Proposal Review Criteria for the 2024 TYCA National Conference

	Strongly Recommend (Definitely Accept)	**Recommend**	**Do Not Recommend** (Do Not Accept)
Relevance to TYCA Members and the Conference	Contributes to important national conversations about teaching English at two-year colleges or in the first two years	Focuses on issues that are clearly relevant to the work of TYCA members and others who teach in the first two college years	Focuses on issues that are irrelevant or only minimally relevant to the work of TYCA members or teaching English in the first two years
Purpose, Objectives, and Goals	Has a clear purpose, objectives, and/or goals that add significant value to the Conference	Has a clear purpose, objectives, and/or goals	Lacks a clear purpose, objectives, and/or goals
Clarity of the Proposal	Gives a detailed description of the session, including recommended teaching strategies or other best practices, presentation delivery methods, and audience engagement	Provides a clear description of the session and the information provided to attendees	Does not clearly explain what will happen during the session and/or provide an adequate overview of the information provided to attendees
Practical Application for Attendees	Provides attendees with effective, innovative strategies for taking action after the Conference and/or enhancing their work as teacher-scholars	Provides attendees with practical strategies for teaching English in the first two college years or engaging as a professional in the discipline	Does not provide a clear explanation of how the session will benefit attendees
Relevance to the Access Mission of Two-Year Colleges	Makes a significant contribution to disciplinary conversations about teaching English at open-admissions institutions	Presents concepts and practices relevant to professionals who work with a wide range of diverse learners at open-admissions institutions	Focuses on concepts and practices that are not directly applicable to open-admissions institutions and/or the students that they serve

Evidence to Support Recommended Practices	Presents original research, draws from relevant published scholarship, or uses other disciplinary methods to provide clear evidence for recommended practices	Supports recommended practices with acceptable disciplinary evidence	Does not provide adequate evidence to support recommended practices