Curriculum Overview, Framework, and Analysis Scoring Guide

| CRITERIA | NON-PERFORMANCE | BASIC | PROFICIENT | DISTINGUISHED |
| --- | --- | --- | --- | --- |
| Identify an appropriate nursing curriculum, the intended learner population, and why it is needed. | Does not identify an appropriate nursing curriculum, the intended learner population, and why it is needed. | Identifies a nursing curriculum and describes the organization or department where it is used, but the curriculum is not appropriate for the assessment requirements. | Identifies an appropriate nursing curriculum, the intended learner population, and why it is needed. | Identifies an appropriate nursing curriculum, the intended learner population, and why it is needed, and provides additional context about the organization and program. |
| Provide the mission statement and course descriptions for all courses in a selected curriculum. | Does not provide the mission statement and course descriptions for all courses in a selected curriculum. | Provides the mission statement and course descriptions of a selected curriculum, but the mission statement or course descriptions are incomplete or inaccurate. | Provides the mission statement and course descriptions for all courses in a selected curriculum. | Provides the mission statement and course descriptions for all courses in a selected curriculum and provides a critique of the content. |
| Describe the established professional standards, guidelines, and competencies incorporated in a selected nursing program. | Does not describe the established professional standards, guidelines, and competencies incorporated in a selected nursing program. | Describes the established professional standards, guidelines, and competencies incorporated in a selected nursing program, but the description is incomplete or somehow flawed. | Describes the established professional standards, guidelines, and competencies incorporated in a selected nursing program. | Describes the established professional standards, guidelines, and competencies incorporated in a selected nursing program and provides evidence that they are included. |
| Describe the student learning outcomes of a selected nursing program. | Does not describe the student learning outcomes of a selected nursing program. | Describes the student learning outcomes of a selected nursing program, but the description is incomplete or somehow flawed. | Describes the student learning outcomes of a selected nursing program. | Describes the student learning outcomes of a selected nursing program and relates them to the established professional standards, guidelines, and competencies incorporated in the program. |
| Recommend a process to update health care knowledge in a selected nursing curriculum. | Does not recommend a process to update health care knowledge in a selected nursing curriculum. | Recommends a process to update health care knowledge in a selected nursing curriculum but the recommendations are incomplete or somehow flawed. | Recommends a process to update health care knowledge in a selected nursing curriculum. | Recommend a process to update health care knowledge in a selected nursing curriculum, and provides a summary of the process and justification for its selection. |
| Explain how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum. | Does not explain how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum. | Attempts to explain how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum but fails to make a distinct connection. | Explains how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum. | Explains how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum and provides specific examples. |
| Provide an overview of the history of a selected organizing design and theoretical framework or model. | Does not provide an overview of the history of a selected organizing design and theoretical framework or model. | Provides a weak or flawed overview of the history of a selected organizing design and theoretical framework or model. | Provides an overview of the history of a selected organizing design and theoretical framework or model. | Provides a comprehensive historical overview of a selected organizing design and theoretical framework or model and explains any aspects of the history that are especially pertinent to this curriculum. |
| Describe the major concepts of a selected organizing design and theoretical framework or model. | Does not describe the major concepts of a selected organizing design and theoretical framework or model. | Describes the major the concepts of a selected organizing design and theoretical framework or model but some are insufficient or incorrect. | Describes the major concepts of a selected organizing design and theoretical framework or model. | Describes the major concepts of a selected organizing design and theoretical framework or model and explains how they apply to a selected curriculum. |
| Write effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Does not write effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Writes effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting with multiple errors and lapses. | Writes effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Writes effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. Supports conclusions by citing relevant sources. |