

CITL Course (re)Development Grant Rubric

Prior to evaluation, CITL staff will check each application for eligibility, including departmental approval. Any proposal that is found ineligible will not be reviewed by the committee.

Total points possible: 20

Priority Consideration (5 pts)

How CITL will evaluate application responses:

Identify which of the following conditions are met. (1pt per item)

- Colonnade program,
- High DFW rate (over 15%),
- Enrollments of 25 or more students,
- Part of an online program (for online courses)
- Offered on an annual basis.

Project Overview (15 pts)

Instructions provided to redesign proposal applicants: Please provide us with a general overview of this course? What role does it play in your curriculum? What do you intend to change about your course in this redesign? What new high-impact and/or evidence-based strategies or approaches will you be implementing? (High-impact teaching practices include, but are not limited to experiential learning, collaborative learning, undergraduate research, ePortfolios, etc.)

Instructions provided to new course design proposal applicants: Please provide us with a general overview of this course. What role will this new course play in your curriculum? Will you be utilizing any high impact teaching practices (experiential learning, collaborative learning, undergraduate research, ePortfolios, etc.) in this course?

How CITL will evaluate application responses:

On a scale of 0-3, please evaluate each of the following categories where 0 means there is no evidence and 3 means there is substantial evidence. (15 possible points)

1. The course plays an important role in the overall curriculum.
2. The course description is clear and substantive.
3. High-impact and/or evidence-based teaching practices are intentionally integrated into the proposed course design.
4. Teaching practices are appropriate for the content at hand and are fully-explained and aligned with the proposed course materials.
5. The proposed course incorporates authentic learning opportunities and supports innovative teaching and pedagogy.

Timeline (5pts)

Instructions provided to proposal applicants: This project is intended to be executed in two parts: (re)design and implementation. Please discuss your intended timeline. When will you be working on each phase of the project? For the design phase, what barriers do you expect you might encounter with your time? If this is a team project, how will you divide the responsibilities?

How CITL will evaluate application responses:

Poor/Fair (0 pts) - Timeline provides no details or specific dates or timeframes; timeline includes unreasonable expectations; for team projects, individual responsibilities are not identified.

Good (3 pts) – Dates and/or specific timeframes are included; timeline is reasonable but the description may leave some questions about whether or not activities can be accomplished in the time allotted; for team projects, workload is appropriate for multiple participants.

Excellent (5 pts) – Dates provided correspond with specific activities; activities can reasonably be accomplished within the timeline; for team projects; workload is appropriate for multiple participants.

Additional Considerations/Clarifications

In addition to the points provided above, the CITL will also consider the following when making final determinations.

Previous CITL Grants. Applicants who have been awarded within the last year are not eligible for award.

____ No prior applications	____ Applied but not awarded	____ Awarded within the past year	____ Awarded more than a year ago
----------------------------	------------------------------	-----------------------------------	-----------------------------------

Course frequency. Courses offered more frequently will be prioritized.

- ☐ Every semester
- ☐ Once per academic year
- ☐ Every other year
- ☐ Other