**IPE Proposal Submission Rubric**

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| **The following items are complete in the proposal:** |  |
|  | Proposal team is interdisciplinary (e.g., faculty are from different departments) |  |
|  | Title of course/learning experience is stated |   |
|  | Summary of the course/learning experience is clear |             |
|  | Proposal includes student learning objectives  |  |
|  | Delivery mode is indicated  |  |
|  | Optional supporting documentation are included (e.g., syllabi, or other documentation faculty want to include to clarify their proposal) |  |
|  | Proposal clearly describes how course/learning experience helps students understand and challenge systems of oppression and injustice that impede health and well-being of minoritized and historically excluded populations |  |
|  | Student participants are from two or more majors/disciplines |  |
|  | Whether students are undergraduate or graduate students is indicated |  |
|  | The proposal is matched to one or more of the IPEC core competencies (Value and Ethics; Understanding Roles and Responsibilities; Interprofessional Communication; or Teams and Teamwork) |  |
|  | The proposal includes learning activities that will be used when teaching the competencies identified. |  |
|  | The proposal identifies how student learning will be assessed toward achieving the competencies. |  |
|  | The proposal addresses the four questions related to impact level, i.e., 1) time, 2) # of core competencies addressed, 3) level of engagement, and 4) extent of assessment. |  |

**Strengths of Proposal:**

**Areas for Improvement:**

**Suggestions and/or Comments:**