

Curriculum Project Quality Standards Checklist

Title of Course:	Sales Team Management	
Course Number:	10104165	
Division:	Business	
Dean:	Gary Brown	
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Person Creating/Editing:	Emily Eichman	
Curriculum Coach:	Pat Mielke	
External Standards:	Yes _____	No <input checked="" type="checkbox"/>
Technical Skills Attainment (TSA) Program:	Yes _____	No <input checked="" type="checkbox"/>

Directions

Use the Scoring Guide as a checklist to review and revise your curriculum project. The criteria on the scoring guide explain what is expected for a completed curriculum project, whether it is new, revised, or updated.

Rating Scale

Value	Description
Okay	Criteria are met and complete
Add	Criteria are not met and need to be added to the curriculum project
Revise	Criteria are not met and need to be revised
NA	Not Applicable – the criteria are not required for the project.

Scoring Guide

Criteria	Ratings
1. Write Course Information (WIDS <u>must</u> match course information in PowerCampus): **Please note: These items CANNOT be edited by faculty. All changes must be approved by Curriculum Services <u>and</u> the Division Office before a change is officially made.**	
a) Instructional Type <i>Majority of courses will be lecture – some will have lab component as well</i>	Okay Add Revise NA
b) Number of hours <i>Total hours would be if lecture credit hour * 18 – so 3 * 18 would be 54. This is a state mandated number</i>	Okay Add Revise NA
	Okay Add Revise NA

	Okay Add Revise NA
2. Select Core Abilities (College Outcomes):	
a) Core abilities are linked to competencies.	Okay Add <u>Revise</u> NA
b) Core abilities include college-wide indicators and/or external standards that are relevant to the (college-wide indicators would be introduced, reinforced, or assessed)	Okay Add Revise <u>NA</u>
c) Core ability indicators began with "you".	Okay Add Revise <u>NA</u>
d) Core abilities are selected from Western's core ability list.	<u>Okay</u> Add Revise NA
1 Use effective communication skills.	
2 Apply mathematical concepts.	
3 Transfer social and natural science theories into practical applications.	
4 Demonstrate ability to think critically.	
5 Demonstrate ability to value self and work ethically with others in a diverse population.	
6 Use technology effectively.	
7 Make decisions that incorporate the importance of sustainability.	
e) Core ability indicators added to the course are written as transferable skills (not written as specific to the course.)	Okay Add Revise <u>NA</u>
f) Only core abilities that are used in the course are listed in the curriculum.	Okay Add <u>Revise</u> NA
3. Designate Program Outcomes	
a) Program Outcomes match the list of outcomes designated for the program.	<u>Okay</u> Add Revise NA
b) Only the outcomes relevant to the course are listed.	<u>Okay</u> Add Revise NA
c) Incorporate external standards (if applicable)	Okay Add Revise <u>NA</u>
4. Write Competencies (Skills, Behaviors and Attitudes)	
a) Competencies represent skills that a competent individual would use outside the context of a course (i.e., in the workplace or in another life role). Well-written competency: <i>Translate a paragraph of Spanish into English.</i> (Why: action verb used, can measure when it is done) Poorly written competency: <i>Remember the key terms.</i> (Why: NOT an action verb, how do you measure remember, could be a learning objective but not competency. Competency would be: Use the key terms.)	<u>Okay</u> Add Revise NA
b) Competencies are clear and concise.	<u>Okay</u> Add Revise NA
c) The number of competencies in the course is consistent with the following guidelines: • One (1) credit hour = three (3) to six (6) competencies.	<u>Okay</u> Add Revise NA

<p>d) Each competency begins with a single action verb describing what the student will be able to do upon successful completion of the course (no double verbs). For example you would not want to have a competency like this Develop and use a rubric.</p> <p><u>Good!</u> ☺</p> <ul style="list-style-type: none"> • Create a career development plan. • Use spreadsheet software. • Pitch a tent for camping. <p><u>Needs to be adjusted:</u></p> <ul style="list-style-type: none"> • Understand classical music. (<u>not</u> measurable/observable) • Perform office functions. (<u>not</u> clear and concise) • Select hand tools and use them to punch, drill, and shape sheet metal. (multiple performances) 	<p>Okay Add Revise NA</p>
e) Each competency utilizes Bloom's taxonomy verbs at the applying, analyzing, evaluating, or creating level. (if using this electronically, click on words Bloom's taxonomy to access list – if not you can find in WIDS – Western Help Section)	<p>Okay Add Revise NA</p>
f) Competencies describe student performance, not teaching or learning activities. (see above for examples of competencies)	<p>Okay Add Revise NA</p>
g) Competencies are free from ambiguous adjectives or adverbs (e.g. effective, basic, major, proper, clearly, correctly, appropriate, etc.).	<p>Okay Add Revise NA</p>
h) Each competency is assessed in one or more Performance Assessment Tasks (PAT) in the curriculum.	<p>Okay Add Revise NA</p>
i) Competencies match competencies from state projects (where applicable –	<p>Okay Add Revise NA</p>
5. Write Learning Objectives for each Competency.	
a) Each competency includes at least two (2) learning objectives.	<p>Okay Add Revise NA</p>
b) The maximum number of learning objectives, per competency, unless approved, would be five (5). If require more, then probably need another competency.	<p>Okay Add Revise NA</p>
c) Each learning objective begins with a single action verb using Bloom's Taxonomy (no double verbs)	<p>Okay Add Revise NA</p>
d) Learning objectives are written at the same or lower level of the competency in Bloom's's.	<p>Okay Add Revise NA</p>
e) Learning objectives tell learners the supporting skills, knowledge and attitudes they will learn. It is chunking down the competency so easier to teach. (Example – Competency: Interview for a job. Learning Objective: Demonstrate strategies for introducing yourself)	<p>Okay Add Revise NA</p>
6. Write Performance Standards (Assessment strategy and Criteria) for each Competency	
<p>a) Assessment strategy defines the product or process students will complete to demonstrate mastery of the competency.</p> <p><i>Types of assessment strategies – written product, self-assessment, research project</i></p>	<p>Okay Add Revise NA</p>
b) Criteria is aligned with the assessment strategy.	<p>Okay Add Revise NA</p>
<p>c) Criteria describe measurable and observable specifications to evaluate the competency.</p> <p><i>(Using an assessment strategy of written product – your criteria should describe measurable and specifications to evaluate. Example Competency – Write a resume. Assessment strategy: written product; Criteria: learner includes contact information,</i></p>	<p>Okay Add Revise NA</p>

<p><i>learner includes education, learner includes work history, learner includes professional activities, learner displays correct grammar and spelling)</i></p>	
<p>d) Criteria begin with the "name of the product", "student," "learner," or "you".</p>	<p>Okay Add Revise NA</p>
<p>e) Criteria identify:</p> <ul style="list-style-type: none"> • (1) characteristics of a satisfactory performance; • (2) accuracy; • (3) tolerance; • (4) speed; • (5) percent; • (6) number of errors permitted; • (7) published standards; • (8) degree of excellence; • (9) content/concepts to be addressed in the assessment task. 	<p>Okay Add Revise NA</p>
<p>f) Each criterion is listed as a single item. For example one criterion for a written product could be written product has no spelling errors.</p>	<p>Okay Add Revise NA</p>
<p>g) Criteria are free from ambiguous adjectives or adverbs, (e.g. effective, basic, major, proper, clearly, appropriate, correctly, etc.). REASON - cannot measure and the student would not be clear on what the expectations are.</p> <p><i>See above for well-written criteria example Criteria not written so well for a written product for Competency write a resume Assessment Strategy Written product Criteria learner includes important information</i></p>	<p>Okay Add Revise NA</p>
<p>h) Criteria are not based on instructor judgment or dependent on a textbook as a reference.</p>	<p>Okay Add Revise NA</p>
<p>i) 100% of criteria are included in scoring guides for assessment tasks.</p>	<p>Okay Add Revise NA</p>