

# Yale Poorvu Center for Teaching and Learning

## ASSOCIATES IN TEACHING

### Course Proposal Review Criteria and Scoring Rubric

*Maximum = 20 points*

#### I. Preparation, Value, and Consideration of Student Learning

<b>Excellent</b>	<ul style="list-style-type: none"><li>• Application clearly articulates the following:<ul style="list-style-type: none"><li>• Accomplishable goals</li><li>• Learning objectives</li><li>• Assessments that are aligned with learning objectives</li><li>• Course structure</li></ul></li></ul>	<i>4-5 points</i>
<b>Average</b>	<ul style="list-style-type: none"><li>• The following are confusing or unclear:<ul style="list-style-type: none"><li>• Accomplishable goals</li><li>• Learning objectives</li><li>• Assessments that are aligned with learning objectives</li><li>• Course structure</li></ul></li></ul>	<i>2-3 points</i>
<b>Weak</b>	<ul style="list-style-type: none"><li>• Application does not clearly articulate the following:<ul style="list-style-type: none"><li>• Accomplishable goals</li><li>• Learning objectives</li><li>• Assessments that are aligned with learning objectives</li><li>• Course structure</li></ul></li></ul>	<i>0-1 points</i>

#### II. Potential for Graduate Student Professional Development

<b>Excellent</b>	<ul style="list-style-type: none"><li>• The graduate student demonstrates high commitment to teaching and learning</li><li>• The graduate student's disciplinary background and experience is integral to the course</li></ul>	<i>4-5 points</i>
<b>Average</b>	<ul style="list-style-type: none"><li>• The graduate student demonstrates moderate commitment to teaching and learning</li><li>• The graduate student's disciplinary background and experience is moderately integral to the course</li></ul>	<i>2-3 points</i>
<b>Weak</b>	<ul style="list-style-type: none"><li>• The graduate student does not demonstrate commitment to teaching and learning, or commitment is unclear</li><li>• The graduate student's disciplinary background and experience is not integral to the course</li></ul>	<i>0-1 points</i>

#### III. Commitment to Co-teaching

<b>Excellent</b>	<ul style="list-style-type: none"><li>• Strong evidence of collaborative planning between the graduate student and faculty applicant</li><li>• Strong evidence of a commitment to shared responsibility and execution</li><li>• Strong evidence that the course is achievable</li></ul>	<i>4-5 points</i>
<b>Average</b>	<ul style="list-style-type: none"><li>• Moderate evidence of collaborative planning between the graduate student and faculty applicant</li><li>• Moderate evidence of a commitment to shared responsibility and execution</li><li>• Moderate evidence that the course is achievable</li></ul>	<i>2-3 points</i>
<b>Weak</b>	<ul style="list-style-type: none"><li>• Little or no evidence of collaborative planning between the graduate student and faculty applicant</li><li>• Little or no evidence of a commitment to shared responsibility and execution</li><li>• Little or no evidence that the course is achievable</li></ul>	<i>0-1 points</i>

#### IV. College Impact

<b>Excellent</b>	<ul style="list-style-type: none"><li>• Strong evidence for high student interest and full enrollment</li><li>• Strong evidence of value to Yale College as a new or re-designed course<ul style="list-style-type: none"><li>• Contributes diverse voices, representation, and perspectives</li><li>• Employs research-based pedagogical approaches and/or teaching methods</li><li>• Introduces new curriculum to the department</li><li>• Bridges disciplines and/or promotes new collaborations between departments</li></ul></li></ul>	<i>4-5 points</i>
<b>Average</b>	<ul style="list-style-type: none"><li>• Moderate evidence for high student interest and full enrollment</li><li>• Moderate evidence of value to Yale College as a new or re-designed course<ul style="list-style-type: none"><li>• Contributes diverse voices, representation, and perspectives</li><li>• Employs research-based pedagogical approaches and/or teaching methods</li><li>• Introduces new curriculum to the department</li><li>• Bridges disciplines and/or promotes new collaborations between departments</li></ul></li></ul>	<i>2-3 points</i>
<b>Weak</b>	<ul style="list-style-type: none"><li>• Little or no evidence for high student interest and full enrollment</li><li>• Little or no evidence of value to Yale College as a new or re-designed course<ul style="list-style-type: none"><li>• Contributes diverse voices, representation, and perspectives</li><li>• Employs research-based pedagogical approaches and/or teaching methods</li><li>• Introduces new curriculum to the department</li><li>• Bridges disciplines and/or promotes new collaborations between departments</li></ul></li></ul>	<i>0-1 points</i>