

**Miami Plan Course Proposal Review Form (10/09)**  
**G-CLUSTERS**

Date \_\_\_\_\_ Reviewer \_\_\_\_\_ Course \_\_\_\_\_

**Rubric Summary. Circle your ratings**

**Your Recommendation:**

<b>1. Critical Thinking</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	_____ <b>5 - Denied</b>
<b>2. Understanding Contexts</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	_____ <b>4 - Resubmit</b>
<b>3. Engaging with Other Learners</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	_____ <b>3 - LEC</b>
<b>4. Reflecting and Acting</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	_____ <b>2 - Reviewers</b>
<b>5. Assessment</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	_____ <b>1 - Approve</b>
<b>6. Rigor</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>7. G-Goals</b>					
<b>a. communicate</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>b. place/influence</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>c. relationships</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>d. differences</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>e. origins/influences</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

**Strengths of Proposal**

**Weaknesses of Proposal**

**Specific Recommendations to Proposer**



	<b>5-denied or 4-resubmit Rating = 4</b>	<b>4-resubmit or 3-LEC Rating = 3</b>	<b>3-LEC or 2-reviewers Rating = 2</b>	<b>2-reviewers or 1-approved Rating = 1</b>
<b><u>1. Critical Thinking</u></b>	Reviewer does not clearly discern definition for critical thinking or indications that critical thinking is part of the course.	Reviewer finds only limited of critical thinking's role in the course and/or cannot determine where critical thinking is defined for students or evident on syllabus.	Critical thinking is defined on application form, but reviewer cannot determine where it is described to students and/or where it is clearly reflected in course pedagogy.	Critical thinking clearly defined on application form and how it will be fostered is described to students and reflected in course pedagogy.
<b><u>2. Understanding Contexts</u></b>	Reviewer cannot discern clear description of understanding contexts nor indications that understanding contexts is part of the course.	Reviewer finds only limited evidence of understanding contexts' role in the course and/or cannot determine where understanding contexts is defined for students or evident on the syllabus.	Understanding contexts is defined on the application form, but reviewer cannot determine where it is described to students and/or where it is clearly reflected in course pedagogy.	Understanding contexts is clearly defined on the application form and how it will be fostered is described to students and reflected in course pedagogy.
<b><u>3. Engaging with Learners</u></b>	Reviewer cannot discern how students will interact nor opportunities for interaction.	Applicant indicates students will interact, but reviewer determines the syllabus does not indicate opportunities for interaction.	Applicant indicates students will interact, but the reviewer determines opportunities are limited and/or are not clear to students.	How students will engage with one another is described on the application form, is clear to students, and is evident in course activities on the syllabus.
<b><u>4. Reflecting and Acting</u></b>	Reviewer cannot ascertain how course will lead to reflecting and acting nor where the syllabus addresses reflecting and acting.	Reviewer finds only limited evidence of reflecting/ acting's role in the course and/or cannot determine where reflecting and acting is defined for students or evident on the syllabus.	Reflecting and acting is defined on the application form, but reviewer determines it is not described to students and/or is not a clear element of the course.	Reflecting and acting is clearly defined on the application form, to students, and is an element of the course as determined by the syllabus.
<b><u>5. Assessment Plan</u></b>	No assessment plan is provided.	Reviewer believes assessment plan provided is incomplete, includes only instructor grading or student perceptions.	Partial assessment plan provided, but reviewer determines it needs to include additional assessment measures.	The assessment plan includes faculty analysis, valid measures of student perceptions, and student learning outcomes.
<b><u>6. Course Rigor</u></b>	The cluster does not appear to be rigorous as determine by the quality and quantity of assignments and activities.	The cluster may be rigorous, but the reviewer does not discern rigor demonstrated through a clear explanation of assignments and activities.	The cluster has a degree of rigor, but reviewer determines assignments and activities need revision to reach the level of rigor expected in MP courses.	The quality and quantity of assignments and the daily activities indicate a rigorous cluster.
<b><u>7. Linkages among courses</u></b>	The reviewer discerns no apparent relationship or links between courses in the sequence.	Reviewer finds rationale unclear for how courses are related and linked.	Reviewer determines rationale adequate, but missing some detail.	Clear rationale for how courses are related and linked.

<b>Primary Trait: G-Goals (Clusters collectively should address all 5.)</b>	<b>5-denied or 4-resubmit</b> Rating = 4	<b>4-resubmit or 3-LEC</b> Rating = 3	<b>3-LEC or 2-reviewers</b> Rating = 2	<b>2-reviewers or 1-approved</b> Rating = 1
<b>1/Develop and exercise</b> the ability to communicate and act respectfully across linguistic and cultural differences	Reviewer finds no mention of activities that address this skill	This trait is mentioned in the proposal, but reviewer cannot discern a significant discussion of this connection with the course or of how the trait will be implemented	Proposal mentions opportunities to develop and exercise the ability to communicate and act respectfully across linguistic and cultural differences; reviewer finds adequate discussion on the relationship of this trait to the course	Explicit learning activities require students to develop and exercise the ability to communicate and act across linguistic and cultural differences in the context of the course subject matter
<b>2/Explore and understand</b> their place and influence in the changing world	Reviewer finds no mention of activities that address this skill	This trait is mentioned in the proposal, but reviewer cannot discern a significant discussion of this connection with the course or of how the trait will be implemented	Proposal implies that learning activities will allow students to explore and demonstrate their understanding of their role, but there is not an explicit identification of specific learning activities; reviewer finds adequate discussion on the relationship of this trait to the course	Proposal shows that students have explicit learning activities where they explore and demonstrate understanding of their place and influence in the changing world in the context of the course subject matter
<b>3/Determine and assess</b> relationships among societies, institutions, and systems in terms of reciprocal interactions, benefits, and costs	Reviewer finds no mention of activities that address this skill	This trait is mentioned in the proposal, but reviewer cannot discern a significant discussion of this connection with the course or of how the trait will be implemented	Proposal implies that there are opportunities to determine and assess relationships, but no explicit learning activities are mentioned; reviewer finds adequate discussion on the relationship of this trait to the course	Explicit learning activities require students to determine and assess relationships in the context of the course subject matter
<b>4/Describe</b> the development and construction of differences and similarities among contemporary groups and regions	Reviewer finds no mention of activities that address this skill	This trait is mentioned in the proposal, but reviewer cannot discern a significant discussion of this connection with the course or of how the trait will be implemented	Proposal implies that there are opportunities to compare and contrast contemporary groups and regions, but does not make explicit mention of specific learning activities; reviewer finds adequate discussion on the relationship of this trait to the course	Explicit assignments or other learning activities are described that show that students are comparing differences and similarities between contemporary groups and regions in the context of the course subject matter
<b>5/Identify and analyze</b> the origins and influences of global forces	Reviewer finds no mention of activities that address this skill	This trait is mentioned in the proposal, but reviewer cannot discern a significant discussion of this connection with the course or of how the trait will be implemented	Proposal implies that there are opportunities to identify and analyze origins and influences of global forces, but there is no explicit mention of learning activities; reviewer finds adequate discussion on the relationship of this trait to the course	Explicit learning activities ask students to identify and analyze the origins and influences of global forces in the context of the course subject matter