

New Course Proposal Rubric

The proposed Standards and Rubrics for New Course Effectiveness is intended to evaluate new courses.

Structure

Indicators and Rubrics

Effectiveness standards include three performance levels. Each standard is defined further with behavioral or attitudinal indicators.

Meets the Standard	Fully functioning and operational level of effectiveness
Approaches the Standard	Limited level of development and/or partial accomplishment
Fails to Address the Standard	No evidence of development and/or accomplishment

New Course Standards

1. Aligned to Mission and Strategic Objectives
2. Rationale
3. Course Description/Quality
4. Includes cost/benefit analysis

1. Aligned to Mission and Strategic Objectives

Indicator	Level of Performance			Data Sources provided	Suggested Evidence for improvement
	Meets	Approaches	Fails to Address		
Course aligned to mission	Course proposal includes complete alignment with mission statement.	Course proposal includes partial alignment with mission.	Course proposal shows no evidence of alignment with mission.		
Course purpose meets Strategic Objectives	Course proposal meets the objectives.	Course proposal partially meets objectives.	Course proposal shows no evidence of meeting objectives.		

2. Rationale

Indicator	Level of Performance			Data Sources provided	Suggested Evidence for improvement
	Meets	Approaches	Fails to Address		
Course supports College and Career Readiness and 21st Century skills	Course proposal identifies and describes specific College and Career Readiness and 21 st century skills.	Course proposal addresses College and Career Readiness and 21 st century skills.	Course proposal does not address College and Career Readiness and 21 st century skills.		
Course supports the Common Core Learning Standards	Course proposal identifies specific Common Core Learning Standards.	Course proposal addresses the Common Core Learning Standards.	Course proposal does not address the Common Core Learning Standards.		
Course is reflective of student interest	Course proposal includes data showing high level of student interest.	Course proposal includes indication of student interest.	Course proposal does not include data of student interest.		

3. Course Description/Quality

Indicator	Level of Performance			Data Sources provided	Suggested Evidence for improvement
	Meets	Approaches	Fails to Address		
Course proposal is comprehensive	The course proposal contains detailed curriculum, course outline and student outcomes.	The course proposal is missing some component(s) of curriculum, course outline and student outcomes.	The course proposal does not include curriculum, course outline and student outcomes.		
Course proposal is coherent	The course proposal identifies specific prerequisite skills required.	The course proposal addresses prerequisite skills required.	The course proposal does not address prerequisite skills.		
Course proposal demonstrates progression of learning	The course proposal specifically indicates how the course will enhance, enrich or extend student knowledge in a discipline.	The course proposal addresses how the course will enhance, enrich or extend student knowledge in a discipline.	The course proposal does not address how the course will enhance, enrich or extend student knowledge in a discipline.		

4. Cost-Benefit Analysis

Indicator	Level of Performance			Data Sources provided	Suggested Evidence for improvement
	Meets	Approaches	Fails to Address		
Course proposal includes cost benefit analysis	The course proposal includes a complete cost benefit analysis.	The proposal includes an incomplete cost benefit analysis.	The proposal does not include a cost benefit analysis.		
Course is fiscally responsible	The proposed course has an educational benefit that justifies the cost.	The proposed course cost may outweigh the educational benefit.	The educational benefit of the proposed course does not justify the cost.		