## AT Course Proposal Review Criteria and Scoring Rubric

**Maximum = 20 points**

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

#### Excellent
- Application clearly articulates the following:
  - Accomplishable goals
  - Learning objectives
  - Assessments that are aligned with learning objectives
  - Course structure
  - 4-5 points

#### Average
- The following are confusing or unclear:
  - Accomplishable goals
  - Learning objectives
  - Assessments that are aligned with learning objectives
  - Course structure
  - 2-3 points

#### Weak
- Application does not clearly articulate the following:
  - Accomplishable goals
  - Learning objectives
  - Assessments that are aligned with learning objectives
  - Course structure
  - 0-1 points

### II. Potential for Graduate Student Professional Development

#### Excellent
- The graduate student demonstrates high commitment to teaching and learning
- The graduate student's disciplinary background and experience is integral to the course
  - 4-5 points

#### Average
- The graduate student demonstrates moderate commitment to teaching and learning
- The graduate student's disciplinary background and experience is moderately integral to the course
  - 2-3 points

#### Weak
- The graduate student does not demonstrate commitment to teaching and learning, or commitment is unclear
- The graduate student's disciplinary background and experience is not integral to the course
  - 0-1 points

### III. Commitment to Co-teaching

#### Excellent
- Strong evidence of collaborative planning between the graduate student and faculty applicant
- Strong evidence of a commitment to shared responsibility and execution
- Strong evidence that the course is achievable
  - 4-5 points

#### Average
- Moderate evidence of collaborative planning between the graduate student and faculty applicant
- Moderate evidence of a commitment to shared responsibility and execution
- Moderate evidence that the course is achievable
  - 2-3 points

#### Weak
- Little or no evidence of collaborative planning between the graduate student and faculty applicant
- Little or no evidence of a commitment to shared responsibility and execution
- Little or no evidence that the course is achievable
  - 0-1 points
<table>
<thead>
<tr>
<th>IV. College Impact</th>
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<tbody>
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<td>• Strong evidence for high student interest and full enrollment</td>
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4-5 points
2-3 points
0-1 points