Course Development and Influencing Factors Scoring Guide

| CRITERIA | NON-PERFORMANCE | BASIC | PROFICIENT | DISTINGUISHED |
| --- | --- | --- | --- | --- |
| Describe an appropriate course to include in a selected curriculum. | Does not describe an appropriate course to include in a selected curriculum. | Describes a course to include in a selected curriculum, but the course is not appropriate, or the description is unclear or incomplete. | Describes an appropriate course to include in a selected curriculum. | Describes an appropriate course to include in a selected curriculum and explains where in the curriculum it would best fit. |
| Provide a rationale for adding a course to a selected curriculum. | Does not provide a rationale for adding a course to a selected curriculum. | Provides a rationale for adding a course to a selected curriculum, but the rationale is incompletely described or is inappropriate. | Provides a rationale for adding a course to a selected curriculum. | Provides a rationale for adding a course to a selected curriculum and cites relevant sources to support the inclusion. |
| Suggest a topical outline for a course to be added to a selected curriculum. | Does not suggest a topical outline for a course to be added to a selected curriculum. | Suggests a topical outline for a course to be added to a selected curriculum, but the outline is incomplete or somehow flawed. | Suggests a topical outline for a course to be added to a selected curriculum. | Suggests a topical outline for a course to be added to a selected curriculum and shows how the topics relate to other courses in the curriculum. |
| Explain with whom and how faculty members would collaborate when considering a new course within a selected curriculum. | Does not explain how faculty members would collaborate when considering a new course within a selected curriculum. | Explains with whom and how faculty members would collaborate when considering a new course within a selected curriculum, but the explanation is incomplete or somehow flawed. | Explains with whom and how faculty members would collaborate when considering a new course within a selected curriculum. | Explains with whom and how faculty members would collaborate when considering a new course within a selected curriculum and provides a rationale for the collaborations. |
| Explain and describe how internal factors such as organizational processes, curriculum committees, and internal review bodies affect curriculum design. | Does not explain and describe how internal factors such as organizational processes, curriculum committees, and internal review bodies affect curriculum design. | Explains and describe how internal factors such as organizational processes, curriculum committees, and internal review bodies affect curriculum design, but the explanation is incomplete or otherwise flawed. | Explains and describe how internal factors such as organizational processes, curriculum committees, and internal review bodies affect curriculum design. | Explains and describe how internal factors such as organizational processes, curriculum committees, and internal review bodies affect curriculum design, and provides examples. |
| Explain and describe how external factors such as funding, stakeholders, and regulatory and accrediting agencies affect curriculum design. | Does not explain and describe how external factors such as funding, stakeholders, and regulatory and accrediting agencies affect curriculum design. | Explains how external factors such as funding, stakeholders, and regulatory and accrediting agencies affect curriculum design, but the explanation is incomplete or otherwise flawed. | Explains and describe how external factors such as funding, stakeholders, and regulatory and accrediting agencies affect curriculum design. | Explains and describe how external factors such as funding, stakeholders, and regulatory and accrediting agencies affect curriculum design, and provides examples. |
| Explain how the mission, philosophy, and framework of a program and parent institution impact curriculum design. | Does not explain how the mission, philosophy, and framework of a program and parent institution impact curriculum design. | Explains how the mission, philosophy, and framework of a program and parent institution impact curriculum design, but the explanation is incomplete or otherwise flawed. | Explains how the mission, philosophy, and framework of a program and parent institution impact curriculum design. | Explains how the mission, philosophy, and framework of a program and parent institution impact curriculum design, and provides examples. |
| Describe the type of collaboration between external and internal stakeholders that will be needed throughout a process of curriculum development. | Does not describe the type of collaboration between external and internal stakeholders that will be needed throughout a process of curriculum development. | Describes the type of collaboration between external and internal stakeholders that will be needed throughout a process of curriculum development, but the description is incomplete or somehow inadequate. | Describes the type of collaboration between external and internal stakeholders that will be needed throughout a process of curriculum development. | Describes the type of collaboration between external and internal stakeholders that will be needed throughout a process of curriculum development, and explores the consequences of not collaborating. |
| 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 using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting, but 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. |