

## Rubric for Evaluation of FYS Applications (Fall 2012)

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> <i>("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.)</i>	<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> <i>(Includes, for example: co-curricular learning within course; team-based learning; service learning; interdisciplinary approaches; frequent writing/frequent feedback)</i>	<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>General Degree Requirement (GDR)</b>	<input type="checkbox"/> The proposed course appears to meet the criteria of a current GDR	<input type="checkbox"/> The proposed course can possibly meet the criteria of a current GDR	<input type="checkbox"/> The proposed course is unlikely to meet the criteria of a current GDR

**Comments:**

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