DISCIPLINE-SPECIFIC RUBRICS FORM

COLLEGE: DAAP   **ADMINISTRATIVE UNIT:** School of Architecture and Interior Design

BACCALAUREATE PROGRAM/MAJOR: Bachelor of Science in Architecture

CAPSTONE REQUIREMENT(S): 23 ARCH 401 & 402, 23 ARCH 547

FACULTY WHO WILL ASSESS: Michaele Pride-Wells / Henry Hildebrandt   **DATE:** May 4, 2004

CRITICAL THINKING

GENERAL EDUCATION TEMPLATE RUBRICS

5   Demonstrates **excellence** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Consistently** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

4   Demonstrates **proficiency** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Usually** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

3   Demonstrates **adequacy** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Frequently** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

2   Demonstrates **limitations** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Occasionally** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

1   Demonstrates **deficiency** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Rarely** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

DISCIPLINE-SPECIFIC RUBRICS

Vehicle Used: Structure, Environment, Construction Studio I & II, 23 ARCH 401 & 402; 23 SAID 547 Universal Design

Research - The research was appropriate in scope and in application and was correctly cited in the written text: precedent research, code & standards research, site research, ergonomics research.

Written Program - The Written Program and Document effectively relied on supporting documentation, clearly defined the project, and identified a logical approach to be followed.

Preliminary Design - The Preliminary Design was clearly a developed in response to the research, program statements, and appropriate evaluation of audience, context, and intent.

Design Process - The Design Process iteratively considered alternatives and demonstrated a continual development of the project.

Completed Design - The Design was responsive to the original research proposal, the context, and both general and specific design issues and conditions: site, program, cultural / social, ergonomic, space planning, materials, and construction.

Final Project Presentation - The Senior Final Project Presentation was presented in a concise and convincing manner and the student is responsive to critiques, responses, and feedback.

EFFECTIVE COMMUNICATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Consistently** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

4 Demonstrates **proficiency** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Usually** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

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DISCIPLINE-SPECIFIC RUBRICS

Vehicle Used: Structure, Environment, Construction Studio I & II, 23 ARCH 401 & 402; 23 SAID 547 Universal Design

Research - The appropriateness of the research was clearly communicated both in individual meetings with the professor and in group critique and discussion sessions, peer group reviews, and design professional reviews.

Written Concept Statements - The Senior SEC Project statement was clearly and properly written and was supported by adequate references and graphic information in concept statements, diagrams, and graphic / digital drawings.

Preliminary Design - The Preliminary Design Presentation effectively described the project and presented a well-thought out proposal of ideas and concepts.

Design Process - The Design Process incorporated appropriate visual explorations and was clearly explained during regular critiques and meetings.

Completed Collection - The final designs were documented clearly and completely through approapriate graphics, on models - physical and digital, and through critical commentary.

Project Presentation - The Project Presentation was presented in a concise and convincing manner and the student is responsive to critiques and professional review.

K. Paice
Draft
May 21, 2004

Proposed Discipline-Specific Capstone Rubric for Art History

The capstone experience in art history instills understanding of the discipline's central core of method and theory, its analytical tools, and its complexity.

College: DAAP   Adminstrative Unit: School of Art, Art History
Baccalaureate Program/Major: Art History
Capstone Requirement(s): Capstone Paper or Project
Faculty who will assess: Capstone Faculty

EFFECTIVE COMMUNICATION

Basis of evaluation

Student's grasp and integration of material related to:
- Primary texts
- Secondary texts
- Multi-disciplinary sources

Assess:
- Student's discussion (speaking and listening) of assigned texts in meetings of class
- Student's use of sources in written assignments
- Student's use of technology, e.g. word processing, spell check, grammar check
- Student's ability to integrate images into assignments with use of slides, computer programs, such as Powerpoint, and image scanning.

Scale of Evaluation

5 – substantive, sophisticated use
4 – specific uses and illustrated with details
3 – sufficiently developed with some details and information
2 – simple, repetitive listing
1 – little or no development

KNOWLEDGE INTEGRATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Consistently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

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DISCIPLINE-SPECIFIC RUBRICS

Vehicle Used: Structure, Environment, Construction Studio I & II, 23 ARCH 401 & 402; 23 SAID 547 Universal Design

Research - The research was conducted in a manner appropriate to the inclusion of outside disciplines and a recognition of the breadth of diversity of issues from architecture, art, engineering, arts and sciences, and other professional disciplines.

Written Concept Statements - The written Concept Statements clearly established the context for the project, and establishes a link between disciplines outside interior design.

Preliminary Design - The Preliminary Design considered alternative approaches and was responsive to a multiplicity of issues, ideas, and directions.

Design Process - The Design Process included iterative explorations of alternatives that led to the design development at several levels.

Completed Design - The final designs were responsive to a diversity of issues and effectively integrated them into a comprehensive design solution.

Project Presentation - The Project Presentation clearly and concisely explained the projects in terms of intentions, context, and solution which include self-evaluation.

SOCIAL RESPONSIBILITY

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Consistently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

4 Demonstrates **proficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Usually** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

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DISCIPLINE-SPECIFIC RUBRICS

Vehicle Used: Structure, Environment, Construction Studio I & II, 23 ARCH 401 & 402; 23 SAID 547 Universal Design

Research - The research was conducted with an awareness of social responsibility and a considered investigation into issues of how interior design can effectively and ethically provide for and enrich society.

Written Concept Statement and Program - The Concept Statement and Program identified and addressed the environmental, economic, and social issues, as well individual psychological topics that relate to the project and it's inhabitants.

Preliminary Design - The Preliminary Design considered the design context and issues that relate to ethical and socially responsibility, the individual and their needs within local and global societies.

Design Process - The Design Process incorporated a multiplicity of issues, social contexts, and the global environment

Completed Design - The final Design is responsive to the principles of social responsibilities and the complex structural of its social context.

Project Presentation - The Project Presentation addressed the social and ethical issues that have been considered in both a comtempoary and historical context.

KNOWLEDGE INTEGRATION

Basis of Evaluation

The student identifies and applies:

- Research skills to analyze works of art and other cultural artifacts, historical events, social trends, critical reception, and institutional practices
- Published resources to define and contextualize artists's goals and methods, styles and functions of works of art, cultural artifacts, and practices of exhibition
- Knowledge of standards and practices in art history and interdisciplinary fields.

The student fuses information and concepts from multiple disciplines.

The student demonstrates the ability to access, compare, and evaluate cultural artifacts and events in relation to diverse fields of knowledge.

Scale for Evaluation:

5 Work gives a vivid impression of excellence in all areas of inquiry or performance.
4 Work gives a strong impression of proficiency in all or nearly all areas of inquiry or performance.
3 Work demonstrates adequacy or frequently demonstrates ability in all areas of inquiry or performance.
2 Work barely meets or demonstrates limitations regarding the areas of inquiry or performance.
1 Work is seriously deficient in one or more of the areas of inquiry or performance.

CRITICAL THINKING

Basis of Evaluation

Student's demonstrated ability to analyze, synthesize, and evaluate ideas related to:

- Works of art or other cultural artifacts
- Artists's statements
- Exhibitions
- Criticism
- Historical events or trends
- Social values
- Multiple and interdisciplinary perspectives

Student's skills of visual and cultural literacy as demonstrated by:

- abstract and logical thinking
- critical methods in writing, reading, and speaking
- scholarly methods
- accurate use of terminology
- persuasive interpretations of works or art and other cultural artifacts, exhibitions, institutional practices, and historical events or trends
- approaches and methods that are grounded in disciplinary practices
- ability to weigh different interpretations, understanding their premises and consequences, and evaluating them for their usefulness.

Scale of evaluation:

5 Work gives a vivid impression of excellence in all areas of inquiry or performance.
4 Work gives a strong impression of proficiency in all or nearly all areas of inquiry or performance.
3 Work demonstrates adequacy or frequently demonstrates ability in all areas of inquiry or performance.
2 Work barely meets or demonstrates limitations regarding the areas of inquiry or performance.
1 Work is seriously deficient in one or more of the areas of inquiry or performance.

SOCIAL REPONSIBILITY

Basis for evaluation:

Student's ability to approach to cultural artifacts, documents, ideas, and events with grasp of:

- social values
- ethical issues
- specific functions and roles of cultural artifacts
- historical consciousness
- multicultural dimensions of production and reception
- ramifications of disciplinary and multidisciplinary practices.

Student's demonstration of:

- skills that interrelate visual and cultural literacy
- knowledge of historical ethical reasoning
- knowledge of contemporary social and ethical issues
- attitudes and/or practical activities that are conducive to responsible civic engagement.

Scale of evaluation:

5 Work gives a vivid impression of excellence in all areas of inquiry or performance.
4 Work gives a strong impression of proficiency in all or nearly all areas of inquiry or performance.
3 Work demonstrates adequacy or frequently demonstrates ability in all areas of inquiry or performance.
2 Work barely meets or demonstrates limitations regarding the areas of inquiry or performance.
1 Work is seriously deficient in one or more of the areas of inquiry or performance.

DISCIPLINE-SPECIFIC RUBRICS FORM

COLLEGE: DAAP   **ADMINISTRATIVE UNIT:** School of Design

BACCALAUREATE PROGRAM/MAJOR: Digital Design

CAPSTONE REQUIREMENT(S): 23 DGTL 511, 512

FACULTY WHO WILL ASSESS: Mike Zender   **DATE:** March 4, 2004

CRITICAL THINKING

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Consistently** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

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1 Demonstrates **deficiency** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Rarely** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

DISCIPLINE-SPECIFIC RUBRICS

Research - The research was appropriate in scope and in application and was correctly cited in the written text.

Written Thesis - The Written Thesis effectively relied on supporting documentation, clearly defined the project, and identified a logical approach to be followed.

Preliminary Design - The Preliminary Design was clearly a developed in response to the research, thesis statement, and appropriate evaluation of audience and intent.

Design Process - The Design Process iteratively considered alternatives and demonstrated a continual development of the project.

Completed Design - The Design was responsive to the original research proposal, the context, and general design principles.

Thesis Presentation - The Thesis Presentation was presented in a concise and convincing manner and the student is responsive to critiques.

BACCALAUREATE PROGRAM/MAJOR: Digital Design

EFFECTIVE COMMUNICATION

GENERAL EDUCATION TEMPLATE RUBRICS

5   Demonstrates **excellence** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Consistently** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

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DISCIPLINE-SPECIFIC RUBRICS

Research Component - The research material was clearly communicated both in meetings with the professors, in group critiques and discussion sessions.

Written Component - The Written Component was clearly and properly articulated and was suppported by adequate references and graphic information.

Preliminary Design - The Preliminary Design Presentation effectively described the project and presented a well-thought out design strategy.

Design Process - The Design Process incorporated appropriate visual explorations and was clearly explained during regular critiques.

Final Design - The Final Design was documented clearly and completely through appropriate means of communication.

Capstone Presentation - The Capstone Presentation was organized and presented in a clear and convincing manner, both visually and verbally.

KNOWLEDGE INTEGRATION

GENERAL EDUCATION TEMPLATE RUBRICS

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DISCIPLINE-SPECIFIC RUBRICS

Research Componet - The Research Component was conducted in a manner appropriate to the inclusion of other disciplines and recognizes the breadth and diversity.

Written Component - The Written Component clearly established the context for the project, and establishes a link between disciplines outside of design.

Preliminary Design - The Preliminary Design considered alternative approaches and was responsive to a multiplicity of issues.

Design Process - The Design Process included iterative exploarations of alternatives that ledto the design development.

Final Design - The Final Design was responsive to a diversity of issues and effectively integrated them into a comprehensive unit.

Capstone Presentation - The Capstone Presentation clearly and concisely explained the projects in terms of intentions, context, and solution.

BACCALAUREATE PROGRAM/MAJOR: Digital Design

SOCIAL RESPONSIBILITY

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Consistently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

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DISCIPLINE-SPECIFIC RUBRICS

Research - The research was conducted with an awareness of social responsibility and a considered investigation into issues of how digital media can effectively and ethically enrich society.

Written Thesis -The Thesis identified and addressed the environmental, economic, and social issues that relate to the project.

Preliminary Design - The Preliminary Design considered the design context and issues that relate to ethical and socially responsible use of media.

Design Process - The Design Process incorporated, in a balanced manner, a multiplicity of issues.

Completed Design - The final Design is responsive to the principles of social responsibility and ethical use of media.

Thesis Presentation - The Thesis Presentation addressed the social and ethical issues that have been considered.

DISCIPLINE-SPECIFIC RUBRICS FORM

COLLEGE: DAAP   **ADMINISTRATIVE UNIT:** School of Design

BACCALAUREATE PROGRAM/MAJOR: Fashion Design and Product Development

CAPSTONE REQUIREMENT(S): 23 FASH 541, 542 , 553

FACULTY WHO WILL ASSESS: Margaret Voelker-Ferrier   **DATE:** March 4, 2004

CRITICAL THINKING

GENERAL EDUCATION TEMPLATE RUBRICS

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DISCIPLINE-SPECIFIC RUBRICS

Research - The research was appropriate in scope and in application and was correctly cited in the written text.

Written Thesis - The Written Thesis effectively relied on supporting documentation, clearly defined the project, and identified a logical approach to be followed.

Preliminary Design - The Preliminary Design was clearly a developed in response to the research, thesis statement, and appropriate evaluation of audience and intent.

Design Process - The Design Process iteratively considered alternatives and demonstrated a continual development of the project.

Completed Design - The Design was responsive to the original research proposal, the context, and general design principles.

Thesis Presentation - The Thesis Presentation was presented in a concise and convincing manner and the student is responsive to critiques

BACCALAUREATE PROGRAM/MAJOR: Fashion Design and Product Development

EFFECTIVE COMMUNICATION

| GENERAL EDUCATION TEMPLATE RUBRICS | DISCIPLINE-SPECIFIC RUBRICS |

GENERAL EDUCATION TEMPLATE RUBRICS

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DISCIPLINE-SPECIFIC RUBRICS

Research - The appropriateness of the research was clearly communicated both in individual meetings with the professor and in group critique and discussion sessions.

Written Thesis - The Thesis was clearly and properly written and was supported by adequate references and graphic information

Preliminary Design - The Preliminary Design Presentation effectively described the project and presented a well-thought out proposal.

Design Process - The Design Process incorporated appropriate visual explorations and was clearly explained during regular critiques.

Completed Collection - The final designs were documented through garments on models and critical commentary.

Thesis Presentation - The Thesis Presentation was presented in a concise and convincing manner and the student is responsive to critiques.

KNOWLEDGE INTEGRATION

GENERAL EDUCATION TEMPLATE RUBRICS

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DISCIPLINE-SPECIFIC RUBRICS

Research - The research was conducted in a manner appropriate to the inclusion of outside disciplines and a recognition of the breadth of diversity of issues.

Written Thesis - The Thesis clearly established the context for the project, and establishes a link between disciplines outside fashion design.

Preliminary Design - The Preliminary Design considered alternative approaches and was responsive to a multiplicity of issues.

Design Process - The Design Process included iterative explorations of alternatives that led to the design development.

Completed Design - The final designs were responsive to a diversity of issues and effectively integrated them into a comprehensive unit.

Thesis Presentation - The Thesis Presentation clearly and concisely explained the projects in terms of intentions, context, and solution.

BACCALAUREATE PROGRAM/MAJOR: Fashion Design and Product Development

SOCIAL RESPONSIBILITY

GENERAL EDUCATION TEMPLATE RUBRICS	DISCIPLINE-SPECIFIC RUBRICS

GENERAL EDUCATION TEMPLATE RUBRICS

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DISCIPLINE-SPECIFIC RUBRICS

Research - The research was conducted with an awareness of social responsibility and a considered investigation into issues of how fashion can effectively and ethically enrich society.

Written Thesis - The Thesis identified and addressed the environmental, economic, and social issues that relate to the project.

Preliminary Design - The Preliminary Design considered the design context and issues that relate to ethical and socially responsibility.

Design Process - The Design Process incorporated, in a balanced manner, a multiplicity of issues.

Completed Design - The final Design is responsive to the principles of social responsibilities.

Thesis Presentation - The Thesis Presentation addressed the social and ethical issues that have been considered.

DISCIPLINE-SPECIFIC RUBRICS FORM

COLLEGE: DAAP   **ADMINISTRATIVE UNIT:** School of Art

BACCALAUREATE PROGRAM/MAJOR: Fine Arts

CAPSTONE REQUIREMENT(S): Senior Thesis Colloquy And Thesis Paper

FACULTY WHO WILL ASSESS: Capstone Faculty   **DATE:** Spring 2004

CRITICAL THINKING

GENERAL EDUCATION TEMPLATE RUBRICS

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1   Demonstrates **deficiency** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Rarely** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

DISCIPLINE-SPECIFIC RUBRICS

Critical Thinking

         Vehicle used: Senior Thesis Colloquy

Theoretical Component   The understanding of critical theory was appropiate in scope and in application.

Research Component   The research was appropiate in scope and in application.

Written Component   The written Thesis and written peer review effectively relied on supporting documentation, and clearly defined the project.

Capstone Presentation   The capstone Presentation was organized in a logical and convincing manner

Evaluatin Scale:
    5- substantial, sophisticated use
    4- specific and illustrative with details
    3- sufficiently developed with some details and information
    2- simple, repetitive listing
    1- little or no development

BACCALAUREATE PROGRAM/MAJOR: Fine Arts

EFFECTIVE COMMUNICATION

GENERAL EDUCATION TEMPLATE RUBRICS

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1 Demonstrates **deficiency** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Rarely** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

DISCIPLINE-SPECIFIC RUBRICS

Effective Communication

Vehicle used: Senior Thesis Colloquy

Theoretical Component — The understanding of critical theory was clearly communicated.

Research Component — The research was clearly communicated both in meetings with the professor and discussion sessions.

Written Component- — The Written Component was clearly and properly articulated and was supported by adequate references.

Capstone Presentation — The Capstone Presentation was organized and presented in a clear and convincing manner, both visually and verbally.

Evaluatin Scale:
  5- substantial, sophisticated use
  4- specific and illustrative with details
  3- sufficiently developed with some details and information
  2- simple, repetitive listing
  1- little or no development

KNOWLEDGE INTEGRATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Consistently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

4 Demonstrates **proficiency** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Usually** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

3 Demonstrates **adequacy** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Frequently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

2 Demonstrates **limitations** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Occasionally** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

1 Demonstrates **deficiency** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Rarely** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

DISCIPLINE-SPECIFIC RUBRICS

Knowledge Integration

Theoretical Component — The theoretical component was conducted in a manner that considered other disciplines and a diversity or ideas.

Research Component — The research was conducted in a manner appropiate to the inclusion of other disciplines and recognized the breadth and diversity of issues.

Written Component — The Written Component clearly established the context f for the project, and established a link between disciplines outside of the visual arts.

Capstone Presentation — The Capstone Prentation clearly and concisely explained the project in terms of intentions and context

Evaluatin Scale:
5- substantial, sophisticated use
4- specific and illustrative with details
3- sufficiently developed with some details and information
2- simple, repetitive listing
1- little or no development

SOCIAL RESPONSIBILITY

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Consistently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

4 Demonstrates **proficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Usually** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

3 Demonstrates **adequacy** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Frequently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

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1 Demonstrates **deficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Rarely** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

DISCIPLINE-SPECIFIC RUBRICS

Social Responsibility

Vehicle used: Senior Thesis Colloquy

Theoretical Component   The theoretical component was conducted with an awareness of the social role of visual art.

Research component   The research was conducted with an awareness of social issues that relate to the visual arts.

Written Component   The Written Component identified and addressed social issues that relate to the visual arts.

Capstone Prentation   The Capstone Presentation addresses social and ethical issues in the student"s work.

Evaluatin Scale:
  5- substantial, sophisticated use
  4- specific and illustrative with details
  3- sufficiently developed with some details and information
  2- simple, repetitive listing
  1- little or no development

DISCIPLINE-SPECIFIC RUBRICS FORM

COLLEGE: DAAP   **ADMINISTRATIVE UNIT:** School of Design

BACCALAUREATE PROGRAM/MAJOR: Graphic Design

CAPSTONE REQUIREMENT(S): 23 GRPH 551, 561, 571

FACULTY WHO WILL ASSESS: Maureen France   **DATE:** March 4, 2004

CRITICAL THINKING

GENERAL EDUCATION TEMPLATE RUBRICS

5   Demonstrates **excellence** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Consistently** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

4   Demonstrates **proficiency** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Usually** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

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1   Demonstrates **deficiency** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Rarely** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

DISCIPLINE-SPECIFIC RUBRICS

Research Component - The research was appropriate in scope and in application and was correctly cited for the project.

Written Component - The Written Thesis effectively relied on supporting documentation, clearly defined the project, and identified goals and objectives.

Preliminary Design - The Preliminary Design was clearly a developed in response to the research component, and was responsive to the project and to contextual issues.

Design Process - The Design Process iteratively considered alternatives and demonstrated a continual development of the project.

Final Design - The Final Design was responsive to the original research component, the context, and general design principles.

Capstone Presentation - The Capstone Presentation was organized in a logical and convincing manner and the student is responsive to critiques.

BACCALAUREATE PROGRAM/MAJOR: Graphic Design

EFFECTIVE COMMUNICATION

GENERAL EDUCATION TEMPLATE RUBRICS

5   Demonstrates **excellence** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Consistently** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

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DISCIPLINE-SPECIFIC RUBRICS

Research Component - The research material was clearly communicated both in meetings with the professors, in group critiques and discussion sessions.

Written Component - The Written Component was clearly and properly articulated and was suppported by adequate references and graphic information.

Preliminary Design - The Preliminary Design Presentation effectively described the project and presented a well-thought out design strategy.

Design Process - The Design Process incorporated appropriate visual explorations and was clearly explained during regular critiques.

Final Design - The Final Design was documented clearly and completely through appropriate means of communication.

Capstone Presentation - The Capstone Presentation was organized and presented in a clear and convincing manner, both visually and verbally.

BACCALAUREATE PROGRAM/MAJOR: Graphic Design

KNOWLEDGE INTEGRATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Consistently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

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DISCIPLINE-SPECIFIC RUBRICS

Research Componet - The Research Component was conducted in a manner appropriate to the inclusion of other disciplines and recognizes the breadth and diversity of issues.

Written Component - The Written Component clearly established the context for the project, and establishes a link between disciplines outside of design.

Preliminary Design - The Preliminary Design considered alternative approaches and was responsive to a multiplicity of issues.

Design Process - The Design Process included iterative exploarations of alternatives that led to the design development.

Final Design - The Final Design was responsive to a diversity of issues and effectively integrated them into a comprehensive unit.

Capstone Presentation - The Capstone Presentation clearly and concisely explained the projects in terms of intentions, context, and solution.

BACCALAUREATE PROGRAM/MAJOR: Graphic Design

SOCIAL RESPONSIBILITY

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Consistently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

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1 Demonstrates **deficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Rarely** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

DISCIPLINE-SPECIFIC RUBRICS

Research Component - The research was conducted with an awareness of social responsibiltity and a considered investigation into issues of how visual

Written Component - The Written Component identified and addressed social issues that relate to the project.

Preliminary Design - The Preliminary Design considered the design context and issues that relate to ethical and socially responsible use of visual communication.

Design Process - The Design Process incorporated, in a balanced manner, a multiplicity of issues

Final Design - The Final Design demonstrates principles of social responsibility and ethical use of means of communication

Capstone Presentation - The Capstone Presentation addressed the social and ethical issues that have been considered

DISCIPLINE-SPECIFIC RUBRICS FORM

COLLEGE: DAAP   **ADMINISTRATIVE UNIT:** School of Design

BACCALAUREATE PROGRAM/MAJOR: Industrial Design

CAPSTONE REQUIREMENT(S): 23 INDL 501, 502

FACULTY WHO WILL ASSESS: Gerry Michaud   **DATE:** March 4, 2004

CRITICAL THINKING

GENERAL EDUCATION TEMPLATE RUBRICS

5   Demonstrates **excellence** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Consistently** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

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DISCIPLINE-SPECIFIC RUBRICS

Research - The research was appropriate in scope and in application and was correctly cited in the written text.

Written Thesis - The Written Thesis effectively relied on supporting documentation, clearly defined the project, and identified a logical approach to be followed.

Preliminary Design - The Preliminary Design was clearly a developed in response to the research, thesis statement, and appropriate evaluation ofaudience and intent.

Design Process - The Design Process iteratively considered alternatives and demonstrated a continual development of the project.

Completed Design - The Design was responsive to the original research proposal, the context, and general industrial design principles.

Thesis Presentation - The Thesis Presentation was organized and presented in a clear and convincing manner, both graphically and verbally.

BACCALAUREATE PROGRAM/MAJOR: Industrial Design

EFFECTIVE COMMUNICATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Consistently** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

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DISCIPLINE-SPECIFIC RUBRICS

Research - The appropriateness of the research was clearly communicated both in individual meetings with the professor and in group critique and discussion sessions.

Written Thesis - The Thesis was clearly and properly written and was supported by adequate references and graphic information.

Preliminary Design - The Preliminary Design Presentation effectively described the project and presented a well-thought out proposal.

Design Process - The Design Process incorporated appropriate visual explorations and was clearly explained during regular critiques.

Completed Design - The final Design was visually documented clearly and completely through appropriate graphics, models, and commentary.

Thesis Presentation - The Thesis Presentation was organized and presented in a clear and convincing visual and verbal manner, and the student is responsive to critiques.

BACCALAUREATE PROGRAM/MAJOR: Industrial Design

KNOWLEDGE INTEGRATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Consistently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

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DISCIPLINE-SPECIFIC RUBRICS

Research - The research was conducted in a manner appropriate to the inclusion of outside disciplines and a recognition of the breadth and diversity of issues.

Written Thesis - The Thesis clearly established the context for the project, and establishes a link between industrial design disciplines outside industrial design.

Preliminary Design - The Preliminary Design considered alternative approaches and was responsive to a multiplicity of issues.

Design Process - The Design Process included iterative explorations of alternatives that led to the design development.

Completed Design - The final Design was responsive to a diversity of issues and effectively integrated them into a comprehensive unit.

Thesis Presentation - The Thesis Presentation clearly and concisely explained the projects in terms of intentions, context, and solution.

BACCALAUREATE PROGRAM/MAJOR: Industrial Design

SOCIAL RESPONSIBILITY

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Consistently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

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1 Demonstrates **deficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Rarely** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

DISCIPLINE-SPECIFIC RUBRICS

Research - The research was conducted with an awareness of social responsibility and a considered investigation into issues of how industrial design can effectively and ethically enrich society.

Written Thesis - The Thesis identified and addressed the environmental, economic, and social issues that relate to the project.

Preliminary Design - The Preliminary Design considered the design context and issues of sustainability that relate to ethical and social responsibility.

Design Process - The Design Process incorporated, in a balanced manner, a multiplicity of issues.

Completed Design - The final Design is responsive to the principles of social responsibility and to the principles of sustainability.

Thesis Presentation - The Thesis Presentation addressed the social and ethical issues that have been considered.

DISCIPLINE-SPECIFIC RUBRICS FORM

COLLEGE: DAAP   **ADMINISTRATIVE UNIT:** School of Architecture and Interior Design

BACCALAUREATE PROGRAM/MAJOR: Bachelor of Science Interior Design

CAPSTONE REQUIREMENT(S): 23 SAID 438, 23 INTD 453, 23 INTD 501 & 502

FACULTY WHO WILL ASSESS: Michaele Pride-Wells / Henry Hildebrandt   **DATE:** May 4, 2004

CRITICAL THINKING

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Consistently** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

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1 Demonstrates **deficiency** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Rarely** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

DISCIPLINE-SPECIFIC RUBRICS

Vehicle Used: 23 SAID 438, Intro. to Programming; 23 INTD 453 Interior Design Programming and Research; 23 INTD 501 & 502, Senior Studio I & II

Research - The research was appropriate in scope and in application and was correctly cited in the written text: precedent research, code & standards research, site research, ergonomics research.

Written Program - The Written Program and Document effectively relied on supporting documentation, clearly defined the project, and identified a logical approach to be followed.

Preliminary Design - The Preliminary Design was clearly a developed in response to the research, program statements, and appropriate evaluation of audience, context, and intent.

Design Process - The Design Process iteratively considered alternatives and demonstrated a continual development of the project.

Completed Design - The Design was responsive to the original research proposal, the context, and both general and specific design issues and conditions: site, program, cultural / social, ergonomic, space planning, materials, and construction.

Final Project Presentation - The Senior Final Project Presentation was presented in a concise and convincing manner and the student is responsive to critiques, responses, and feedback.

BACCALAUREATE PROGRAM/MAJOR: Bachelor of Science Interior Design

EFFECTIVE COMMUNICATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Consistently** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

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1 Demonstrates **deficiency** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Rarely** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

DISCIPLINE-SPECIFIC RUBRICS

Vehicle Used: 23 SAID 438, Intro. to Programming; 23 INTD 453 Interior Design Programming and Research; 23 INTD 501 & 502, Senior Studio I & II

Research - The appropriateness of the research was clearly communicated both in individual meetings with the professor and in group critique and discussion sessions, peer group reviews, and design professional reviews.

Written Concept Statements - The Senior Project statement was clearly and properly written and was supported by adequate references and graphic information in concept statements, diagrams, and graphic / digital drawings.

Preliminary Design - The Preliminary Design Presentation effectively described the project and presented a well-thought out proposal of ideas and concepts.

Design Process - The Design Process incorporated appropriate visual explorations and was clearly explained during regular critiques and meetings.

Completed Collection - The final designs were documented clearly and completely through approapriate graphics, on models - physical and digital, and through critical commentary.

Project Presentation - The Project Presentation was presented in a concise and convincing manner and the student is responsive to critiques and professional review.

KNOWLEDGE INTEGRATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Consistently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

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DISCIPLINE-SPECIFIC RUBRICS

Vehicle Used: 23 SAID 438, Intro. to Programming; 23 INTD 453 Interior Design Programming and Research; 23 INTD 501 & 502, Senior Studio I & II

Research - The research was conducted in a manner appropriate to the inclusion of outside disciplines and a recognition of the breadth of diversity of issues from architecture, art, engineering, arts and sciences, and other professional disciplines.

Written Concept Statements - The written Concept Statements clearly established the context for the project, and establishes a link between disciplines outside interior design.

Preliminary Design - The Preliminary Design considered alternative approaches and was responsive to a multiplicity of issues, ideas, and directions.

Design Process - The Design Process included iterative explorations of alternatives that led to the design development at several levels.

Completed Design - The final designs were responsive to a diversity of issues and effectively integrated them into a comprehensive design solution.

Project Presentation - The Project Presentation clearly and concisely explained the projects in terms of intentions, context, and solution which include self-evaluation.

SOCIAL RESPONSIBILITY

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Consistently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

4 Demonstrates **proficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Usually** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

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1 Demonstrates **deficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Rarely** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

DISCIPLINE-SPECIFIC RUBRICS

Vehicle Used: 23 SAID 438, Intro. to Programming; 23 INTD 453 Interior Design Programming and Research; 23 INTD 501 & 502, Senior Studio I & II

Research - The research was conducted with an awareness of social responsibility and a considered investigation into issues of how interior design can effectively and ethically provide for and enrich society.

Written Concept Statement and Program - The Concept Statement and Program identified and addressed the environmental, economic, and social issues, as well individual psychological topics that relate to the project and it's inhabitants.

Preliminary Design - The Preliminary Design considered the design context and issues that relate to ethical and socially responsibility, the individual and their needs within local and global societies.

Design Process - The Design Process incorporated a multiplicity of issues, social contexts, and the global environment

Completed Design - The final Design is responsive to the principles of social responsibilities and the complex structural of its social context.

Project Presentation - The Project Presentation addressed the social and ethical issues that have been considered in both a comtempoary and historical context.

DISCIPLINE-SPECIFIC RUBRICS FORM

COLLEGE: DAAP
ADMINISTRATIVE UNIT: Bachelor of Science

BACCALAUREATE PROGRAM/MAJOR: Bachelor of Urban Planning and Bachelor of Urban Studies

CAPSTONE REQUIREMENT(S): Senior Thesis

FACULTY WHO WILL ASSESS: Dr. David Edelman
DATE: February 5, 2004

CRITICAL THINKING

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in analyzing, synthesizing, and evaluating information and ideas from multiple perspectives. **Consistently** demonstrates the ability to solve problems, argue logically, apply scholarly and scientific methods, use terminology accurately, and employ information literacy skills.

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DISCIPLINE-SPECIFIC RUBRICS

Rubrics for Assessing Student Achievement of the Baccalaureate Competencies in Urban Planning and Urban Studies

Vehicle used: Senior Thesis

Research: The research was appropriate in scope and in application and was correctly cited in the written text

Written Thesis: The Written Thesis effectively relied on supporting documentation, clearly defined the project, and identified a logical approach to be followed

Thesis Proposal: The Thesis proposal was clearly developed in response to the research idea, thesis statement, and appropriate evaluation of audience and intent

Thesis Process: The Thesis process iteratively considered alternatives and demonstrated a continual development of the project

Completed Thesis: The Thesis was responsive to the original research proposal, the context, and general planning principles

Thesis Presentation: The Thesis Presentation was organized and presented in a clear and convincing manner, both graphically and verbally.

BACCALAUREATE PROGRAM/MAJOR: Bachelor of Urban Planning and Bachelor of Urban Studies

EFFECTIVE COMMUNICATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Consistently** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

4 Demonstrates **proficiency** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Usually** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

3 Demonstrates **adequacy** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Frequently** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

2 Demonstrates **limitations** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Occasionally** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

1 Demonstrates **deficiency** in understanding and conveying ideas in diverse contexts, especially through reading, writing, speaking, and listening. **Rarely** demonstrates the ability to use resources, technology, and skills appropriate to the aural, visual, and/or language arts.

DISCIPLINE-SPECIFIC RUBRICS

Rubrics for Assessing Student Achievement of the Baccalaureate Competencies in Urban Planning and Urban Studies

Vehicle used: Senior Thesis

Research: The approriateness of the research was clearly communicated both in individual meetings with the professor and in a group critique and discussion session.

Written Thesis: The Thesis was clearly and properly written and was supported by adequate references and graphic information

Thesis Proposal: The Thesis proposal presentation effectively described the project and presented a well-thought out proposal

Thesis Process: The Thesis process incorporated appropriate written development and was clearly explained during regular thesis development classes

Completed Thesis: The final Thesis was documented and completed through appropriate writing, and graphics where appropriate

Thesis Presentation: The Thesis Presentation was organized and presented in a clear and convincing visual and verbal manner, and the student is responsive to critiques

BACCALAUREATE PROGRAM/MAJOR: Bachelor of Urban Planning and Bachelor of Urban Studies

KNOWLEDGE INTEGRATION

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Consistently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

4 Demonstrates **proficiency** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Usually** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

3 Demonstrates **adequacy** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Frequently** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

2 Demonstrates **limitations** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Occasionally** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

1 Demonstrates **deficiency** in fusing information and concepts from multiple disciplines for personal, professional, and civic enhancement. **Rarely** demonstrates the ability to evaluate critically one's own views and those of others and the ability to access, judge and compare diverse fields of knowledge.

DISCIPLINE-SPECIFIC RUBRICS

Rubrics for Assessing Student Achievement of the Baccalaureate Competencies in Urban Planning and Urban Studies

Vehicle used: Senior Thesis

Research: The research was conducted in a manner appropriate to the inclusion of outside disciplines and a recognition of the breadth and diversity of issues

Written Thesis: The Thesis clearly established the context for the project, and establishes a link between planning disciplines outside planning

Thesis Proposal: The Thesis proposal considered alternative sources of information, was responsive to a multiplicity of issues

Thesis Process: The Thesis process included an explanation of the appropriate literature, testing of the hypothesis, analysis of research results and drawing appropriate conclusions

Completed Thesis: The final Thesis was responsive to a diversity of issues and effectively integrated them into a comprehensive unit

Thesis Presentation: The Thesis Presentation clearly and concisely explained the projects in terms of intentions, context, and solution

SOCIAL RESPONSIBILITY

GENERAL EDUCATION TEMPLATE RUBRICS	DISCIPLINE-SPECIFIC RUBRICS

GENERAL EDUCATION TEMPLATE RUBRICS

5 Demonstrates **excellence** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Consistently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

4 Demonstrates **proficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Usually** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

3 Demonstrates **adequacy** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Frequently** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

2 Demonstrates **limitations** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Occasionally** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

1 Demonstrates **deficiency** in historical ethical reasoning and in knowledge of contemporary social and ethical issues. **Rarely** demonstrates knowledge, skills, and attitudes that are conducive to responsible civic engagement.

DISCIPLINE-SPECIFIC RUBRICS

Rubrics for Assessing Student Achievement of the Baccalaureate Competencies in Urban Planning and Urban Studies

Vehicle used: Senior Thesis

Research: The research was conducted with an awareness of social responsibility and a considered investigation into issues of how Urban Planning and Urban Studies can effectively and ethically enrich society

Written Thesis: The Thesis identified and addressed the environmental, economic, and social issues that relate to the project

Thesis Proposal: The Thesis proposal considered the context and issues of sustainability that relate to ethical and social responsibility

Thesis Process: The Thesis process incorporated, in a balanced manner, a mutiplicity of issues

Completed Thesis: The final Thesis is responsive to the principles of social responsibility and to the principles of sustainability

Thesis Presentation: The Thesis Presentation addressed the social and ethical issues that have been considered