

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: 20%

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. (5)
3. The course has the potential to impact a large percentage of the targeted community. (5)

Category #3: Long-Term Viability of the Course

Weight: 15%

1. The need for the new course is well defined (5)
2. The course has the potential to be adopted by other institutions of higher education in West Virginia (5)
3. 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: 10%

1. The course contents align with NASA Mission Directorates (5)
2. The course contents align with WV's priorities in science and technology (5)