State of Utah
Department of Workforce Services
Office of Child Care
ASYNCHRONOUS TRAINING
CAREER LADDER CURRICULUM APPROVAL RUBRIC (PUBLIC)

Mandatory Requirements:

In order for your curriculum to be Career Ladder approved, your sample course must meet all of the following mandatory requirements.

- The course is created by a qualified curriculum developer.

- The content is relevant to the work of the target audience.

- The course objectives are clear and measurable.

- Each objective aligns with one or more Utah core competency.

- Course materials are written with no errors in grammar, usage, mechanics or spelling.

- All materials are labeled with identifying information, cited and listed in the course overview or curriculum (if applicable).

- Assessment and student accountability for content is built into the course.

- The time frame allotted for the course is appropriate for the amount of content.

Each additional item will be scored on the following scale:

- 2 – Clearly Evident
- 1 – Somewhat Evident
- 0 – Not Evident

For approval, the curriculum submitted must score at least 10 out of 14 possible points within each section. The total score must add up to at least 20 out of 28 possible points for approval. If there is a particular issue or concern not addressed within the rubric, the Office of Child Care reserves the right to not approve a curriculum even if it meets the minimum score threshold.

Section 1: Content & Organization

a. The curriculum provides opportunities to connect participants' prior knowledge to the content.

b. The curriculum connects current theory and research to best practices.

c. All materials included support the content of the course.

d. The curriculum provides opportunities for participants to reflect and/or plan how they will implement the content in their daily work.

e. An agenda with a clear sequence and time frames is included.

f. Curriculum platform and design is intuitive and easy to navigate. All hyperlinks, controls and buttons are active and functioning appropriately.

g. The course provides opportunity for participants to give feedback on the course content and design.

Section 2: Presentation

a. The course uses one or more strategies or tools to perform an initial needs assessment of participants.

b. The curriculum utilizes different presentation techniques. Examples include multimedia, interactive scenarios, stories, real-world examples and text-based modules.

c. Flow of the course provides a balance between content instruction, learning tasks or interactive activities and accountability measures.

d. The curriculum is respectful of the potential diversity of the participants in examples given and strategies used.

e. Resources or references are suggested to participants for continued learning.

f. Adult learning principles are applied throughout the course.

g. If a participant experiences technical issues, there is a clear way to contact someone for support and assistance.