COURSE DESIGN RUBRIC

	Meet Expectations	Strengths	Limitations
Clarity and significance of the project • Is the description of the novel components being integrated into the course clear? Can it be understood by those outside the field? • Why it is significant (important or valuable) to design or re-design the course in the ways the faculty member proposes?			
Connection to the goals of the faculty member and department • Does the course design/redesign clearly further the faculty member's goals? • Does the department support this? • Will this have a substantial impact on the department?			
Connection to the goals of the university • Priority will be given to proposals that match at least one of the stated university goals in the call (listed below) OR that well articulate an "other" goal which is also consistent with university priorities. Does the proposal fulfill this criterion? • Does the applicant clearly understand the university goals (as opposed to addressing a related but different goal) and explain how the course will meet them?			
Feasibility of the proposed project, including mechanisms for improvement • Can the course be developed over the summer? (Does the applicant explain how they will manage the demands on summer time?) • Is the faculty member engaging in other summer professional development experiences? • Is there a clear, specific mechanism for how the course will be improved?			

• Is this pedagogical approach well-articulated and well-supported?			
Potential impact on student learning • Does the course design/redesign, as described by the applicant, seem like it would have an impact on student learning? • Does the assessment measure the stated goals and outcomes of the course?			
For Civil Discourse Fellowship Proposals • Dose the proposal clearly address how the new course components would significantly introduce new approaches to developing free speech, civil discourse, and empathetic listening into the course?			

University priorities

- Experiment with new pedagogies in ways that go above and beyond usual course development or revision by incorporating elements that will substantially enhance the learning outcomes and experiences for Southwestern students;
- Develop an emphasis on long-term thinking and connection-making to promote integrative learning within a course, across courses, or beyond the course;
- Create a research-rich curriculum, by incorporating significant inquiry and research components into a course;
- *Civil Discourse Fellowships*: develop courses that include a significant focus on free speech, civil discourse, and empathetic listening;
- *Note:* Study Abroad courses are <u>not</u> eligible for Course Design Fellowship support. Faculty eager for support in designing courses for London or other study abroad programs are encouraged to apply for the Integrative Learning Fellowship organized through the Center for Integrative Learning.

Additional considerations:

- Selection will primarily be made on the basis of the criteria above, and the committee will aim to award fellowships to projects that robustly meet these criteria. However, if the number of strong projects exceeds available funding, the committee will consider these additional factors:
  - *Receipt of other summer faculty development funding:* faculty doing SCOPE or Faculty-Student Projects or who have previously received Course Design Fellowships are encouraged and welcome to apply. However, priority may be

given to those who do not already have other forms of summer faculty development funding if eligible projects exceed available funds.
- o *Likelihood of broader impact:* proposals which demonstrate that the course design or redesign will have a sizeable impact on students, the curriculum, other faculty, or the field may receive priority if eligible projects exceed available funds.