: Students summarize the foundations for ethical thought and actions.

Capstone: Students investigate the foundations for ethical thought and action.

C. Identify difficult/complex challenge(s) in responding to situations demanding ethical inquiry.

Benchmark: Students state basic/obvious challenge(s) in responding to situations demanding ethical inquiry.

Milestone: Students identify difficult/complex challenge(s) in responding to situations demanding ethical inquiry.

Capstone: Students identify difficult/complex challenge(s) in responding to situations demanding ethical inquiry and assess full implications.

D. Summarizes complex ethical dilemmas facing the world.

Benchmark: Students recognize basic/obvious ethical dilemma(s) facing the world but may fail to grasp complexity and/or interrelationships.

Milestone: Students summarize complex ethical dilemmas facing the world and infer complexity and/or interrelationships.

Capstone: Students analyze complex ethical dilemmas facing the world and assess complexity and/or interrelationships.

E. Describes the causes of societal problems and states potential solutions.

Benchmark: Students recognize a cause of societal problem(s) and/or potential solutions.

Milestone: Students describe the causes of societal problems and state potential solutions.

Capstone: Students analyze the causes of societal problems and formulate potential solutions.

F. Recognize the importance of ethical actions and relates them to effective leadership skills.

Benchmark: Students recognize the importance of ethical actions and/or effective leadership skills.

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Milestone: Students recognize the importance of ethical actions and relate them to effective leadership skills.
Capstone: Students demonstrate effective leadership skills through ethical actions.

G. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.

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GG15: Integrative and Applied Learning. Students will be able to synthesize information and integrate material from a variety of courses, as they apply their knowledge, abilities, and skills to specific situations.

Benchmark: Students show limited ability or inclination to seek information or use skills from different courses.

Milestone: Students seek and use information and skills from a variety of courses to apply when they address complex problems.

Capstone: Students synthesize information and integrate material and skills from a variety of courses when they address complex problems.

A. Use academic knowledge to develop solutions to complex problems.

Benchmark: Students do not consistently use academic knowledge when addressing complex problems.

Milestone: Students use academic knowledge when proposing solutions to complex problems.

Capstone: Students integrate academic knowledge from multiple disciplines when developing solutions to complex problems.

B. Integrate knowledge, abilities, and skills across disciplines to understand real life experiences and/or social situations.

Benchmark: Students identify connections between life experiences and academic texts and ideas.

Milestone: Students use knowledge, abilities, and skills from across disciplines to illuminate examples of life experiences drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, or work experience).

Capstone: Students meaningfully synthesize knowledge, abilities, and skills from across disciplines and integrate those ideas into their understanding of life experiences drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, or work experience).

C. Evaluate and integrate examples, facts, or theories from more than one field of study in order to develop creative solutions or better understanding of specific situations/issues.

Benchmark: When prompted, students present examples, facts, or theories from more than one field of study or perspective.

Milestone: Students connect examples, facts, or theories from more than one field of study or perspective in order to develop solutions or better understanding of specific situations/issues.

Capstone: Students meaningfully synthesize or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective to develop creative solutions or better understanding of specific situations/issues.

D. Adapt and apply knowledge gained in one situation to different contexts.

Benchmark: Students use, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a different context.

Milestone: Students adapt and apply skills, abilities, theories, or methodologies gained in one situation to a different context for understanding issues or solving problems.

Capstone: Students adapt and apply, independently, skills, abilities, theories, or methodologies gained in one situation to a different context to solve difficult problems or explore complex issues in original ways.

E. Rubrics for discipline-specific achievements should be consistent with the overall rubrics for the General Goal.