

## Co-Teaching Rubric

Preference will be given to co-taught courses demonstrating a creative or unique pairing of Ways of Thinking to address the theme and meeting the liberal arts tradition of serving students from a broad range of disciplines. The final selections will attempt to maximize the coverages of themes and Ways of Thinking, reach the largest number of students, and will give preference to faculty who do not have other co-teaching opportunities through Honors co-taught classes.

### Our process:

- The Integrations Advisory Board will evaluate all of the proposals using the rubric and then will sort the applications into ranked categories.
- The Integrations Advisory Board will examine all of the applications in the top ranked category and select the five applications that maximize the coverages of themes and Ways of Thinking, reach the largest number of students, and most fully distribute co-teaching opportunities.
- The Integrations Advisory Board will then notify applicants of their decision.
- Integrations Advisory Board members are eligible to submit a proposal; however, board members will be absent during discussions and rankings of their own proposals and will not see written summations or comments.

### Rubric

Eligibility Checks	Yes	No
Two Ways of Thinking proposed		
Checked boxes 6-9		

### Availability to students (Questions 10-11)

	Poor	Fair	Good	Excellent
1. The proposed course is open to students from a variety of majors and does not require knowledge or skills beyond those taught in the Integrations Curriculum prerequisites/co-requisites.				

### Comments:

### Use of the Ways of Thinking (Questions 12-14)

	Poor	Fair	Good	Excellent

2. The course helps students learn and appreciate how each of the two Ways of Thinking deepens their understanding the theme.				
3. The course will fully integrate the two Ways of Thinking into the course.				
4. The proposed co-teaching of this course will help students better understand a diverse array of disciplinary approaches beyond the two Ways of Thinking provided by the co-taught course.				

**Comments:**

**Co-Teaching Plan (Question 15)**

	Poor	Fair	Good	Excellent
5. The proposal provides a well-developed and innovative model of collaboration and interaction within class periods.				

**Comments:**

**Co-Taught Course (Question 16-18)**

	Poor	Fair	Good	Excellent
6. The proposal provides a thorough, clear, and well-developed description of the class.				
7. The proposal provides a thorough, clear, and well-developed description of the artifact.				
8. The proposal clearly explains how both Ways of Thinking are used in the artifact to help students better understand, experience, and/or appreciate the theme.				

**Comments:**

**Unique Contribution of Course (Question 19)**

	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
9. The co-taught course is a unique (and valuable) pairing of disciplinary perspectives.				

**Comments:**

**Student Learning (Question 20)**

	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
10. The co-teaching of this course provides a clear benefit to student learning that would not be possible if the course was taught by a single instructor/used a single Way of Thinking.				

**Comments:**