

## Rubric for Evaluation of FYS Applications (Fall 2014 *or* Fall 2015)

Applicant Name: \_\_\_\_\_

Evaluated By: \_\_\_\_\_

Criteria	3	2	1
<b>Course Title &amp; Description</b>	<input type="checkbox"/> The proposed course is likely to engage and appeal to first-year students.	<input type="checkbox"/> With revisions, the proposed course could engage and appeal to first-year students.	<input type="checkbox"/> The proposed course seems too advanced/simplistic to engage or appeal to first-year students.
<b>FYS Learning Outcomes</b>	<input type="checkbox"/> The proposal suggests a high level of engagement with the approved learning outcomes.	<input type="checkbox"/> The proposal suggests a moderate level of engagement with the approved learning outcomes	<input type="checkbox"/> The proposal suggests a low level of engagement with the approved learning outcomes.
<b>Seminar Format</b> <small>("Seminar" refers here to a course-based group discussion in which faculty and students participate in the active co-generation of ideas rather than simply the delivery of content.)</small>	<input type="checkbox"/> The proposal suggests a discussion-based, interactive format with an appropriate level of faculty-student interaction.	<input type="checkbox"/> The proposal suggests something other than a discussion-based, interactive format, but with the possibility of an appropriate level of faculty-student interaction	<input type="checkbox"/> The proposal suggests something other than a discussion-based, interactive format with too little faculty-student interaction.
<b>Teaching Practices</b> <small>(Includes, for example: co-curricular learning; team-based learning; service learning; interdisciplinary approaches; frequent writing and feedback)</small>	<input type="checkbox"/> The proposal suggests the use of teaching practices, course materials, and assignments that promote a high level of student engagement and critical thinking.	<input type="checkbox"/> The proposal suggests the use of teaching practices, course materials, and assignments that promote a moderate level of student engagement and critical thinking.	<input type="checkbox"/> The proposal fails to address these issues or suggests the use of teaching practices, course materials, and assignments that promote a low level of student engagement and critical thinking.
<b>Assessment of Student Learning</b> <small>(Includes examples of assessment strategies appropriate for the FYS learning outcomes; assessment strategies could be used to make improvements to instruction and course design.)</small>	<input type="checkbox"/> The proposal articulates clear assessment strategies that are appropriate for the FYS learning outcomes; assessment strategies could be used to make improvements to instruction and course design.	<input type="checkbox"/> The proposal includes some reference to assessment strategies, but would be improved by linking them more directly to the FYS learning outcomes; assessment strategies might not be useful for making improvements to instruction or course design.	<input type="checkbox"/> The proposal fails to articulate assessment strategies suitable for FYS learning outcomes; assessment strategies do not provide information that leads to improvements in instruction or course design.

**Comments:**

Score: \_\_\_\_\_