

**SCORING RUBRIC FOR SHAPE COURSE PROPOSALS**

Criteria from Call:

- A. Interdisciplinarity clearly articulated and incorporated.
- B. Course proposal addresses subjects of major social significance.
- C. The quality of the course’s incorporation of the visiting artist’s work.
- D. Contextualizing activities for a more general audience are clearly articulated and incorporated.
- E. Contribution to the university’s commitment to diversity, equity and inclusion using examples from two or more of these categories: service, research, and/or perspective.
- F. Highly compelling overall intellectual merit and strength of pedagogical approaches.

CRITERIA	EXEMPLARY	ADEQUATE	NEEDS IMPROVEMENT	MISSING
<b>A. Interdisciplinarity clearly articulated and incorporated</b>	The proposal enlists an inter- disciplinary approach that includes, in convincing manner, <b>at least TWO</b> UCD disciplines or programs. The complementarity and appropriateness of the chosen disciplines are <b>well articulated</b> .	The proposal enlists an interdisciplinary approach that includes, in convincing manner, <b>at least TWO</b> UCD disciplines or programs. However, the complementarity and appropriateness of the chosen disciplines are <b>adequately articulated</b> .	The proposed course enlists an inter-disciplinary approach that is <b>limited</b> and needs improvement.	The proposed course does <b>NOT</b> take a inter-disciplinary approach.
<b>B. Social Significance</b>	The proposed course addresses <b>more than ONE issue of major social significance</b> related to the course topic, which are <b>well articulated</b> in the proposal. Alternatively, the course might only address a <b>single major societal issue</b> that is explored <b>in significant depth</b> and is <b>well articulated</b> in the proposal.	The proposed course addresses <b>at least ONE issue of major social significance</b> related to the course topic, which is <b>adequately explored</b> in the course and <b>adequately articulated</b> in the proposal.	The proposed course addresses <b>ONE issue of major social significance</b> but the description is <b>limited</b> in depth and needs improvement.	The proposed course does <b>NOT</b> appear to engage issues of social significance.
<b>C. Incorporation of Visiting Artist’s Work</b>	The proposal engages with and incorporates <b>ONE or more</b> aspects of the proposed visiting artist’s work in a <b>clear and convincing manner</b> in relation to course content.	The proposal engages with and incorporates <b>ONE or more</b> aspects of the proposed visiting artist’s work in an <b>adequate manner</b> in relation to course content.	The proposal engages with and incorporates <b>ONE</b> aspect of the proposed visiting artist’s work, but the plan to do so is <b>not presented in a clear and convincing manner</b> in relation to the course content.	The proposal does <b>NOT</b> engage with the proposed visiting artist’s work.
<b>D. Proposal includes articulated and developed contextualizing activities for a more general audience</b>	The proposal develops <b>more than ONE</b> contextualizing activity for a more general audience that is <b>clearly articulated and convincing</b> in connection to the course objectives.	The proposal develops <b>at least one</b> contextualizing activity for a more general audience that is <b>adequately articulated and convincing</b> in connection to the course objectives.	The proposal develops <b>ONE</b> contextualizing activity for a more general audience, but the goal of the activity is <b>not clear or convincing</b> in connection to the course objectives.	The proposal does <b>NOT</b> develop contextualizing activities for a more general audience.
<b>E. Diversity: service, research and/or perspective</b>	The proposal addresses contributions to the campus’ commitment to diversity, equity and inclusion in the course and its broader impacts, <b>in all THREE of the following areas</b> : directly <b>engages</b> an underrepresented or underserved community; engages in <b>service</b> to an underrepresented/underserved community; and/or the participants offer <b>perspectives</b> from an underrepresented/underserved community.	The proposal addresses contributions to the campus’ commitment to diversity, equity and inclusion in the course and its broader impacts, but <b>only in TWO of the aforementioned areas</b> .	The proposal addresses contributions to the campus’ commitment to diversity, equity and inclusion in the course and its broader impacts, but <b>only in ONE of the aforementioned areas</b>	The proposal does <b>NOT</b> address contributions to the campus’ commitment to diversity, equity and inclusion in the course and its broader impacts.
<b>F. Overall intellectual merit and strength of pedagogical approaches</b>	The overall intellectual merits and strengths of the pedagogical approaches are <b>very compelling</b> .	The overall intellectual merits and strengths of the pedagogical approaches are <b>moderately compelling</b> .	The overall intellectual merits and strengths of the pedagogical approaches are <b>somewhat compelling</b> .	The overall intellectual merits and strength of the pedagogical approaches are <b>NOT</b> compelling.