



**Course Rubric** - "Chicago-focused" classes should aspire to level 2 or above

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Focus on Chicago-related Content</b>	The course addresses some Chicago-related content, but only in a superficial or passing manner.	The course rigorously considers at least one Chicago example, author, theme, or topic.	Level 2, AND the course features its Chicago-focused content regularly and/or as a core content element.	Level 3, AND the course includes explicit consideration of content's connection to Chicago influenced or shaped it.
<b>Emphasis on Primary Sources and First-Person Experiences</b>	The course relies almost entirely on secondary sources to explore its core academic content.	The course explores at least some of its core academic content through consideration of one or more primary sources.	Level 2, AND the primary sources considered include conflicting or critical viewpoints that invite students' reflection.	Level 3, AND the course requires students to use primary sources to clarify and/or critique arguments related to course content.
<b>Integration of Experiential Learning</b>	The course includes no significant experiential content as part of its pedagogical strategy.	The course exposes its students to "real-world" voices or experiences beyond the traditional classroom.	Level 2, AND the course design requires students to articulate learning from experiences in dialogue with other course content.	Level 3, AND the course leverages experiential learning to encourage more sophisticated critical reflection on core content.
<b>High-impact Teaching &amp; Learning Strategy (see Kuh, et al., 2008)</b>	The course's pedagogical strategy does not meaningfully integrate any high-impact practices into its pedagogical strategy.	The course integrates at least one high-impact practice into its pedagogical strategy.	Level 2, AND the high-impact practice is an essential element of the course's design (e.g. associated with a major project or content element).	Level 3, AND the high-impact practice is engaged in consistently throughout the course, including thoughtful preparation of students to perform it effectively.
<b>Attention to Epistemic Justice</b>	Course content is explored without acknowledgement of relevant minority/marginal/non-traditionally "academic" viewpoints.	Where applicable, the course acknowledges minority/marginal/non-traditionally "academic" viewpoints in relation to some of its content.	Level 2, AND those viewpoints are considered rigorously and critically in relation to the courses' core content.	Level 3, AND those viewpoints fuel critical reflection on the ways core content has been framed and/or accepted in the academy.
<b>Respectful, Reciprocal Collaboration with External Partners</b>	The course design does not meaningfully engage with relevant external partners, or does not recognize their contributions to the course.	The course acknowledges any external partners who contributed to its content or design, and suggests ways students may connect with/support those partners outside of the class.	Level 2, AND the course integrates various opportunities for engagement with those external partners as part of the course experience.	Level 3, AND external partners are actively engaged in the class' design, contents, pedagogy, instruction, and/or products.