College Course Development Evaluation Criteria

Category #1: Scientific and Technical Merit of the New Course
Weight: 40%

1. The proposed course is in line with NASA's overall mission and goals of promoting STEM education. (10)
2. The course has a significant effect on aerospace and/or STEM education in West Virginia. (10)
3. The course content is up to date and cutting edge. (10)
4. The new course syllabus is clear and well planned. (10)

Category #2: The Depth and Breadth of Impact on the Students
Weight: 30%

1. The course helps students in their educational and scientific career. (10)
2. The course helps students to better prepare for attending graduate school or higher level of education. (10)
3. The course has the potential to impact a large percentage of the targeted community. (10)

Category #3: Long-Term Viability of the Course
Weight: 10%

1. The need for the new course and plans for sharing it with other institutions are clearly defined. (5)
2. The course fills an important gap in the existing curriculum of the institution and is likely to become a permanent part of the curriculum. (5)

Category #4: Plans for Increasing Participation of Under-Represented Groups
Weight: 5%

1. The course design and its marketing will address the need for increased participation of women and under-represented groups in STEM education. (5)

Category #5: NASA Partnership
Weight: 10%

1. The course will make use of the knowledge, material, and data supplied by or available from NASA. (10)

Category #6: Relevance
Weight: 5%

1. Relevance to NASA, Mission Directorates, and West Virginia's priorities in science and technology (5 points)