Yale *Center for Teaching and Learning*
2017-18 Associates in Teaching

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*

IV. College Impact

Excellent	• Strong evidence for high student interest and full enrollment
	• Strong evidence of value to Yale College as a new or re-designed course
	   • Contributes diverse voices, representation, and perspectives
	   • Employs research-based pedagogical approaches and/or teaching methods
	   • Introduces new curriculum to the department
	   • Bridges disciplines and/or promotes new collaborations between departments
		4-5 points

Average	• Moderate evidence for high student interest and full enrollment
	• Moderate evidence of value to Yale College as a new or re-designed course
	   • Contributes diverse voices, representation, and perspectives
	   • Employs research-based pedagogical approaches and/or teaching methods
	   • Introduces new curriculum to the department
	   • Bridges disciplines and/or promotes new collaborations between departments
		2-3 points

Weak	• Little or no evidence for high student interest and full enrollment
	• Little or no evidence of value to Yale College as a new or re-designed course
	   • Contributes diverse voices, representation, and perspectives
	   • Employs research-based pedagogical approaches and/or teaching methods
	   • Introduces new curriculum to the department
	   • Bridges disciplines and/or promotes new collaborations between departments
		0-1 points