

School of Communications & Public Affairs

College of Arts and Cultural Studies

Master Program Outcome Rubrics

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WPA-CTD-Master Rubric

Course: ORU Online

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-1-A-Format	8 points The script is written using single-camera film format and it has no format errors	6 points The script is written using single-camera film format and it has an average of one format error per page	4 points The script is written using single-camera film format and it has an average of two format errors per page	2 points The script is written using single-camera film format and it has an average of three or more format errors per page	0 points No script submitted	/ 8
CTD-1-B-Writing Mechanics	4 points The text has no grammatical, spelling, or typographical errors	3 points The text has no more than an average of one grammatical, spelling, and typographical error per page	2 points The text has no more than an average of two grammatical, spelling, and typographical errors per page	1 point The text has more than an average of three grammatical, spelling, and typographical errors per page	0 points No script submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-1-C- Dialogue	8 points Dialogue is original and propels the story forward, leaving room for the audience to infer meaning; characters have own speaking style	6 points Dialogue propels the story forward and feels realistic	4 points Dialogue feels slow, some lines are unnecessary	2 points Dialogue does not advance the story and is mostly cliché or "on the nose"	0 points No script submitted	/ 8
CTD-1-D- Action Lines	8 points Action lines immerse the viewer in the world of the story, describe action in the present tense, and adopt the story style	6 points Action lines' content is relevant, some do not begin with a noun, and they describe action in the present tense	4 points Action lines mostly begin with a noun and provide irrelevant info; they describe action in the present tense	2 points Action lines describe action in the past tense, they are not separated into paragraphs	0 points No script submitted	/ 8

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-1-E- Storyline	8 points Solid story structure with creative ideas; script ties all loose ends	6 points Good story structure; goals are resolved	4 points Major conflict upsets balance, character makes decision that leads to a goal, that is resolved	2 points Script's characters and conflict lack magnitude and originality; character does not resolve conflict	0 points No script submitted	/ 8
CTD-1-F- Product	4 points Overall, script engages the audience and makes reader want to see the film on the screen	3 points Overall, script engages the audience	2 points Overall, script flows logically and reader is able to follow the story	1 point Overall, script does not engage the reader	0 points No script submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-2-A- Preproduction Paperwork	4 points Producer's prep work and Director's prep work is complete and can be easily read and understood by other crew members	3 points Producer's prep work and Director's prep work is mostly complete; it may be difficult for others to read and understand	2 points Producer's prep work and Director's prep work is somewhat complete	1 point Producer's prep work and Director's prep work is incomplete	0 points No pre-production paperwork submitted	/ 4
CTD-2-B- Composition	4 points Principles of composition are used throughout the film to communicate meaning and support the story, creating an aesthetically pleasing piece to watch and experience	3 points Some principles of composition are used throughout the film to communicate meaning and support the story	2 points Principles of composition are seldom used in this film and shot composition is not thought out	1 point Principles of composition were not taken into consideration while shooting this film	0 points No project submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-2-C-Directing Actors	4 points Actors have distinct personalities and their performance matches the mood and intention of the script	3 points Actors' performance reflect and carry the storyline	2 points Actors seem to follow director's cues for line delivery and blocking	1 point Actors' performance seems not to have guidance	0 points No project submitted	/ 4
CTD-2-D-Continuity and Editing	4 points No continuity errors and project utilizes the principles of invisible editing	3 points Up to two continuity/editing errors are in the project	2 points Up to four continuity/editing errors are in the project	1 point More than four continuity/editing errors are in the project	0 points No project submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-2-E-Film Effectiveness	4 points Film engages the viewer and progresses a storyline, without distractions that break the suspension of disbelief	3 points Film engages the viewer and progresses a storyline, but at times technical errors distract the viewer breaking the suspension of disbelief	2 points All pieces of the film are assembled together	1 point Film is not complete	0 points No project submitted	/ 4
CTD-3-A-Preparation	4 points Exemplary preparation while editing a short film; project organization, bins, timeline and final export demonstrate exemplary preparation	3 points Competent preparation while editing a short film; project organization, bins, timeline and final export demonstrate competent preparation	2 points Acceptable preparation while editing a short film; project organization, bins, timeline and final export demonstrate acceptable preparation	1 point Unacceptable preparation while editing a short film; project organization, bins, timeline and final export demonstrate unacceptable preparation	0 points No project submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-3-B-Creative	4 points Exemplary creativity in the execution of editing a short film; the sequencing, audio composition, color grading and graphics demonstrate an exemplary level of creativity	3 points Competent creativity in the execution of editing a short film; the sequencing, audio composition, color grading and graphics demonstrate a competent level of creativity	2 points Acceptable creativity in the execution of editing a short film; the sequencing, audio composition, color grading and graphics demonstrate an acceptable level of creativity	1 point Unacceptable creativity in the execution of editing a short film; the sequencing, audio composition, color grading and graphics demonstrate an unacceptable level of creativity	0 points No project submitted	/ 4
CTD-3-C-Technical	4 points Exemplary execution of the technical aspects of video production (video, sound, graphics) while editing a short film	3 points Competent execution of the technical aspects of video production (video, sound, graphics) while editing a short film	2 points Acceptable execution of the technical aspects of video production (video, sound, graphics) while editing a short film	1 point Unacceptable execution of the technical aspects of video production (video, sound, graphics) while editing a short film	0 points No project submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-3-D-Direction	4 points Exemplary directing skills while editing a short film; the use of shots, sequencing, music and sound effects placement are all exemplary	3 points Competent directing skills while editing a short film; the use of shots, sequencing, music and sound effects placement are all competent	2 points Acceptable directing skills while editing a short film; the use of shots, sequencing, music and sound effects placement are all acceptable	1 point Unacceptable directing skills while editing a short film; the use of shots, sequencing, music and sound effects placement are all unacceptable	0 points No project submitted	/ 4
CTD-4-A-Preparation	4 points Exemplary preparation for the feature story; story, locations, and interviews were well organized and thought out	3 points Competent preparation for the feature story; story, locations, and interviews were mostly organized and thought out	2 points Acceptable preparation for the feature story; story, locations, and interviews were basically organized and thought out	1 point Unacceptable preparation for the feature story; story, locations, and interviews were not well organized and thought out	0 points No feature story was submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-4-B-Creative	4 points Exemplary creativity in the execution of the feature story; the use of interviews, B-Roll, music and graphics were exceptionally creative	3 points Competent creativity in the execution of the feature story; the use of interviews, B-Roll, music and graphics were moderately creative	2 points Acceptable creativity in the execution of the feature story; the use of interviews, B-Roll, music and graphics were somewhat creative	1 point Unacceptable creativity in the execution of the feature story; the use of interviews, B-Roll, music and graphics were not at all creative	0 points No feature story was submitted	/ 4
CTD-4-C-Technical	4 points Exemplary execution of the technical aspect of video production (video, sound and composition)	3 points Competent execution of the technical aspect of video production (video, sound and composition)	2 points Acceptable execution of the technical aspect of video production (video, sound and composition)	1 point Unacceptable execution of the technical aspect of video production (video, sound and composition)	0 points No feature story was submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-4-D-Direction	4 points The direction of the feature story demonstrates an exceptional level of story conceptualization and execution	3 points The direction of the feature story demonstrates an competent level of story conceptualization and execution	2 points The direction of the feature story demonstrates an acceptable level of story conceptualization and execution	1 point The direction of the feature story demonstrates an unacceptable level of story conceptualization and execution	0 points No feature story was submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-5-A-Ethical Decision Making	<p>4 points</p> <p>Supervisor reports that student continually demonstrates reliability and trustworthiness in decision-making through appropriate and continual recognition of contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)</p>	<p>3 points</p> <p>Supervisor reports student regularly demonstrates reliability and trustworthiness in decision-making through appropriate and continual recognition of contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)</p>	<p>2 points</p> <p>Supervisor reports student may lack reliability and trustworthiness in some decisions; may not recognize appropriate and continual contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)</p>	<p>1 point</p> <p>Supervisor reports student often lacks reliability and trustworthiness in decisions; does not recognize appropriate and continual contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization lacking)</p>	<p>0 points</p> <p>Supervisor reports student provides no evidence of reliability and trustworthiness or its associated contexts (interpersonal, cross-cultural and organizational culture), or did not complete internship</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-5-B- Professional Work Ethic	4 points Supervisor reports student shows exceptional work ethic, over and above supervisor's expectations, demonstrated through work quality, punctuality, overall performance, and attitude	3 points Supervisor reports student shows strong work ethic, over and above supervisor's expectations, demonstrated through work quality, punctuality, overall performance, and attitude	2 points Some concern from supervisor noted in student's work ethic; may be demonstrated through lack of total work, lack of quality work, not being punctual, poor work performance, and/or poor attitude	1 point Great concern from supervisor noted in student's work ethic; may be demonstrated through lack of total work, lack of quality work, not being punctual, poor work performance, and/or poor attitude	0 points Supervisor reports student provides no evidence for supporting organizational mission through professional work ethic, or did not complete internship	/ 4

Total / 100

Overall Score

Level 4

76 points minimum

Level 3

50 points minimum

Level 2

29 points minimum

Level 1

13 points minimum

Level 0

0 points minimum

WPA-COMN-BA-OL-Master Rubric

Course: ORU Online

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
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Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-1-A-Knowledge of Interpersonal Theory and Practice	<p>4 points</p> <p>Exhibits clear understanding of course concepts by fully citing terminology, structure, goals and feedback received during class lectures and in course readings while applying Christian worldview to material</p>	<p>3 points</p> <p>Exhibits moderate understanding of course concepts by citing terminology, structure, goals and feedback received during class lectures and in course readings while applying Christian worldview to material most of the time; explanations lack clarity as evidenced by lack of sufficient detail</p>	<p>2 points</p> <p>Exhibits rudimentary understanding of course concepts and minimally cites terminology, structure, goals and feedback received during class lectures and in course readings while applying Christian worldview to material some of the time</p>	<p>1 point</p> <p>Exhibits no real understanding of course concepts and does not fully cite terminology, structure, goals and feedback received during class lectures and in course readings while applying Christian worldview to material little of the time</p>	<p>0 points</p> <p>Did not complete assignment; did not attempt to demonstrate any knowledge of course material and does not apply Christian worldview</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-1-B-Application to Real World Situations	4 points Demonstrates clear ability to apply course content from Christian perspective to real world relationships; identifies multiple strategies to improve interpersonal communication	3 points Demonstrates moderate ability to apply course content from Christian perspective to real world relationships; identifies two strategies to improve interpersonal communication	2 points Demonstrates rudimentary ability to apply course content from Christian perspective to real world relationships; identifies one strategy to improve interpersonal communication	1 point Does not demonstrate ability to apply course content from Christian perspective to real world relationships.; does not identify strategies to improve interpersonal communication	0 points Did not complete assignment; did not apply course content from Christian perspective to real world relationships	/ 4
COMN-BA-OL-1-C-Professional Writing Style	4 points Correctly uses APA format on writing assignment with 1 or fewer errors	3 points Uses APA format on writing assignment with 2-4 errors	2 points Uses APA format on writing assignment with 5-7 errors	1 point Uses APA format on writing assignment with 8 or more errors	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-2-A-Knowledge of Organizational Dynamics	<p>4 points</p> <p>Exhibits clear understanding of organization by addressing organizational history, purpose, culture, communication, and rewards</p>	<p>3 points</p> <p>Exhibits moderate understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards; explanations lack clarity as evidenced by lack of sufficient detail</p>	<p>2 points</p> <p>Exhibits rudimentary understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards</p>	<p>1 point</p> <p>Exhibits no real understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards</p>	<p>0 points</p> <p>Did not complete assignment; did not attempt to demonstrate any knowledge of organization</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-2-B-Strategies for Organizational Improvement	4 points Demonstrates clear ability to identify problems within organization and develops several strategies to improve organization	3 points Demonstrates moderate ability to identify problems within organization and develops two strategies to improve organization	2 points Demonstrates rudimentary ability to identify problems within organization and develops one strategy to improve organization	1 point Does not demonstrate ability to identify problems within organization and does not identify strategies to improve organization	0 points Did not complete assignment	/ 4
COMN-BA-OL-2-C-Professional Writing	4 points Correctly uses APA format on writing assignment with 1 or fewer errors	3 points Uses APA format on writing assignment with 2-4 errors	2 points Uses APA format on writing assignment with 5-7 errors	1 point Uses APA format on writing assignment with 8 or more errors	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-3-A-Research	<p>4 points</p> <p>Incorporates strong research within presentation with citation of at least three sources; speaker uses pertinent examples, facts, and/or statistics and supports ideas with evidence</p>	<p>3 points</p> <p>Incorporates moderate evidence of research but speaker only cites one or two sources and uses some examples, facts, and/or statistics that support subject; includes some data or evidence</p>	<p>2 points</p> <p>Incorporates adequate research with citation of one or two resources; speaker provides weak examples, facts, and/or statistics, which do not adequately support subject; includes little data or evidence</p>	<p>1 point</p> <p>Incorporates minimal extra research from outside sources; speaker provides weak or no support of subject; gives insufficient support for ideas or conclusions</p>	<p>0 points</p> <p>Did not complete assignment or make attempt to incorporate any additional outside research into presentation</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-3-B-Introduction	4 points Does excellent job in effectively introducing topic with strong attention-getter, motivation, and preview	3 points Does a good job introducing topic but slightly lacking in attention-getter, motivation, and preview	2 points Does adequate job introducing topic with brief or little thought to strong attention-getter, motivation, and preview	1 point Does a poor job introducing topic; no introduction and presentation has abrupt segue into body	0 points Did not complete assignment or make attempt to incorporate introduction into presentation	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-3-C-Organized Body	<p>4 points</p> <p>Does excellent job using correct organizational pattern and organizing speech content; ideas and images flowed and were easy to follow and understand; material transitioned seamlessly from slide to slide</p>	<p>3 points</p> <p>Does good job using correct organizational pattern and organizing speech content; content fairly organized and ideas flowed well; some transitions not entirely seamless; content easily understood</p>	<p>2 points</p> <p>Does adequate job using correct organizational pattern and organizing speech content; content not easy to follow; ideas and images put together in way that made audience comprehension difficult</p>	<p>1 point</p> <p>Does a poor job using correct organizational pattern and organizing speech content; presentation unorganized and difficult to follow; ideas and images put together with little coherency</p>	<p>0 points</p> <p>Did not complete assignment or make attempt to include organized body into presentation</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-3-D-Conclusion	4 points Does excellent job in concluding speech; conclusion has strong wrap-up with memorable closing statements and solid recap of main points	3 points Does good job in concluding speech; conclusion has good wrap-up with overall meaningful ending and recap of main points	2 points Does adequate job in concluding speech; conclusion has some concluding remarks and very brief recap of main points	1 point Does poor job organizing speech; conclusion very abrupt with few concluding remarks and no recap of main points	0 points Did not complete assignment or make attempt to incorporate conclusion into presentation	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-3-E-Delivery	4 points Demonstrates excellent visual and vocal delivery; has excellent eye-contact, vocal expression, facial expressions, hand gestures, movement, poise and confidence	3 points Demonstrates good visual and vocal delivery; presenter has good eye-contact, vocal expression, facial expressions, hand gestures, movement, poise and confidence	2 points Demonstrates adequate visual and vocal delivery; has some eye-contact, moderate vocal expression, few expressive facial expressions, limited or tedious hand gestures, and limited movement	1 point Demonstrates poor visual and vocal delivery; presenter delivers with minimal eye-contact, monotone vocal expression, distracting hand gestures, no movement, and low confidence	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-3-F-Structure	<p>4 points</p> <p>Does excellent job organizing meeting according to Bell Curve Agenda; incorporates all four modules: problem-solving, celebration, protocol improvement, and information</p>	<p>3 points</p> <p>Does good job organizing meeting according to Bell Curve Agenda; incorporates at least three of four required modules: problem-solving, celebration, protocol improvement, and information</p>	<p>2 points</p> <p>Does adequate job organizing meeting according to Bell Curve Agenda; incorporates at least two of four required modules: problem-solving, celebration, protocol improvement, and information</p>	<p>1 point</p> <p>Does poor job organizing meeting according to Bell Curve Agenda; incorporates only one of four required modules: problem-solving, celebration, protocol improvement, and information</p>	<p>0 points</p> <p>Did not complete assignment or make attempt to include organized body into meeting</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-3-G-Facilitation Skills	4 points Demonstrates excellent facilitation skills; uses active listening, solid questioning techniques, and ensures engaged and balanced participation from participants	3 points Demonstrates good facilitation skills; mostly demonstrates active listening and use of questioning techniques; works toward engaged and balanced participation from participants	2 points Demonstrates adequate facilitation skills; demonstrates some active listening and uses some questioning techniques; has little engagement and participation from participants	1 point Demonstrates poor facilitation skills; does not demonstrate active listening or use of questioning techniques; has no engagement or participation from participants	0 points Did not complete assignment	/ 4
COMN-BA-OL-3-H-Creativity	4 points Does excellent job incorporating several creative and original components with in meeting	3 points Does good job incorporating some creative and original components within meeting	2 points Does an adequate job incorporating an element of creativity within meeting	1 point Does poor job of incorporating any creative components with in meeting	0 points Did not complete assignment or incorporate any creative components with in meeting	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-4-A-Identify the Problem	4 points Identifies significant problem and justifies various reasons for change through use of ethically applied reliable, authoritative information	3 points Identifies problem and justifies need for change through use of ethically applied reliable information	2 points Identifies problem and justifies need for change using information, or content not ethically applied	1 point Does not identify problem and justify need for change; content not ethically applied	0 points Did not turn in assignment	/ 4
COMN-BA-OL-4-B-Analyze the Problem	4 points Deduces reasons for significant problem and who is responsible, using trustworthy evidence	3 points Deduces reason for problem and who is responsible by using evidence	2 points Deduces reason for problem and who is responsible	1 point Does not deduce reasons for problem	0 points Did not turn in assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-4-C-Propose Solution	4 points Offers ethical, practical solution that solves problem, supported by reliable evidence	3 points Offers solution that solves problem, supported by evidence, but is either unethical or impractical	2 points Offers solution that helps alleviate problem, but is unethical	1 point Does not offer solution	0 points Did not turn in assignment	/ 4
COMN-BA-OL-4-D-Defense	4 points Provides substantial evidence to support logical solution and offers advantages accrued by using plan offered	3 points Provides evidence to support solution and offers advantage accrued by using plan offered	2 points Offers advantage to plan	1 point Does not defend option suggested	0 points Did not turn in assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-5-A-Cultural Implications	4 points Evidences exemplary progress from ethnocentric toward ethnorelative understanding of cultural differences	3 points Evidences progress from ethnocentric toward ethnorelative understanding of cultural differences	2 points Evidences some progress from ethnocentric toward ethnorelative understanding of cultural differences	1 point Does not progress from ethnocentric toward ethnorelative understanding of cultural differences	0 points Did not make any progress from ethnocentric toward ethnorelative understanding of cultural differences	/ 4
COMN-BA-OL-5-B-Experience and Reflect	4 points Excels in interacting and reflecting on personal experience with outgroup culture members, integrating IC theories/concepts and Christian faith	3 points Successfully interacts with outgroup culture members and reflects upon such experience integrating IC theories/concepts and Christian faith	2 points Interacts with outgroup culture members and reflects upon such experience integrating IC theories/concepts and Christian faith	1 point Does not interact with outgroup culture members, nor reflect upon such experience, failing to integrate IC theories/concepts and Christian faith	0 points Did not interact with outgroup culture members, did not reflect upon such experience and is unable to integrate IC theories/concepts and Christian faith	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-5-C-Inquire and Research	4 points Demonstrates exemplary ability to inquire, analyze and synthesize large amounts of disparate information to produce relevant, insightful research	3 points Exhibits solid competency in inquiring, analyzing and synthesizing large amounts of disparate information to produce relevant, insightful research	2 points Adequately inquires, analyzes and synthesizes large amounts of disparate information to produce relevant, insightful research	1 point Is not able to inquire, analyze, nor synthesize large amounts of disparate information to produce relevant, insightful research	0 points Did not make any inquiry, analysis or synthesis of information to produce relevant, insightful research	/ 4
COMN-BA-OL-5-D-Academic Writing	4 points Uses APA style with fluency and utilizes proper grammar and punctuation	3 points Correctly uses APA style and utilizes proper grammar and punctuation	2 points Uses APA style and utilizes proper grammar and punctuation	1 point Fails to use APA style correctly and lacks proper grammar and punctuation	0 points Did not use APA style correctly and severely lacks proper grammar and punctuation	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-6-A-Research	4 points Compiles significant number of research articles about topic area chosen	3 points Compiles a number of research articles about topic area chosen	2 points Finds research article about topic area chosen	1 point Did not find research in topic area chosen	0 points Did not turn in assignment	/ 4
COMN-BA-OL-6-B-New Theory Creation	4 points Establishes new line of thought in communication research, combining new ideas with current journal research	3 points Establishes new thought in communication research	2 points Establishes idea in communication research	1 point Did not establish new idea	0 points Did not turn in assignment	/ 4
COMN-BA-OL-6-C-Synthesizing Past with New Idea	4 points Establishes clear correlation between new thoughts and past theories	3 points Establishes correlation between new thoughts and past theories	2 points Establishes link between new thoughts and past theories	1 point Did not synthesize new idea with past learning	0 points Did not turn in assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-6-D-Presentation and Defense	4 points Presents new idea to class and defends synthesis of ideas	3 points Presents new idea to class and offers synthesis of ideas	2 points Presents new idea to class	1 point Was not able to present new idea to class and could not defend synthesis of ideas	0 points Did not turn in assignment	/ 4
COMN-BA-OL-7-A-Literature Review and Synthesis	4 points Exhibits excellent skills in research by fully examining literature in topic area; able to clearly write synthesis of literature that covers all major components of research	3 points Exhibits moderate skills in research by examining literature in topic area; able to write synthesis of literature that covers most major components of research	2 points Exhibits rudimentary skills in research by examining literature in topic area; able to write synthesis of literature that covers some major components of research	1 point Exhibits poor skills in research by examining literature in topic area; able to write synthesis of literature that does not cover major components of research	0 points Did not complete assignment; did not attempt to research or synthesize literature	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-7-B-Extends Body of Knowledge in Communication	4 points Exhibits excellence in creative thought by applying research in new and innovative way; able to extend research in topic area through exceptional scholarly writing	3 points Exhibits competence in creative thought by applying research in some new and innovative ways; able to extend research in topic area through proficient scholarly writing	2 points Exhibits adequate creative thought by applying research in new ways; able to extend research in topic area in way that meets minimum standards for scholarly writing	1 point Does not demonstrate ability to apply research in new and innovative ways; unable to extend research in topic area in way that meets minimum standards for scholarly writing	0 points Did not complete assignment; did not attempt to extend body of knowledge in field	/ 4
COMN-BA-OL-7-C-Professional Writing	4 points Correctly uses APA format on writing assignment with 3 or fewer errors	3 points Uses APA format on writing assignment with 4-7 errors	2 points Uses APA format on writing assignment with 8-11 errors	1 point Uses APA format on writing assignment with 12 or more errors	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-7-D-Content Design	<p>4 points</p> <p>Student does an excellent job in designing training session according to the Circle of Learning. Student incorporates all four modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration</p>	<p>3 points</p> <p>Student does a good job in designing training session according to Circle of Learning. Student incorporates at least three modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration</p>	<p>2 points</p> <p>Student does an adequate job in designing training session according to Circle of Learning. Student incorporates two of the four modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration</p>	<p>1 point</p> <p>Student does a poor job in designing training session according to Circle of Learning. Student incorporates only one of the four required modules</p>	<p>0 points</p> <p>The student did not complete the assignment or make the attempt to design the training session according to the circle of learning</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-7-E-Evaluate	4 points Student does an excellent job in incorporating several measures to evaluate the effectiveness of skill transfer within their training session	3 points Student does a good job in incorporating a few measures to evaluate the effectiveness of skill transfer within their training session	2 points Student does an adequate job in incorporating at least one measure to evaluate the effectiveness of skill transfer within their training session	1 point Student does a poor job of incorporating any measurement to evaluate the effectiveness of skill transfer	0 points The student did not complete the assignment or incorporate any measures of effectiveness of skill transfer	/ 4

Total / 124

Overall Score

Level 4
112 points minimum

Level 3
74 points minimum

Level 2
43 points minimum

Level 1
19 points minimum

Level 0
0 points minimum

WPA-COMN-BS-OL-Master Rubric

Course: ORU Online

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
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Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-1-A- Knowledge of Interpersonal Theory and Practice	4 points Exhibits clear understanding of course concepts by fully citing terminology, structure, goals and feedback received during class lectures and in course readings, while applying Christian worldview to material	3 points Exhibits moderate understanding of course concepts by citing terminology, structure, goals and feedback received during class lectures and in course readings, while applying Christian worldview to material most of the time; explanations lack clarity as evidenced by lack of sufficient detail	2 points Exhibits rudimentary understanding of course concepts and minimally cites terminology, structure, goals and feedback received during class lectures and in course readings, while applying Christian worldview to material some of the time	1 point Exhibits no real understanding of course concepts and does not fully cite terminology, structure, goals and feedback received during class lectures and in course readings, while applying Christian worldview to material little of the time	0 points Did not complete assignment; did not attempt to demonstrate any knowledge of course material and does not apply Christian worldview	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-1-B-Application to Real World Situations	4 points Demonstrates clear ability to apply course content from Christian perspective to real world relationships; identifies multiple strategies to improve interpersonal communication	3 points Demonstrates moderate ability to apply course content from Christian perspective to real world relationships; identifies two strategies to improve interpersonal communication	2 points Demonstrates rudimentary ability to apply course content from Christian perspective to real world relationships; identifies one strategy to improve interpersonal communication	1 point Does not demonstrate ability to apply course content from Christian perspective to real world relationships; does not identify strategies to improve interpersonal communication	0 points Did not complete assignment; did not apply course content from Christian perspective to real world relationships	/ 4
COMN-BS-OL-1-C-Professional Writing Style	4 points Correctly uses APA format on writing assignment with 1 or fewer errors	3 points Uses APA format on writing assignment with 2-4 errors	2 points Uses APA format on writing assignment with 5-7 errors	1 point Uses APA format on writing assignment with 8 or more errors	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-2-A-Knowledge of Organizational Dynamics	4 points Exhibits clear understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards	3 points Exhibits moderate understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards; explanations lack clarity, as evidenced by lack of sufficient detail	2 points Exhibits rudimentary understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards	1 point Exhibits no real understanding of organization by addressing organizational history, purpose, culture, climate, communication, and rewards	0 points Did not complete assignment; did not attempt to demonstrate any knowledge of organization	/ 4
COMN-BS-OL-2-B-Strategies for Organizational Improvement	4 points Demonstrates clear ability to identify problems within organization, and develops several strategies to improve organization	3 points Demonstrates moderate ability to identify problems within organization, and develops two strategies to improve organization	2 points Demonstrates rudimentary ability to identify problems within organization, and develops one strategy to improve organization	1 point Does not demonstrate ability to identify problems within organization, and does not identify strategies to improve organization	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-2-C-Professional Writing	4 points Correctly uses APA format on writing assignment with 1 or fewer errors	3 points Uses APA format on writing assignment with 2-4 errors	2 points Uses APA format on writing assignment with 5-7 errors	1 point Uses APA format on writing assignment with 8 or more errors	0 points Did not complete assignment	/ 4
COMN-BS-OL-3-A-Research	4 points Incorporates strong research within presentation with citation of at least three sources; uses pertinent examples, facts, and/or statistics and supports ideas with evidence	3 points Incorporates moderate evidence of research, but only cites one or two sources; uses some examples, facts, and/or statistics that support subject; includes some data or evidence	2 points Incorporates adequate research with citation of one or two resources; provides weak examples, facts, and/or statistics, which do not adequately support subject; includes little data or evidence	1 point Incorporates minimal extra research from outside sources; provides weak or no support of subject; gives insufficient support for ideas or conclusions	0 points Did not complete assignment or make attempt to incorporate any additional outside research into presentation	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-3-B-Introduction	4 points Excellent job in effectively introducing topic with strong attention-getter, motivation, and preview	3 points Good job introducing topic, but slightly lacking in attention - getter, motivation, and preview	2 points Adequate job introducing topic with brief or little thought to strong attention-getter, motivation, and preview	1 point Poor job introducing topic; no introduction and presentation has abrupt segue into body	0 points Did not complete assignment or make attempt to incorporate introduction into presentation	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-3-C-Organized Body	<p>4 points</p> <p>Excellent job using correct organizational pattern and organizing speech content; ideas and images flowed and were easy to follow and understand; material transitioned seamlessly from slide to slide</p>	<p>3 points</p> <p>Good job using correct organizational pattern and organizing speech content; content fairly organized and ideas flowed well; included transitions that were not entirely seamless; content easily understood</p>	<p>2 points</p> <p>Adequate job using correct organizational pattern and organizing speech content; content not easy to follow; ideas and images put together in way that made audience comprehension difficult</p>	<p>1 point</p> <p>Poor job using correct organizational pattern and organizing speech content.; presentation unorganized and difficult to follow Ideas and images were put together with little coherency.</p>	<p>0 points</p> <p>Did not complete assignment or make attempt to include organized body into presentation</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-3-D-Conclusion	4 points Excellent job in concluding speech; conclusion has strong wrap-up with memorable closing statements and solid recap of main points	3 points Good job in concluding speech; conclusion has good wrap-up with overall meaningful ending and recap of main points	2 points Adequate job in concluding speech; conclusion has some concluding remarks and very brief recap of main points	1 point Poor job in organizing speech; conclusion very abrupt with few concluding remarks and no recap of main points	0 points Did not complete assignment or make attempt to incorporate conclusion into presentation	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-3-E-Delivery	4 points Excellent visual and vocal delivery; excellent eye-contact, vocal expression, facial expressions, hand gestures, movement, poise and confidence	3 points Good visual and vocal delivery; has good eye-contact, vocal expression, facial expressions, hand gestures, movement, poise and confidence	2 points Adequate visual and vocal delivery; some eye-contact, moderate vocal expression, few expressive facial expressions, limited or tedious hand gestures, and limited movement	1 point Poor visual and vocal delivery; delivers with minimal eye-contact, a monotone vocal expression, distracting hand gestures, no movement, and low confidence	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-3-F-Sructure	4 points Excellent job organizing meeting according to Bell Curve Agenda; incorporates all four modules: Problem-solving, celebration, protocol improvement, and information	3 points Good job organizing meeting according to Bell Curve Agenda; incorporates at least three of four required modules: Problem-solving, celebration, protocol improvement, and information	2 points Adequate job organizing meeting according to Bell Curve Agenda; incorporates at least two of four required modules: Problem-solving, celebration, protocol improvement, and information	1 point Poor job organizing meeting according to Bell Curve Agenda; incorporates only one of four required modules: Problem-solving, celebration, protocol improvement, and information	0 points Did not complete assignment or make attempt to include organized body into meeting	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-3-G-Facilitation Skills	4 points Excellent facilitation skills; uses active listening, solid questioning techniques, and ensures engaged and balanced participation from participants	3 points Good facilitation skills; mostly demonstrates active listening and use of questioning techniques; works toward engaged and balanced participation from participants	2 points Adequate facilitation skills; some active listening and uses some questioning techniques; little engagement and participation from participants	1 point Poor facilitation skills; does not demonstrate active listening or use of questioning techniques; no engagement and participation from participants	0 points Did not complete assignment	/ 4
COMN-BS-OL-3-H-Creativity	4 points Excellent job incorporating several creative and original components with in meeting	3 points Good job incorporating some creative and original components within meeting	2 points Adequate job incorporating element of creativity within meeting	1 point Poor job of incorporating creative components with in meeting	0 points Did not complete assignment or incorporate creative components with in meeting	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-4-A-Identify the Problem	4 points Identifies significant problem and justifies various reasons for change through use of ethically applied reliable, authoritative information	3 points Identifies problem and justifies need for change through use of ethically applied reliable information	2 points Identifies problem and justifies need for change, using information, or content not ethically applied	1 point Does not identify problem or justify need for change; content not ethically applied	0 points Did not complete assignment	/ 4
COMN-BS-OL-4-B-Analyze the Problem	4 points Deduces reasons for significant problem and who is responsible, using trustworthy evidence	3 points Deduces reason for problem and who is responsible by using evidence	2 points Deduces reason for problem and who is responsible	1 point Does not deduce reasons for problem	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-4-C-Propose Solution	4 points Offers ethical, practical solution that solves problem, supported by reliable evidence	3 points Offers solution that solves problem, supported by evidence, but is either unethical or impractical	2 points Offers solution that helps alleviate problem, but is unethical	1 point Does not offer solution	0 points Did not complete assignment	/ 4
COMN-BS-OL-4-D-Defense	4 points Provides substantial evidence to support logical solution and offers advantages accrued by using plan offered	3 points Provides evidence to support solution and offers advantage accrued by using plan offered	2 points Offers advantage to plan	1 point Does not defend option suggested	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-5-A-Cultural Implications	4 points Evidences exemplary progress from ethnocentric toward ethnorelative understanding of cultural differences	3 points Evidences progress from ethnocentric toward ethnorelative understanding of cultural differences	2 points Evidences some progress from ethnocentric toward ethnorelative understanding of cultural differences	1 point Does not progress from ethnocentric toward ethnorelative understanding of cultural differences	0 points Did not make any progress from ethnocentric toward ethnorelative understanding of cultural differences	/ 4
COMN-BS-OL-5-B-Experience and Reflect	4 points Excels in interacting and reflecting on personal experience with outgroup culture members, integrating IC theories/concepts and Christian faith	3 points Successfully interacts with outgroup culture members and reflects upon such experience integrating IC theories/concepts and Christian faith	2 points Interacts with outgroup culture members and reflects upon such experience integrating IC theories/concepts and Christian faith	1 point Does not interact with outgroup culture members, nor reflect upon such experience, failing to integrate IC theories/concepts and Christian faith	0 points Did not interact with outgroup culture members, did not reflect upon such experience, and is unable to integrate IC theories/concepts and Christian faith	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-5-C-Inquire and Research	4 points Exemplary ability to inquire, analyze and synthesize large amounts of disparate information to produce relevant, insightful research	3 points Exhibits solid competency in inquiring, analyzing and synthesizing large amounts of disparate information to produce relevant, insightful research	2 points Adequately inquires, analyzes and synthesizes large amounts of disparate information to produce relevant, insightful research	1 point Not able to inquire, analyze, nor synthesize large amounts of disparate information to produce relevant, insightful research	0 points Did not make any inquiry, analysis or synthesis of information to produce relevant, insightful research	/ 4
COMN-BS-OL-5-D-Academic Writing	4 points Uses APA style with fluency and utilizes proper grammar and punctuation	3 points Correctly uses APA style and utilizes proper grammar and punctuation	2 points Uses APA style and utilizes proper grammar and punctuation	1 point Fails to use APA style correctly and lacks proper grammar and punctuation	0 points Did not use APA style correctly and severely lacks proper grammar and punctuation	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-6-A-Research	4 points Compiles significant number of research articles about topic area chosen	3 points Compiles a number of research articles about topic area chosen	2 points Finds a research article about topic area chosen	1 point Did not find research in topic area chosen	0 points Did not complete assignment	/ 4
COMN-BS-OL-6-B-New Theory Creation	4 points Establishes new line of thought in communication research combining new ideas with current journal research	3 points Establishes new thought in communication research	2 points Establishes idea in communication research	1 point The student did not establish a new idea.	0 points Did not complete assignment	/ 4
COMN-BS-OL-6-C-Synthesizing Past with New Idea	4 points Establishes clear correlation between new thoughts and past theories	3 points Establishes correlation between new thoughts and past theories	2 points Establishes link between new thoughts and past theories	1 point Did not synthesize new idea with past learning	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-6-D-Presentation and Defense	4 points Presents new idea to class and defends synthesis of ideas	3 points Presents new idea to class and offers synthesis of ideas	2 points Presents new idea to class	1 point Not able to present new idea to class and could not defend synthesis of ideas	0 points Did not complete assignment	/ 4
COMN-BS-OL-7-A-Literature Review and Synthesis	4 points Exhibits excellent skills in research by fully examining literature in topic area; able to clearly write synthesis of literature that covers all major components of research	3 points Exhibits moderate skills in research by examining literature in topic area; able to write synthesis of literature that covers most major components of research	2 points Exhibits rudimentary skills in research by examining literature in topic area; able to write synthesis of literature that covers some major components of research	1 point Exhibits poor skills in research by examining literature in topic area; writes synthesis of literature that does not cover major components of research	0 points Did not complete assignment; did not attempt to research or synthesize literature	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BS-OL-7-B-Extends Body of Knowledge in Communication	4 points Exhibits excellence in creative thought by applying research in new and innovative way; able to extend research in topic area through exceptional scholarly writing	3 points Exhibits competence in creative thought by applying research in some new and innovative ways; able to extend research in topic area through proficient scholarly writing	2 points Exhibits adequate creative thought by applying research in new ways; able to extend research in topic area in way that meets minimum standards for scholarly writing	1 point Does not demonstrate ability to apply research in new and innovative ways; unable to extend research in topic area in way that meets minimum standards for scholarly writing	0 points Did not complete assignment; did not attempt to extend body of knowledge in field	/ 4
COMN-BS-OL-7-C-Professional Writing	4 points Correctly uses APA format on writing assignment with 3 or fewer errors	3 points Uses APA format on writing assignment with 4-7 errors	2 points Uses APA format on writing assignment with 8-11 errors	1 point Uses APA format on writing assignment with 12 or more errors	0 points Did not complete assignment	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-7-D-Content Design	<p>4 points</p> <p>Student does an excellent job in designing training session according to the Circle of Learning. Student incorporates all four modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration</p>	<p>3 points</p> <p>Student does a good job in designing training session according to Circle of Learning. Student incorporates at least three modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration</p>	<p>2 points</p> <p>Student does an adequate job in designing training session according to Circle of Learning. Student incorporates two of the four modules: 1) Introduction and Motivation; 2) Delivery of Content; 3) Active Experimentation; 4) Personalization and Integration</p>	<p>1 point</p> <p>Student does a poor job in designing training session according to Circle of Learning. Student incorporates only one of the four required modules</p>	<p>0 points</p> <p>The student did not complete the assignment or make the attempt to design the training session according to the circle of learning</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
COMN-BA-OL-7-E-Evaluate	4 points Student does an excellent job in incorporating several measures to evaluate the effectiveness of skill transfer within their training session	3 points Student does a good job in incorporating a few measures to evaluate the effectiveness of skill transfer within their training session	2 points Student does an adequate job in incorporating at least one measure to evaluate the effectiveness of skill transfer within their training session	1 point Student does a poor job of incorporating any measurement to evaluate the effectiveness of skill transfer	0 points The student did not complete the assignment or incorporate any measures of effectiveness of skill transfer	/ 4

Total / 124

Overall Score

Level 4
112 points minimum

Level 3
74 points minimum

Level 2
43 points minimum

Level 1
19 points minimum

Level 0
0 points minimum

DCM 1 - Program Master Outcome - 2020 - TVF 318.xlsx

Cinema/Television/Digital Media CORE PROGRAM LEARNING OUTCOME #1: Students will demonstrate competency in the processes of storyline development and scriptwriting. -- TVF 318 Fundamentals of Screenwriting - Final Short Film Script

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
DCM-1-A-Format (40%)	The script is written using single-camera film format and it has no format errors.	The script is written using single-camera film format and it has an average of one format error per page	The script is written using single-camera film format and it has an average of two format errors per page	The script is written using single-camera film format and it has an average of three or more format errors per page	No script submitted.
DCM-1-B-Writing Mechanics (10%)	The text has no grammatical, spelling, or typographical errors	The text has no more than an average of one grammatical, spelling, and typographical error per page	The text has no more than an average of two grammatical, spelling, and typographical errors per page	The text has more than an average of three grammatical, spelling, and typographical errors per page	No script submitted.
DCM-1-C-Dialogue (20%)	Dialogue is original and propels the story forward, leaving room for the audience to infer meaning; characters have own speaking style	Dialogue propels the story forward and feels realistic	Dialogue feels slow, some lines are unnecessary.	Dialogue does not advance the story and is mostly cliché or "on the nose."	No script submitted.
DCM-1-D-Action Lines (20%)	Action lines immerse the viewer in the world of the story, describe action in the present tense and adopt the story style.	Action lines' content is relevant, some do not begin with a noun, and they describe action in the present tense.	Action lines mostly begin with a noun and provide irrelevant info. They describe action in the present tense.	Action lines describe action in the past tense, they are not separated into paragraphs.	No script submitted.
DCM-1-E-Storyline (20%)	Solid story structure with creative ideas; script ties all loose ends	Good story structure; goals are resolved	Major conflict upsets balance, character makes decision that leads to a goal, that is resolved	Script's characters and conflict lack magnitude and originality; character does not resolve conflict	No script submitted.

CTD 1 - Program Master Outcome - 2020 - TVF 318.xlsx

CTD-1-F-Product (10%)	Overall, script engages the audience and makes reader want to see the film on the screen	Overall, script engages the audience.	Overall, script flows logically and reader is able to follow the story.	Overall, script does not engage the reader.	No script submitted.
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DCM 2 - Program Master Outcome - 2020 - TVF 337.xlsx

Cinema/Television/Digital Media CORE PROGRAM LEARNING OUTCOME #2: Students will demonstrate leadership abilities while creating, organizing, and executing every stage of the production process for a dramatic visual media product. -- TVF 337 Film Directing and Producing - Dialogue Scene

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
DCM-2-A-Preproduction Paperwork (20%)	Producer's prep work and Director's prep work is complete and can be easily read and understood by other crew members.	Producer's prep work and Director's prep work is mostly complete. It may be difficult for others to read and understand.	Producer's prep work and Director's prep work is somewhat complete.	Producer's prep work and Director's prep work is incomplete.	No pre-production paperwork submitted.
DCM-2-B-Composition (20%)	Principles of composition are used throughout the film to communicate meaning and support the story, creating an aesthetically pleasing piece to watch and experience.	Some principles of composition are used throughout the film to communicate meaning and support the story.	Principles of composition are seldom used in this film and shot composition is not thought out.	Principles of composition were not taken into consideration while shooting this film.	No project submitted.
DCM-2-C-Directing Actor (20%)	Actors have distinct personalities and their performance matches the mood and intention of the script.	Actors' performance reflect and carry the storyline.	Actors seem to follow director's cues for line delivery and blocking.	Actors' performance seem not to have guidance.	No project submitted.
DCM-2-D-Continuity and Editing (20%)	There are no continuity errors and project utilizes the principles of invisible editing.	Up to two continuity/editing errors are in the project.	Up to four continuity/editing errors are in the project.	More than four continuity/editing errors are in the project.	No project submitted.
DCM-2-E-Film Effectiveness (20%)	Film engages the viewer and progresses a storyline, without distractions that break the suspension of disbelief.	Film engages the viewer and progresses a storyline, but at times technical errors distract the viewer breaking the suspension of disbelief.	All pieces of the film are assembled together.	Film is not complete.	No project submitted.

DCM 3 - Program Master Outcome - 2021 - TVF 233.xlsx

Cinema/Television/Digital Media CORE PROGRAM LEARNING OUTCOME #3: The student will demonstrates competency with industry standard video editing software, including concepts of importing, organizing, and assembling footage (both video, audio, graphics) onto the timeline of a to sequence and export short film project. -- Short Film

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
DCM-CTD-3-A-Preparation (25%)	Student will demonstrate exemplary preparation while editing a short film. Project organization, bins, timeline and final export demonstrate exemplary preparation.	Student will demonstrate competent preparation while editing a short film. Project organization, bins, timeline and final export demonstrate competent preparation.	Student will demonstrate acceptable preparation while editing a short film. Project organization, bins, timeline and final export demonstrate acceptable preparation.	Student will demonstrate unacceptable preparation while editing a short film. Project organization, bins, timeline and final export demonstrate unacceptable preparation.	No feature story was submitted.
DCM-CTD-3-B-Creative (25%)	Student will demonstrate exemplary creativity in the execution of editing a short film. The sequencing, audio composition, color grading and graphics will demonstrate an exemplary level of creativity.	Student will demonstrate competent creativity in the execution of editing a short film. The sequencing, audio composition, color grading and graphics will demonstrate an competent level of creativity.	Student will demonstrate acceptable creativity in the execution of editing a short film. The sequencing, audio composition, color grading and graphics will demonstrate an acceptable level of creativity.	Student will demonstrate unacceptable creativity in the execution of editing a short film. The sequencing, audio composition, color grading and graphics will demonstrate an unacceptable level of creativity.	No project submitted.
DCM-CTD-3-C-Technical (25%)	Student will demonstrate exemplary execution of the technical aspects of video production (Video, Sound, graphics) while editing a short film.	Student will demonstrate competent execution of the technical aspects of video production (Video, Sound, graphics) while editing a short film.	Student will demonstrate acceptable execution of the technical aspects of video production (Video, Sound, graphics) while editing a short film.	Student will demonstrate unacceptable execution of the technical aspects of video production (Video, Sound, graphics) while editing a short film.	No project submitted.
DCM-CTD-3-D-Direction (25%)	Students will demonstrate exemplary directing skills while editing a short film. The use of shots, sequencing, music and sound effects placement all exemplary.	Students will demonstrate competent directing skills while editing a short film. The use of shots, sequencing, music and sound effects placement all competent.	Students will demonstrate acceptable directing skills while editing a short film. The use of shots, sequencing, music and sound effects placement all acceptable.	Students will demonstrate unacceptable directing skills while editing a short film. The use of shots, sequencing, music and sound effects placement all unacceptable.	No project submitted.

DCM 4 - Program Master Outcome - 2021 - TVF 232.xlsx

Cinema/Television/Digital Media CORE PROGRAM LEARNING OUTCOME #4: The student will use and apply industry tools and technology in the creation, production, and distribution of a feature story. -- TVF 232 Field Production and Editing -- Feature Story

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
DCM-4-A- Preparation (25%)	Student will demonstrate exemplary preparation for the feature story. Story, locations, and interviews were well organized and thought out.	Student will demonstrate competent preparation for the feature story. Story, locations, and interviews were mostly organized and thought out.	Student will demonstrate acceptable preparation for the feature story. Story, locations, and interviews were basically organized and thought out.	Student will demonstrate unacceptable preparation for the feature story. Story, locations, and interviews were not well organized and thought out.	No feature story was submitted.
DCM-4-B- Creative (25%)	Student will demonstrate exemplary creativity in the execution of the feature story. The use of interviews, B-Roll, music and graphics were exceptionally creative.	Student will demonstrate competent creativity in the execution of the feature story. The use of interviews, B-Roll, music and graphics were moderately creative.	Student will demonstrate acceptable creativity in the execution of the feature story. The use of interviews, B-Roll, music and graphics were somewhat creative.	Student will demonstrate unacceptable creativity in the execution of the feature story. The use of interviews, B-Roll, music and graphics were not at all creative.	No project submitted.
DCM-4-C- Technical (25%)	Student will demonstrate exemplary execution of the technical aspect of video production (Video, Sound and composition).	Student will demonstrate competent execution of the technical aspect of video production (Video, Sound and composition).	Student will demonstrate acceptable execution of the technical aspect of video production (Video, Sound and composition).	Student will demonstrate unacceptable execution of the technical aspect of video production (Video, Sound and composition).	No project submitted.
DCM-4-D- Direction (25%)	The direction of the feature story demonstrates an exceptional level of story conceptualization, execution.	The direction of the feature story demonstrates an competent level of story conceptualization, execution.	The direction of the feature story demonstrates an acceptable level of story conceptualization, execution.	The direction of the feature story demonstrates an unacceptable level of story conceptualization, execution.	No project submitted.

ORU MASTER OUTCOME RUBRIC

Spring 2018

Academic Department:

Communication & Media

Program Name: (Major,
Major/Concentration)

DigitalCommunication

Program Outcome Number:

5

Program Outcome
Description:

Students will demonstrate professionalism reflecting Christian worldview, emphasizing honest and ethical behavior at professional industry venues.

Outcome Criteria	Criterion Description/Name	Level 4 Description	Level 3 Description	Level 2 Description	Level 1 Description	Level 0 Description
1	DCM-5-A-Ethical Decision Making (50%)	Supervisor reports that student continually demonstrates reliability and trustworthiness in decision-making through appropriate and continual recognition of contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)	Supervisor reports student regularly demonstrates reliability and trustworthiness in decision-making through appropriate and continual recognition of contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)	Supervisor reports student may lack reliability and trustworthiness in some decisions; may not recognize appropriate and continual contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)	Supervisor reports student often lacks reliability and trustworthiness in decisions; does not recognize appropriate and continual contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization lacking)	Supervisor reports student provides no evidence of reliability and trustworthiness or its associated contexts (interpersonal, cross-cultural and organizational culture), or did not complete internship

2	DCM-5-B- Professional Work Ethic (50%)	Supervisor reports student shows exceptional work ethic, over and above supervisor's expectations, demonstrated through work quality, punctuality, overall performance, and attitude	Supervisor reports student shows strong work ethic, over and above supervisor's expectations, demonstrated through work quality, punctuality, overall performance, and attitude	Some concern from supervisor noted in student's work ethic; may be demonstrated through lack of total work, lack of quality work, not being punctual, poor work performance, and/or poor attitude	Great concern from supervisor noted in student's work ethic; may be demonstrated through lack of total work, lack of quality work, not being punctual, poor work performance, and/or poor attitude	Supervisor reports student provides no evidence for supporting organizational mission through professional work ethic, or did not complete internship
3						
4						
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10						

WPA: GLOB-MESC Master Rubrics

Course: ORU Online

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-1-A-Concept Description	4 points The student will provide an accurate description of the concept.	3 points Provides detailed and accurate description of the thinker's ideas, including specific examples	2 points Provides a less detailed but accurate description of the ideas with fewer examples	1 point Provides an inaccurate and vague description of the ideas	0 points Provides no description of the ideas	/ 4
GLOB-MESC-1-B-Concept Explanation	4 points Includes an insightful and specific presentation of the implications of the ideas discussed	3 points Includes a basic and specific presentation of at least one implication of the ideas discussed	2 points Includes a vague or partially inaccurate presentation of the ideas' implications	1 point Includes an inaccurate presentation of the ideas' implications	0 points Includes no implications or an inaccurate understanding of the ideas' implications	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-1-C-Concept Evaluation	4 points Provides insightful, accurate, and specific evaluation of the strengths and weaknesses of the thinker's ideas	3 points Provides a specific and accurate, but less developed, evaluation of the strengths and weaknesses of the thinker's ideas	2 points Provides a superficial and unsupported evaluation of thinker's ideas	1 point Provides an evaluation of thinker's ideas that is based on an inaccurate understanding of the ideas	0 points Fails to provide any evaluation of thinker's ideas	/ 4
GLOB-MESC-2-A-Written Description	4 points The description of the topic and its political significance is detailed and comprehensive	3 points There is a basic description of the topic and its political significance and some detail is provided	2 points The topic and its political significance are briefly mentioned and described, but almost no detail is provided	1 point The description of the topic is inaccurate or vague and does not address its significance	0 points Provides no description of the ideas	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-2-B-Written Argument	4 points Paper includes a clear, detailed and easily identifiable thesis statement/argument	3 points Paper includes a clear, easily identifiable thesis/argument, but does not provide detail	2 points Paper includes what may be a thesis statement/argument, although it is not clearly stated and few details are provided	1 point Paper includes what may be an unclear thesis statement/argument without details	0 points Paper does not contain a stated or implied thesis statement or argument	/ 4
GLOB-MESC-2-C-Mechanics and Style	4 points Paper demonstrates excellent and precise understanding of standard English usage and uses the assigned citation style	3 points Paper usually demonstrates excellent and precise understanding of standard English usage and correct citation style	2 points Paper sometimes demonstrates accurate understanding of standard English usage and correct citation style	1 point Paper does not demonstrate accurate understanding of standard English usage or use correct citation style	0 points Paper is incoherent and does not use citation	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-2-D-Oral Description	4 points The oral description of the topic and its political significance is detailed and comprehensive	3 points The oral description of the topic and its political significance is detailed, but not comprehensive	2 points The oral description of the topic and its political significance is vague and minimal detail is provided	1 point The oral description of the topic and its significance is incorrect or superficial	0 points There was no oral description of the topic and its significance	/ 4
GLOB-MESC-2-E-Oral Argument	4 points Presentation includes a clear, detailed and easily identifiable thesis statement/argument	3 points Presentation includes a clear, easily identifiable thesis/argument, but does not provide detail	2 points Presentation includes what may be a thesis statement/argument, although it is not clearly stated and few details are provided	1 point Presentation includes what may be an unclear thesis statement/argument without details	0 points Presentation does not contain a stated or implied thesis statement or argument	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-2-F-Presentation Mechanics	4 points Consistently maintains eye contact, speaks clearly at a moderate speed and uses standard English throughout	3 points Usually maintains eye contact, speaks clearly at a moderate speed and uses standard English	2 points Eye contact is inconsistent; presentation speed is inconsistent; speaker sometimes mumbles or is inaudible; frequent use of colloquialisms	1 point Rarely or never makes eye contact; usually speaks too fast; speaker often mumbles or is inaudible; there is little attempt to use standard English	0 points Never makes eye contact; always speaks too fast; speaker is inaudible; there is no attempt to use standard English	/ 4
GLOB-MESC-2-G-Presentation Organization	4 points Signposts and summaries are used to help audience follow a clearly organized presentation	3 points Presentation is clearly organized	2 points Presentation is organized minimally	1 point Presentation is disorganized	0 points Presentation is incoherent	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-3-A-Literature Review	<p>4 points</p> <p>Contains more than the required number or kind of sources. Describes the literature's arguments and relationship to the problem accurately and thoroughly. Literature is linked together to explain the current state of research.</p>	<p>3 points</p> <p>ully explore the topic, is described accurately, and the sources' Contains the required number or kind of sources. Literature is sufficient to fully explore the topic, is described accurately, and the sources' relationship to the problem is examined accurately, although less thoroughly. There is an attempt to link the literature together.</p>	<p>2 points</p> <p>Does not contain the required number and kind of sources. The literature review is present but does not focus on the relationship of the material to the problem or attempt to provide an overview of the state of literature on the topic.</p>	<p>1 point</p> <p>Does not contain the required Does not contain the required number or kind of sources. Sources are described inaccurately or sloppily. There is no attempt to provide an overview of the state of the literature on the topic.</p>	<p>0 points</p> <p>Contains no sources; work does not constitute a literature review.</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-3-B-Thesis Development	4 points Hypothesis is clearly stated, variable or concepts are well-defined. Approach to problem studied is clearly stated and appropriate to the problem chosen for study.	3 points Hypothesis is stated, but less clearly and not all variables or concepts are clearly and thoroughly defined. Approach to problem is less clearly stated and/or less appropriate to the problem chosen for study.	2 points There is a hypothesis, but it is, but it is inadequate. Variables or concepts are not well defined. It is difficult to understand the approach to the problem or it is only minimally appropriate for the problem chosen for study	1 point Hypothesis is missing or incorrect for the variables/information available. Does not state approach to the problem, states it too vaguely to provide helpful research results, or the approach is not appropriate for the problem chosen for study.	0 points No hypothesis stated	/ 4
GLOB-MESC-3-C-Causal Explanation	4 points Correctly identifies and explains causal and explanatory mechanisms of the research design	3 points Correctly identifies but does not explain causal and explanatory mechanisms of the research design	2 points Student confuses the causal and explanatory mechanisms of the research design	1 point Incorrectly identifies causal and explanatory mechanisms of the research design	0 points Fails to identify causal and explanatory mechanisms of the research design	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-3-D-Data Sources	4 points Identifies the most appropriate data and statistical or qualitative method to test the hypothesis/argument	3 points Identifies adequate data and statistical or qualitative method to test the hypothesis/argument	2 points Identifies inadequate data and statistical or qualitative method to test the hypothesis/argument	1 point Identifies inappropriate data and statistical or qualitative method to test the hypothesis/argument	0 points Fails to identify data and statistical or qualitative method to test the hypothesis/argument	/ 4
GLOB-MESC-4-A-Internship Completion	4 points Verifies 120+ hours of approved internship experience	3 points Verifies 100-120 hours of approved internship experience	2 points Verifies 75-100 hours of approved internship experience	1 point Verifies <75 hours of approved internship experience	0 points Fails to verify approved internship experience	/ 4
GLOB-MESC-4-Bprofessional Mentoring Response	4 points Receives excellent marks on 75%+ of formal reviews from professional mentor	3 points Receives above average marks in 75%+ of formal reviews from professional mentor	2 points Receives average marks on 75%+ of formal reviews from professional mentor	1 point Receives below average marks on 75%+ of formal reviews by from professional mentor	0 points Fails to receive formal reviews from professional mentor	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-5-A-Worldview Influence	4 points Includes an insightful and specific explanation of the spiritual and Biblical motivation of their study	3 points Includes a basic and specific explanation of the spiritual or Biblical motivation of their study	2 points Includes a vague or partial explanation of the spiritual or Biblical motivation of their study	1 point Includes an unclear explanation of the spiritual or Biblical motivation of their study	0 points Includes no explanation of the spiritual or Biblical motivation of their study	/ 4
GLOB-MESC-5-B-Worldview Development	4 points Includes an insightful and specific explanation of the impact their study had on their faith and worldview	3 points Includes a basic and specific explanation of the impact their study had on their faith and worldview.	2 points Includes a vague or partial explanation of the impact their study had on their faith and worldview	1 point Includes an unclear explanation of the impact their study had on their faith and worldview	0 points Includes no explanation of the impact their study had on their faith and worldview	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
GLOB-MESC-5-C-Practical Influence	4 points Includes an insightful and specific explanation of how someone can use Biblical principles to practically influence their field with God's healing	3 points Includes a basic and specific explanation of how someone can use Biblical principles to practically influence their field with God's healing	2 points Includes a vague or partial explanation of how someone can use Biblical principles to practically influence their field with God's healing	1 point Includes unclear explanation of how someone can use Biblical principles to practically influence their field with God's healing	0 points Includes no explanation of how someone can use Biblical principles to practically influence their field with God's healing	/ 4

Total / 76

Overall Score

Level 4

68 points minimum

Level 3

46 points minimum

Level 2

27 points minimum

Level 1

11 points minimum

Level 0

0 points minimum

WPA-ICD-Master Rubric

Course: ORU Online

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
ICD-1-A- Concept Description	Provides detailed and accurate description of thinker's ideas, including specific examples	Provides less detailed, but accurate description of ideas, with fewer examples	Provides vague and partially accurate description of ideas	Provides inaccurate and vague description of ideas	Provides no description of ideas	/ 4
ICD-1-B- Concept Explanation	Includes insightful and specific presentation of implications of ideas discussed	Includes basic and specific presentation of at least one implication of ideas discussed	Includes vague or partially inaccurate presentation of ideas' implications	Includes inaccurate presentation of ideas' implications	Includes no implications or inaccurate understanding of ideas' implications	/ 4
ICD-1-C- Concept Evaluation	Provides insightful, accurate, and specific evaluation of strengths and weaknesses of thinker's ideas	Provides specific and accurate, but less developed, evaluation of strengths and weaknesses of thinker's ideas	Provides superficial and unsupported evaluation of thinker's ideas	Provides evaluation of thinker's ideas based on inaccurate understanding of ideas	Fails to provide any evaluation of thinker's ideas	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
ICD-2-A- Written Description	Description of topic and political significance detailed and comprehensive	Basic description of topic and political significance, with some detail provided	Topic and political significance briefly mentioned and described, but almost no detail provided	Description of topic does not describe topic and does not address significance	Provides no description of ideas	/ 4
ICD-2-B- Written Argument	Paper includes clear, detailed, and easily identifiable thesis statement/argument	Paper includes clear, easily identifiable thesis/argument, but does not provide detail	Paper includes what may be thesis statement/argument, although not clearly stated, and few details provided	Paper includes what may be unclear thesis statement/argument, without details	Paper does not contain stated or implied thesis statement or argument	/ 4
ICD-2-C- Mechanics and Style	Paper demonstrates excellent and precise understanding of standard English usage and uses assigned citation style	Paper usually demonstrates excellent and precise understanding of standard English usage and correct citation style	Paper sometimes demonstrates accurate understanding of standard English usage and correct citation style	Paper does not demonstrate accurate understanding of standard English usage or use correct citation style	Paper incoherent and does not use citation	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
ICD-2-D-Oral Description	Oral description of topic and political significance detailed and comprehensive	Oral description of topic and political significance detailed, but not comprehensive	Oral description of topic and political significance vague and minimal detail provided	Oral description of topic and significance incorrect or superficial	No oral description of topic and significance	/ 4
ICD-2-E-Oral Argument	Presentation includes clear, detailed, and easily identifiable thesis statement/argument	Presentation includes clear, easily identifiable thesis/argument, but does not provide detail	Presentation includes what may be thesis statement/argument, although not clearly stated and few details provided	Presentation includes what may be unclear thesis statement/argument, without details	Presentation does not contain stated or implied thesis statement or argument	/ 4
ICD-2-F-Presentation Mechanics	Consistently maintains eye contact, speaks clearly at moderate speed, and uses standard English throughout	Usually maintains eye contact, speaks clearly at moderate speed, and uses standard English	Eye contact inconsistent; presentation speed inconsistent; speaker sometimes mumbles or is inaudible; frequent use of colloquialisms	Rarely or never makes eye contact; usually speaks too fast; speaker often mumbles or is inaudible; little attempt to use standard English	Never makes eye contact; always speaks too fast; speaker inaudible; no attempt to use standard English	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
ICD-2-G- Presentation Organization	Signposts and summaries used to help audience follow clearly organized presentation	Presentation clearly organized	Presentation organized minimally	Presentation disorganized	Presentation incoherent	/ 4
ICD-3-A- Literature Review	Contains more than required number or kind of sources; describes literature's arguments and relationship to problem accurately and thoroughly; literature linked together to explain current state of research	Contains required number or kind of sources; literature sufficient to fully explore topic, described accurately, and sources' relationship to problem examined accurately, although less thoroughly; attempt to link literature	Does not contain required number and kind of sources; literature review present, but does not focus on relationship of material to problem, or attempt to provide overview of state of literature on topic	Does not contain required number or kind of sources; sources described inaccurately or sloppily; no attempt to provide overview of state of literature on topic	Contains no sources; work does not constitute literature review	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
ICD-3-B- Thesis Development	Hypothesis clearly stated; variables or concepts well-defined; approach to problem studied clearly stated and appropriate to problem chosen for study	Hypothesis stated, but less clearly and not all variables or concepts clearly and thoroughly defined; approach to problem less clearly stated and/or less appropriate to problem chosen for study	Inadequate hypothesis; variables or concepts not well defined; difficult to understand approach to problem, or only minimally appropriate for problem chosen for study	Hypothesis missing or incorrect for variables/information available; does not state approach to problem, states it too vaguely to provide helpful research results, or approach not appropriate for problem chosen for study	No hypothesis stated	/ 4
ICD-3-C- Causal Explanation	Correctly identifies and explains causal and explanatory mechanisms of research design	Correctly identifies but does not explain causal and explanatory mechanisms of research design	Student confuses causal and explanatory mechanisms of research design	Incorrectly identifies causal and explanatory mechanisms of research design	Fails to identify causal and explanatory mechanisms of research design	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
ICD-3-D-Data Sources	Identifies most appropriate data and statistical or qualitative method to test hypothesis/argument	Identifies adequate data and statistical or qualitative method to test hypothesis/argument	Identifies inadequate data and statistical or qualitative method to test hypothesis/argument	Identifies inappropriate data and statistical or qualitative method to test hypothesis/argument	Fails to identify data and statistical or qualitative method to test hypothesis/argument	/ 4
ICD-4-A-Internship Completion	Verifies 120+ hours of approved internship experience	Verifies 100-120 hours of approved internship experience	Verifies 75-100 hours of approved internship experience	Verifies <75 hours of approved internship experience	Fails to verify approved internship experience	/ 4
ICD-4-B-Professional Mentoring Response	Receives excellent marks on 75%+ of formal reviews from professional mentor	Receives above average marks in 75%+ of formal reviews from professional mentor	Receives average marks on 75%+ of formal reviews from professional mentor	Receives below average marks on 75%+ of formal reviews from professional mentor	Fails to receive formal reviews from professional mentor	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
ICD-5-A- Worldview Influence	Includes insightful and specific explanation of spiritual and biblical motivation of study	Includes basic and specific explanation of spiritual or biblical motivation of study	Includes vague or partial explanation of spiritual or biblical motivation of study	Includes unclear explanation of spiritual or biblical motivation of study	Includes no explanation of spiritual or biblical motivation of study	/ 4
ICD-5-B- Worldview Development	Includes insightful and specific explanation of impact study had on personal faith and worldview	Includes basic and specific explanation of impact study had on personal faith and worldview	Includes vague or partial explanation of impact study had on personal faith and worldview	Includes unclear explanation of impact study had on personal faith and worldview	Includes no explanation of impact study had on personal faith and worldview	/ 4
ICD-5-C- Practical Influence	Includes insightful and specific explanation of how one can use biblical principles to practically influence their field with God's healing	Includes basic and specific explanation of how one can use biblical principles to practically influence their field with God's healing	Includes vague or partial explanation of how one can use biblical principles to practically influence their field with God's healing	Includes unclear explanation of how one can use biblical principles to practically influence their field with God's healing	Includes no explanation of how one can use biblical principles to practically influence their field with God's healing	/ 4

Total

/ 76

Overall Score

Level 4
68 points minimum

Level 3
46 points minimum

Level 2
27 points minimum

Level 1
11 points minimum

Level 0
0 points minimum

WPA-INR-Master Rubric

Course: ORU Online

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
INR-1-A- Concept Description	Provides detailed and accurate description of thinker's ideas, including specific examples	Provides less detailed, but accurate, description of ideas, with fewer examples	Provides vague and partially accurate description of ideas	Provides inaccurate and vague description of ideas	Provides no description of ideas	/ 4
INR-1-B- Concept Explanation	Includes insightful and specific presentation of implications of ideas discussed	Includes basic and specific presentation of at least one implication of ideas discussed	Includes vague or partially inaccurate presentation of ideas' implications	Includes inaccurate presentation of ideas' implications	Includes no implications, or an inaccurate understanding of ideas' implications	/ 4
INR-1-C- Concept Evaluation	Provides insightful, accurate, and specific evaluation of strengths and weaknesses of thinker's ideas	Provides specific and accurate, but less developed, evaluation of strengths and weaknesses of thinker's ideas	Provides superficial and unsupported evaluation of thinker's ideas	Provides evaluation of thinker's ideas based on inaccurate understanding of ideas	Fails to provide any evaluation of thinker's ideas	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
INR-2-A- Written Description	Description of topic and political significance detailed and comprehensive	Basic description of topic and political significance, with some detail provided	Topic and political significance briefly mentioned and described, but almost no detail provided	Description of topic does not describe topic, and does not address significance	Provides no description of ideas	/ 4
INR-2-B- Written Argument	Paper includes clear, detailed, and easily identifiable thesis statement/argument	Paper includes clear, easily identifiable thesis/argument, but does not provide detail	Paper includes what may be a thesis statement/argument, although not clearly stated, and few details provided	Paper includes what may be an unclear thesis statement/argument, without details	Paper does not contain a stated or implied thesis statement or argument	/ 4
INR-2-C- Mechanics and Style	Paper demonstrates excellent and precise understanding of standard English usage and uses assigned citation style	Paper usually demonstrates excellent and precise understanding of standard English usage and correct citation style	Paper sometimes demonstrates accurate understanding of standard English usage and correct citation style	Paper does not demonstrate accurate understanding of standard English usage or use correct citation style	Paper incoherent and does not use citation	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
INR-2-D-Oral Description	Oral description of topic and political significance detailed and comprehensive	Oral description of topic and political significance detailed, but not comprehensive	The oral description of the topic and its political significance is vague and minimal detail is provided.	Oral description of topic and significance incorrect or superficial	No oral description of topic and significance	/ 4
INR-2-E-Oral Argument	Presentation includes clear, detailed, and easily identifiable thesis statement/argument	Presentation includes a clear, easily identifiable thesis/argument, but does not provide detail	Presentation includes what may be a thesis statement/argument, although not clearly stated, and few details provided	Presentation includes what may be an unclear thesis statement/argument, without details	Presentation does not contain a stated or implied thesis statement or argument	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
INR-2-F- Presentation Mechanics	Consistently maintains eye contact, speaks clearly at moderate speed, and uses standard English throughout	Usually maintains eye contact, speaks clearly at moderate speed, and uses standard English	Eye contact inconsistent; presentation speed inconsistent; speaker sometimes mumbles or is inaudible; frequent use of colloquialisms	Rarely or never makes eye contact; usually speaks too fast; speaker often mumbles or is inaudible; little attempt to use standard English	Never makes eye contact; always speaks too fast; speaker inaudible; no attempt to use standard English	/ 4
INR-2-G- Presentation Organization	Signposts and summaries used to help audience follow clearly organized presentation	Presentation clearly organized	Presentation organized minimally	Presentation disorganized	Presentation incoherent	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
INR-3-A- Literature Review	Contains more than required number or kind of sources; describes literature's arguments and relationship to problem accurately and thoroughly; literature linked together to explain current state of research	Contains required number or kind of sources; literature sufficient to fully explore topic, described accurately, and sources' relationship to problem examined accurately, although less thoroughly; attempt to link literature	Does not contain required number and kind of sources; literature review present but does not focus on relationship of material to problem or attempt to provide overview of state of literature on topic	Does not contain required number or kind of sources; sources described inaccurately or sloppily; no attempt to provide overview of state of literature on topic	Contains no sources; work does not constitute literature review	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
INR-3-B- Thesis Development	Hypothesis clearly stated; variables or concepts well-defined; approach to problem studied clearly stated and appropriate to problem chosen for study	Hypothesis stated, but less clearly and not all variables or concepts clearly and thoroughly defined; approach to problem less clearly stated and/or less appropriate to problem chosen for study	Inadequate hypothesis; variables or concepts not well defined; difficult to understand approach to problem, or only minimally appropriate for problem chosen for study	Hypothesis missing or incorrect for variables/information available; does not state approach to problem, states it too vaguely to provide helpful research results, or approach not appropriate for problem chosen for study	No hypothesis stated	/ 4
INR-3-C- Causal Explanation	Correctly identifies and explains causal and explanatory mechanisms of research design	Correctly identifies but does not explain causal and explanatory mechanisms of research design	Confuses causal and explanatory mechanisms of research design	Incorrectly identifies causal and explanatory mechanisms of research design	Fails to identify causal and explanatory mechanisms of research design	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
INR-3-D-Data Sources	Identifies most appropriate data and statistical or qualitative method to test hypothesis/argument	Identifies adequate data and statistical or qualitative method to test hypothesis/argument	Identifies inadequate data and statistical or qualitative method to test hypothesis/argument	Identifies inappropriate data and statistical or qualitative method to test hypothesis/argument	Fails to identify data and statistical or qualitative method to test hypothesis/argument	/ 4
INR-4-A-Internship Completion	Verifies 120+ hours of approved internship experience	Verifies 100-120 hours of approved internship experience	Student verifies 75-100 hours of approved internship experience	Verifies <75 hours of approved internship experience	Fails to verify approved internship experience	/ 4
INR-4-B-Professional Mentoring Response	Receives excellent marks on 75%+ of formal reviews from professional mentor	Receives above average marks in 75%+ of formal reviews from professional mentor	Receives average marks on 75%+ of formal reviews from professional mentor	Receives below average marks on 75%+ of formal reviews from professional mentor	Fails to receive formal reviews from professional mentor	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
INR-5-A- Worldview Influence	Includes insightful and specific explanation of spiritual and biblical motivation of study	Includes basic and specific explanation of spiritual or biblical motivation of study	Includes a vague or partial explanation of the spiritual or Biblical motivation of their study	Includes unclear explanation of spiritual or biblical motivation of study	Includes no explanation of spiritual or biblical motivation of study	/ 4
INR-5-B- Worldview Development	Includes insightful and specific explanation of impact study had on personal faith and worldview	Includes basic and specific explanation of impact study had on personal faith and worldview	Includes vague or partial explanation of impact study had on personal faith and worldview	Includes unclear explanation of impact study had on personal faith and worldview	Includes no explanation of impact study had on personal faith and worldview	/ 4
INR-5-C- Practical Influence	Includes insightful and specific explanation of how one can use biblical principles to practically influence their field with God's healing	Includes basic and specific explanation of how one can use biblical principles to practically influence their field with God's healing	Includes vague or partial explanation of how one can use biblical principles to practically influence their field with God's healing	Includes unclear explanation of how one can use biblical principles to practically influence their field with God's healing	Includes no explanation of how one can use biblical principles to practically influence their field with God's healing	/ 4

Total

/ 76

Overall Score

Level 4
68 points minimum

Level 3
46 points minimum

Level 2
27 points minimum

Level 1
11 points minimum

Level 1
0 points minimum

WPA-LEAD-Master Rubric

Course: ORU Online

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-1-A- Description	4 points Provides detailed and accurate description of thinker's ideas, including specific examples	3 points Provides less detailed but accurate description of ideas, with fewer examples	2 points Provides vague and partially accurate description of ideas	1 point Provides inaccurate and vague description of ideas	0 points Provides no description of ideas	/ 4
LEAD-1-B- Explanation	4 points Includes insightful and specific presentation of implications of ideas discussed	3 points Includes basic and specific presentation of at least one implication of ideas discussed	2 points Includes vague or partially inaccurate presentation of ideas' implications	1 point Includes inaccurate presentation of ideas' implications	0 points Includes no implications or inaccurate understanding of ideas' implications	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-1-C-Evaluation	4 points Provides insightful, accurate, and specific evaluation of strengths and weaknesses of thinker's ideas	3 points Provides specific and accurate, but less developed evaluation of strengths and weaknesses of thinker's ideas	2 points Provides superficial and unsupported evaluation of thinker's ideas	1 point Provides evaluation of thinker's ideas based on inaccurate understanding of ideas	0 points Fails to provide any evaluation of thinker's ideas	/ 4
LEAD-2-A-Written Description	4 points Description of topic and significance detailed and comprehensive	3 points Basic description of topic and significance, with some detail provided	2 points Topic and significance briefly mentioned and described, but almost no detail provided	1 point Description of topic does not describe topic and does not address significance	0 points Provides no description of ideas	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-2-B- Written Argument	4 points Paper includes clear, detailed, and easily identifiable thesis statement/argument	3 points Paper includes a clear, easily identifiable thesis/argument, but does not provide detail	2 points Paper includes what may be a thesis statement/argument, although not clearly stated, and few details provided	1 point Paper includes what may be an unclear thesis statement/argument without details	0 points Paper does not contain a stated or implied thesis statement or argument	/ 4
LEAD-2-C- Writing Mechanics	4 points Paper demonstrates excellent and precise understanding of standard English usage and uses assigned citation style	3 points Paper usually demonstrates excellent and precise understanding of standard English usage and correct citation style	2 points Paper sometimes demonstrates accurate understanding of standard English usage and correct citation style	1 point Paper does not demonstrate accurate understanding of standard English usage or use correct citation style	0 points Paper incoherent and does not use citation	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-2-D-Oral Description	4 points Oral description of topic and political significance detailed and comprehensive	3 points Oral description of topic and political significance detailed, but not comprehensive	2 points Oral description of topic and political significance vague and minimal detail provided	1 point Oral description of topic and significance incorrect or superficial	0 points No oral description of topic and significance	/ 4
LEAD-2-E-Oral Argument	4 points Presentation includes clear, detailed and easily identifiable thesis statement/argument	3 points Presentation includes clear, easily identifiable thesis/argument, but does not provide detail	2 points Presentation includes what may be thesis statement/argument, although not clearly stated, and few details provided	1 point Presentation includes what may be unclear thesis statement/argument without details	0 points Presentation does not contain stated or implied thesis statement or argument	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-2-F-Presentation Mechanics	4 points Consistently maintains eye contact, speaks clearly at moderate speed, and uses standard English throughout	3 points Usually maintains eye contact, speaks clearly at moderate speed, and uses standard English	2 points Eye contact inconsistent; presentation speed inconsistent; speaker sometimes mumbles or is inaudible; frequent use of colloquialisms	1 point Rarely or never makes eye contact; usually speaks too fast; speaker often mumbles or is inaudible; little attempt to use standard English	0 points Never makes eye contact; always speaks too fast; speaker inaudible; no attempt to use standard English	/ 4
LEAD-2-G-Speech Organization	4 points Signposts and summaries used to help audience follow clearly organized presentation	3 points Presentation clearly organized	2 points Presentation organized minimally	1 point Presentation disorganized	0 points Presentation incoherent	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-3-A- Literature Review	<p>4 points</p> <p>Contains more than required number or kind of sources; describes literature's arguments and relationship to problem accurately and thoroughly; literature linked together to explain current state of research</p>	<p>3 points</p> <p>Contains required number or kind of sources; literature sufficient to fully explore topic, is described accurately, and sources' relationship to problem examined accurately, although less thoroughly; attempt to link literature together</p>	<p>2 points</p> <p>Does not contain required number or kind of sources; literature review present but does not focus on relationship of material to problem, or attempt to provide overview of state of literature on topic</p>	<p>1 point</p> <p>Does not contain required number or kind of sources; sources described inaccurately or sloppily; no attempt to provide overview of state of literature on topic</p>	<p>0 points</p> <p>Contains no sources; work does not constitute literature review</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-3-B- Thesis	4 points Thesis clearly stated; variables or concepts well-defined; approach to problem studied clearly stated and appropriate to problem chosen for study	3 points Thesis stated, but less clearly and not all variables or concepts clearly and thoroughly defined; approach to problem less clearly stated and/or less appropriate to problem chosen for study	2 points Inadequate thesis; variables or concepts not well defined; difficult to understand approach to problem, or only minimally appropriate for problem chosen for study	1 point Thesis missing or incorrect for variables/information available; does not state approach to problem, states it too vaguely to provide helpful research results, or approach not appropriate for problem chosen for study	0 points No thesis stated	/ 4
LEAD-3-C- Causal Mechanisms	4 points Correctly identifies and explains causal and explanatory mechanisms of research design	3 points Correctly identifies but does not explain causal and explanatory mechanisms of research design	2 points Student confuses causal and explanatory mechanisms of research design	1 point Incorrectly identifies causal and explanatory mechanisms of research design	0 points Fails to identify causal and explanatory mechanisms of research design	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-3-D-Evidence	4 points Identifies most appropriate evidence to evaluate argument	3 points Identifies adequate evidence to evaluate argument	2 points Identifies inadequate evidence to evaluate argument	1 point Identifies inappropriate evidence to evaluate argument	0 points Fails to identify evidence	/ 4
LEAD-4-A-Internship Completion	4 points Verifies 120+ hours of approved internship experience	3 points Verifies 100-120 hours of approved internship experience	2 points Verifies 75-100 hours of approved internship experience	1 point Verifies <75 hours of approved internship experience	0 points Fails to verify approved internship experience	/ 4
LEAD-4-B-Mentor Review	4 points Receives excellent marks on 75%+ of formal reviews from professional mentor	3 points Receives above average marks in 75%+ of formal reviews from professional mentor	2 points Receives average marks on 75%+ of formal reviews from professional mentor	1 point Receives below average marks on 75%+ of formal reviews from professional mentor	0 points Fails to receive formal reviews from professional mentor.	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-5-A- Faith/Worldview Motivation	4 points Includes insightful and specific explanation of spiritual and biblical motivation of study	3 points Includes basic and specific explanation of spiritual or biblical motivation of study	2 points Includes vague or partial explanation of spiritual or biblical motivation of study	1 point Includes unclear explanation of spiritual or biblical motivation of study	0 points Includes no explanation of spiritual or biblical motivation of study	/ 4
LEAD-5-B- Influence on Faith/Worldview	4 points Includes insightful and specific explanation of impact study had on personal faith and worldview	3 points Includes basic and specific explanation of impact study had on personal faith and worldview	2 points Includes vague or partial explanation of impact study had on personal faith and worldview	1 point Includes unclear explanation of impact study had on personal faith and worldview	0 points Includes no explanation of impact study had on personal faith and worldview	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
LEAD-5-C- Paractical Influence	4 points Includes insightful and specific explanation of how one can use biblical principles to practically influence their field with God's healing	3 points Includes basic and specific explanation of how one can use biblical principles to practically influence their field with God's healing	2 points Includes vague or partial explanation of how one can use biblical principles to practically influence their field with God's healing	1 point Includes unclear explanation of how one can use biblical principles to practically influence their field with God's healing	0 points Includes no explanation of how one can use biblical principles to practically influence their field with God's healing	/ 4

Total / 76

Overall Score

Level 4
90 points minimum

Level 3
60 points minimum

Level 2
35 points minimum

Level 1
15 points minimum

Level 0
0 points minimum

WPA-MLDR-OL-Master Outcome Rubric

Course: ORU Online

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
MLDR-OL-1-A-Learning-Identifies	4 points Proficiently identifies the need for development based on personal strengths and weaknesses	3 points Sufficiently identifies the need for development based on personal strengths and weaknesses	2 points Insufficiently identifies the need for development based on personal strengths	1 point Deficiently identifies the need for development based on personal strengths	0 points Does not attempt to identify or assess their need for personal development	/ 4
MLDR-OL-1-B-Learning-Constructs	4 points Proficiently constructs and articulates goals based on feedback obtained from their self-regulating systems	3 points Sufficiently articulates goals based on feedback obtained from their self-regulating systems	2 points Insufficiently articulates goals based on feedback obtained from their self-regulating systems	1 point Deficiently articulates goals based on feedback	0 points Does not attempt to express goals based on feedback	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
MLDR-OL-1-C-Learning-Initiates	4 points Proficiently initiates and completes self-directed study that may lead to further specialization	3 points Sufficiently initiates self-directed study that may lead to further specialization	2 points Insufficiently starts self-directed study that may lead to further specialization	1 point Deficiently starts self-directed study related to any specialization	0 points Does not attempt studies related to further specialization	/ 4
MLDR-OL-2-A-Knowledge Illustrates	4 points Articulates a thorough knowledge of leadership theories with self understanding	3 points Articulates an adequate knowledge of leadership theories	2 points Articulates a limited knowledge of leadership theories	1 point Articulates a superficial knowledge of leadership theories	0 points Does not attempt to articulate a knowledge of leadership theories	/ 4
MLDR-OL-2-B-Knowledge Categorizes	4 points Categorizes leadership theories insightfully and thoroughly through multiple taxonomies	3 points Categorizes leadership theories insightfully through multiple taxonomies	2 points Categorizes leadership theories to an existing taxonomy	1 point Relates one leadership theory to an existing taxonomy	0 points Does not attempt to relate any leadership theory to a taxonomy	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
MLDR-OL-2-C-Knowledge Interprets	4 points Interprets complex leadership ideas with insight and simplified language	3 points Interprets complex leadership ideas with simplified language	2 points Interprets complex leadership ideas with conventional language	1 point Interprets complex leadership ideas with vague language	0 points Does not attempt to interpret leadership ideas in their own words	/ 4
MLDR-OL-3-A-Communication Applies	4 points Communicates ideas or issues with proficient use of sensemaking and problem solving methods	3 points Communicates ideas or issues with sufficient use of sensemaking and problem solving methods	2 points Communicates ideas or issues with proficient use of sensemaking and problem solving methods	1 point Communicates ideas or issues with deficient use of sensemaking and problem solving methods	0 points Does illicit communication on ideas or issues facing stakeholders	/ 4
MLDR-OL-3-B-Communication Analyzes	4 points Offers analysis to problems based on evidence and media that could help specialists and non-specialists solve problems	3 points Offers analysis to problems based on evidence that could help specialists and non-specialists solve problems	2 points Offers analysis to problems with minimal evidence	1 point Offers analysis to problems with lack of evidence	0 points Does not offer analysis of problems	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
MLDR-OL-3-C-Communication Develops	4 points Develops complex ideas and arguments with insight and simplified language	3 points Develops complex leadership arguments with simplified language	2 points Develops complex leadership ideas with conventional language	1 point Develops complex leadership ideas with vague language	0 points Does not attempt to develop leadership arguments in their own words.	/ 4
MLDR-OL-4-A-Responsibility Relates	4 points Proficiently relates critical issues to complex individual and organizational contexts	3 points Sufficiently relates critical issues to individual or organizational contexts	2 points Insufficiently relates critical issues to intended contexts of audience	1 point Deficiently relates critical issues to intended contexts of audience	0 points Does not attempt to related critical issues to audiences	/ 4
MLDR-OL-4-B-Responsibility Devises	4 points Devises research-based solutions based on collaborative team efforts	3 points Devises research-based solutions based on collaborative efforts	2 points Devises research-based solutions based through personal efforts	1 point Devises solutions based through personal efforts	0 points Does not attempt to devise solutions	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
MLDR-OL-4-C-Responsibility Demonstrates	4 points Demonstrates proficient initiative to lead people and manage projects	3 points Demonstrates sufficient initiative to lead people and manage projects	2 points Demonstrates insufficient initiative to lead people and manage projects	1 point Demonstrates deficiently initiative to lead people and manage projects	0 points Does not attempt to lead people and projects	/ 4
MLDR-OL-5-A-Judgment Appraises	4 points Proficiently appraises the position of others without bias	3 points Sufficiently appraises the position of others without bias	2 points Insufficiently appraises the position of others without bias	1 point Deficiently appraises the position of others with bias	0 points Does not attempt to appraise the positions of others	/ 4
MLDR-OL-5-B-Judgment Assesses	4 points Proficiently assesses situations and people to determine the root cause of contrasting views	3 points Sufficiently assesses situations and people to determine the root cause of contrasting views	2 points Insufficiently assesses situations to determine the root cause of contrasting views	1 point Deficiently assesses situations to determine the root cause of contrasting views	0 points Does not attempt to assess contrasting views	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
MLDR-OL-5-C-Judgment Critiques	4 points Proficiently critiques the position of others with critical thinking to solve problems	3 points Sufficiently critiques the position of others with critical thinking to solve problems	2 points Insufficiently critiques the position of others with critical thinking to solve problems	1 point Deficiently critiques the position of others with critical thinking to solve problems	0 points Does not attempt to critique the position of others with critical thinking	/ 4

Total / 60

Overall Score

Level 4
54 points minimum

Level 3
36 points minimum

Level 2
21 points minimum

Level 1
9 points minimum

Level 0
0 points minimum

WPA-MP-Master Rubric - Uses same as CTD

Course: ORU Online

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-1-A-Format	8 points The script is written using single-camera film format and it has no format errors	6 points The script is written using single-camera film format and it has an average of one format error per page	4 points The script is written using single-camera film format and it has an average of two format errors per page	2 points The script is written using single-camera film format and it has an average of three or more format errors per page	0 points No script submitted	/ 8
CTD-1-B-Writing Mechanics	4 points The text has no grammatical, spelling, or typographical errors	3 points The text has no more than an average of one grammatical, spelling, and typographical error per page	2 points The text has no more than an average of two grammatical, spelling, and typographical errors per page	1 point The text has more than an average of three grammatical, spelling, and typographical errors per page	0 points No script submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-1-C- Dialogue	8 points Dialogue is original and propels the story forward, leaving room for the audience to infer meaning; characters have own speaking style	6 points Dialogue propels the story forward and feels realistic	4 points Dialogue feels slow, some lines are unnecessary	2 points Dialogue does not advance the story and is mostly cliché or "on the nose"	0 points No script submitted	/ 8
CTD-1-D- Action Lines	8 points Action lines immerse the viewer in the world of the story, describe action in the present tense, and adopt the story style	6 points Action lines' content is relevant, some do not begin with a noun, and they describe action in the present tense	4 points Action lines mostly begin with a noun and provide irrelevant info; they describe action in the present tense	2 points Action lines describe action in the past tense, they are not separated into paragraphs	0 points No script submitted	/ 8

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-1-E- Storyline	8 points Solid story structure with creative ideas; script ties all loose ends	6 points Good story structure; goals are resolved	4 points Major conflict upsets balance, character makes decision that leads to a goal, that is resolved	2 points Script's characters and conflict lack magnitude and originality; character does not resolve conflict	0 points No script submitted	/ 8
CTD-1-F- Product	4 points Overall, script engages the audience and makes reader want to see the film on the screen	3 points Overall, script engages the audience	2 points Overall, script flows logically and reader is able to follow the story	1 point Overall, script does not engage the reader	0 points No script submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-2-A- Preproduction Paperwork	4 points Producer's prep work and Director's prep work is complete and can be easily read and understood by other crew members	3 points Producer's prep work and Director's prep work is mostly complete; it may be difficult for others to read and understand	2 points Producer's prep work and Director's prep work is somewhat complete	1 point Producer's prep work and Director's prep work is incomplete	0 points No pre-production paperwork submitted	/ 4
CTD-2-B- Composition	4 points Principles of composition are used throughout the film to communicate meaning and support the story, creating an aesthetically pleasing piece to watch and experience	3 points Some principles of composition are used throughout the film to communicate meaning and support the story	2 points Principles of composition are seldom used in this film and shot composition is not thought out	1 point Principles of composition were not taken into consideration while shooting this film	0 points No project submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-2-C-Directing Actors	4 points Actors have distinct personalities and their performance matches the mood and intention of the script	3 points Actors' performance reflect and carry the storyline	2 points Actors seem to follow director's cues for line delivery and blocking	1 point Actors' performance seems not to have guidance	0 points No project submitted	/ 4
CTD-2-D-Continuity and Editing	4 points No continuity errors and project utilizes the principles of invisible editing	3 points Up to two continuity/editing errors are in the project	2 points Up to four continuity/editing errors are in the project	1 point More than four continuity/editing errors are in the project	0 points No project submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-2-E-Film Effectiveness	4 points Film engages the viewer and progresses a storyline, without distractions that break the suspension of disbelief	3 points Film engages the viewer and progresses a storyline, but at times technical errors distract the viewer breaking the suspension of disbelief	2 points All pieces of the film are assembled together	1 point Film is not complete	0 points No project submitted	/ 4
CTD-3-A-Preparation	4 points Exemplary preparation while editing a short film; project organization, bins, timeline and final export demonstrate exemplary preparation	3 points Competent preparation while editing a short film; project organization, bins, timeline and final export demonstrate competent preparation	2 points Acceptable preparation while editing a short film; project organization, bins, timeline and final export demonstrate acceptable preparation	1 point Unacceptable preparation while editing a short film; project organization, bins, timeline and final export demonstrate unacceptable preparation	0 points No project submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-3-B-Creative	4 points Exemplary creativity in the execution of editing a short film; the sequencing, audio composition, color grading and graphics demonstrate an exemplary level of creativity	3 points Competent creativity in the execution of editing a short film; the sequencing, audio composition, color grading and graphics demonstrate a competent level of creativity	2 points Acceptable creativity in the execution of editing a short film; the sequencing, audio composition, color grading and graphics demonstrate an acceptable level of creativity	1 point Unacceptable creativity in the execution of editing a short film; the sequencing, audio composition, color grading and graphics demonstrate an unacceptable level of creativity	0 points No project submitted	/ 4
CTD-3-C-Technical	4 points Exemplary execution of the technical aspects of video production (video, sound, graphics) while editing a short film	3 points Competent execution of the technical aspects of video production (video, sound, graphics) while editing a short film	2 points Acceptable execution of the technical aspects of video production (video, sound, graphics) while editing a short film	1 point Unacceptable execution of the technical aspects of video production (video, sound, graphics) while editing a short film	0 points No project submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-3-D-Direction	4 points Exemplary directing skills while editing a short film; the use of shots, sequencing, music and sound effects placement are all exemplary	3 points Competent directing skills while editing a short film; the use of shots, sequencing, music and sound effects placement are all competent	2 points Acceptable directing skills while editing a short film; the use of shots, sequencing, music and sound effects placement are all acceptable	1 point Unacceptable directing skills while editing a short film; the use of shots, sequencing, music and sound effects placement are all unacceptable	0 points No project submitted	/ 4
CTD-4-A-Preparation	4 points Exemplary preparation for the feature story; story, locations, and interviews were well organized and thought out	3 points Competent preparation for the feature story; story, locations, and interviews were mostly organized and thought out	2 points Acceptable preparation for the feature story; story, locations, and interviews were basically organized and thought out	1 point Unacceptable preparation for the feature story; story, locations, and interviews were not well organized and thought out	0 points No feature story was submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-4-B-Creative	4 points Exemplary creativity in the execution of the feature story; the use of interviews, B-Roll, music and graphics were exceptionally creative	3 points Competent creativity in the execution of the feature story; the use of interviews, B-Roll, music and graphics were moderately creative	2 points Acceptable creativity in the execution of the feature story; the use of interviews, B-Roll, music and graphics were somewhat creative	1 point Unacceptable creativity in the execution of the feature story; the use of interviews, B-Roll, music and graphics were not at all creative	0 points No feature story was submitted	/ 4
CTD-4-C-Technical	4 points Exemplary execution of the technical aspect of video production (video, sound and composition)	3 points Competent execution of the technical aspect of video production (video, sound and composition)	2 points Acceptable execution of the technical aspect of video production (video, sound and composition)	1 point Unacceptable execution of the technical aspect of video production (video, sound and composition)	0 points No feature story was submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-4-D-Direction	4 points The direction of the feature story demonstrates an exceptional level of story conceptualization and execution	3 points The direction of the feature story demonstrates an competent level of story conceptualization and execution	2 points The direction of the feature story demonstrates an acceptable level of story conceptualization and execution	1 point The direction of the feature story demonstrates an unacceptable level of story conceptualization and execution	0 points No feature story was submitted	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-5-A-Ethical Decision Making	<p>4 points</p> <p>Supervisor reports that student continually demonstrates reliability and trustworthiness in decision-making through appropriate and continual recognition of contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)</p>	<p>3 points</p> <p>Supervisor reports student regularly demonstrates reliability and trustworthiness in decision-making through appropriate and continual recognition of contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)</p>	<p>2 points</p> <p>Supervisor reports student may lack reliability and trustworthiness in some decisions; may not recognize appropriate and continual contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)</p>	<p>1 point</p> <p>Supervisor reports student often lacks reliability and trustworthiness in decisions; does not recognize appropriate and continual contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization lacking)</p>	<p>0 points</p> <p>Supervisor reports student provides no evidence of reliability and trustworthiness or its associated contexts (interpersonal, cross-cultural and organizational culture), or did not complete internship</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
CTD-5-B- Professional Work Ethic	4 points Supervisor reports student shows exceptional work ethic, over and above supervisor's expectations, demonstrated through work quality, punctuality, overall performance, and attitude	3 points Supervisor reports student shows strong work ethic, over and above supervisor's expectations, demonstrated through work quality, punctuality, overall performance, and attitude	2 points Some concern from supervisor noted in student's work ethic; may be demonstrated through lack of total work, lack of quality work, not being punctual, poor work performance, and/or poor attitude	1 point Great concern from supervisor noted in student's work ethic; may be demonstrated through lack of total work, lack of quality work, not being punctual, poor work performance, and/or poor attitude	0 points Supervisor reports student provides no evidence for supporting organizational mission through professional work ethic, or did not complete internship	/ 4

Total / 100

Overall Score

Level 4

76 points minimum

Level 3

50 points minimum

Level 2

29 points minimum

Level 1

13 points minimum

Level 0

0 points minimum

WPA-POLS-Master Rubric

Course: ORU Online

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
POLS-1-A- Concept Description	Provides detailed and accurate description of thinker's ideas, including specific examples	Provides less detailed but accurate description of ideas with fewer examples	Provides vague and partially accurate description of ideas	Provides inaccurate and vague description of ideas	Provides no description of ideas	/ 4
POLS-1-B- Concept Explanation	Includes insightful and specific presentation of implications of ideas discussed	Includes basic and specific presentation of at least one implication of ideas discussed	Includes vague or partially inaccurate presentation of ideas' implications	Includes inaccurate presentation of ideas' implications	Includes no implications or inaccurate understanding of ideas' implications	/ 4
POLS-1-C- Concept Evaluation	Provides insightful, accurate, and specific evaluation of strengths and weaknesses of thinker's ideas	Provides specific and accurate, but less developed, evaluation of strengths and weaknesses of thinker's ideas	Provides superficial and unsupported evaluation of thinker's ideas	Provides evaluation of thinker's ideas based on inaccurate understanding of ideas	Fails to provide any evaluation of thinker's ideas	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
POLS-2-A- Written Description	Description of topic and political significance detailed and comprehensive	Basic description of topic and political significance; some detail provided	Topic and political significance briefly mentioned and described, but almost no detail provided	Provides inaccurate and vague description of topic and does not address significance	Provides no description of ideas	/ 4
POLS-2-B- Written Argument	Paper includes clear, detailed, and easily identifiable thesis statement/argument	Paper includes clear, easily identifiable thesis/argument, but does not provide detail	Paper includes what may be a thesis statement/argument, although not clearly stated, and few details provided	Paper includes what may be an unclear thesis statement/argument, without details	Paper does not contain a stated or implied thesis statement or argument	/ 4
POLS-2-C- Mechanics and Style	Paper demonstrates excellent and precise understanding of standard English usage and uses assigned citation style	Paper usually demonstrates excellent and precise understanding of standard English usage and correct citation style	Paper sometimes demonstrates accurate understanding of standard English usage and correct citation style	Paper does not demonstrate accurate understanding of standard English usage or use correct citation style	Paper incoherent and does not use citation	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
POLS-2-D- Oral Description	Oral description of topic and political significance detailed and comprehensive	Oral description of topic and political significance detailed, but not comprehensive	Oral description of topic and political significance vague and minimal detail provided	Oral description of topic and significance incorrect or superficial	No oral description of topic and significance	/ 4
POLS-2-E-Oral Argument	Presentation includes clear, detailed, and easily identifiable thesis statement/argument	Presentation includes clear, easily identifiable thesis/argument, but does not provide detail	Presentation includes what may be a thesis statement/argument, although not clearly stated, and few details provided	Presentation includes what may be an unclear thesis statement/argument, without details	Presentation does not contain a stated or implied thesis statement or argument	/ 4
POLS-2-F- Presentation Mechanics	Consistently maintains eye contact, speaks clearly at moderate speed, and uses standard English throughout	Usually maintains eye contact, speaks clearly at moderate speed, and uses standard English	Eye contact inconsistent; presentation speed inconsistent; speaker sometimes mumbles or is inaudible; frequent use of colloquialisms	Rarely or never makes eye contact; usually speaks too fast; speaker often mumbles or is inaudible; little attempt to use standard English	Never makes eye contact; always speaks too fast; speaker inaudible; no attempt to use standard English	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
POLS-2-G- Presentation Organization	Signposts and summaries used to help audience follow clearly organized presentation	Presentation clearly organized	Presentation minimally organized	Presentation disorganized	Presentation incoherent	/ 4
POLS-3-A- Literature Review	Contains more than required number or kind of sources; describes literature's arguments and relationship to problem accurately and thoroughly; literature linked together to explain current state of research	Contains required number or kind of sources; literature sufficient to fully explore topic, described accurately, and sources' relationship to problem examined accurately, although less thoroughly; attempt to link literature together	Does not contain required number or kind of sources; literature review present but does not focus on relationship of material to problem, or attempt to provide overview of state of literature on topic	Does not contain required number or kind of sources; sources described inaccurately or sloppily; no attempt to provide overview of state of literature on topic	Contains no sources; work does not constitute literature review	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
POLS-3-B- Thesis Development	Hypothesis clearly stated; variable or concepts well-defined; approach to problem studied clearly stated and appropriate to problem chosen for study	Hypothesis stated, but less clearly, and not all variables or concepts clearly and thoroughly defined; approach to problem less clearly stated and/or less appropriate to problem chosen for study	Hypothesis, inadequate; variables or concepts not well defined; difficult to understand approach to problem, or only minimally appropriate for problem chosen for study	Hypothesis missing or incorrect for variables/information available; does not state approach to problem, states it too vaguely to provide helpful research results, or approach not appropriate for problem chosen for study	No hypothesis stated	/ 4
POLS-3-C- Causal Explanation	Correctly identifies and explains causal and explanatory mechanisms of the research design	Correctly identifies but does not explain causal and explanatory mechanisms of the research design	Student confuses the causal and explanatory mechanisms of the research design	Incorrectly identifies causal and explanatory mechanisms of the research design	Fails to identify causal and explanatory mechanisms of the research design	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
POLS-3-D- Data Sources	Identifies most appropriate data and statistical or qualitative method to test hypothesis/argument	Identifies adequate data and statistical or qualitative method to test hypothesis/argument	Identifies inadequate data and statistical or qualitative method to test hypothesis/argument	Identifies inappropriate data and statistical or qualitative method to test the hypothesis/argument	Fails to identify data and statistical or qualitative method to test hypothesis/argument	/ 4
POLS-4-A- Internship Completion	Verifies 120+ hours of approved internship experience	Verifies 100-120 hours of approved internship experience	Verifies 75-100 hours of approved internship experience	Verifies <75 hours of approved internship experience	Fails to verify approved internship experience	/ 4
POLS-4-B- Professional Mentoring Response	Receives excellent marks on 75%+ of formal reviews from professional mentor	Receives above average marks in 75%+ of formal reviews from professional mentor	Receives average marks on 75%+ of formal reviews from professional mentor	Receives below average marks on 75%+ of formal reviews from professional mentor	Fails to receive formal reviews from professional mentor	/ 4

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point	Level 0 0 points	Criterion Score
POLS-5-A- Worldview Influence	Includes insightful and specific explanation of spiritual and biblical motivation of study	Includes basic and specific explanation of spiritual or biblical motivation of study	Includes vague or partial explanation of spiritual or biblical motivation of study	Includes unclear explanation of spiritual or biblical motivation of study	Includes no explanation of spiritual or biblical motivation of study	/ 4
POLS-5-B- Worldview Development	Includes insightful and specific explanation of impact study had on personal faith and worldview	Includes basic and specific explanation of impact study had on personal faith and worldview	Includes vague or partial explanation of impact study had on personal faith and worldview	Includes an unclear explanation of the impact their study had on their faith and worldview	Includes no explanation of impact study had on personal faith and worldview	/ 4
POLS-5-C- Practical Influence	Includes insightful and specific explanation of how one can use biblical principles to practically influence their field with God's healing	Includes basic and specific explanation of how one can use biblical principles to practically influence their field with God's healing	Includes vague or partial explanation of how one can use biblical principles to practically influence their field with God's healing	Includes unclear explanation of how one can use biblical principles to practically influence their field with God's healing	Includes no explanation of how one can use biblical principles to practically influence their field with God's healing	/ 4

Total

/ 76

Overall Score

Level 4
90 points minimum

Level 3
60 points minimum

Level 2
35 points minimum

Level 1
15 points minimum

Level 0
0 points minimum

WPA-PRAD-Master Rubric

Course: ORU Online

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-1-A-Communication Problem Identification	4 points Identifies significant communication problem in case, its conjoint causes, including forces internal and external to organization; case problem thoroughly demonstrated through reliable, authoritative information	3 points Identifies communication problem in case and possible causes, including forces internal and external to organization; problem moderately demonstrated through reliable, authoritative information	2 points Identifies communication problem in case, and possible causes; problem poorly demonstrated, lacking reliable, authoritative sources of information	1 point Does not identify communication problem in case and/or lacks reliable, authoritative sources of information	0 points No evidence of case problem found	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-1-B- Case Analysis	4 points Provides exceptional analysis and interpretation of case problem, using several communication theories, legal rulings, industry best practices, and/or other case examples	3 points Provides above average analysis and interpretation of case problem, using several communication theories, legal rulings, industry best practices, and/or other case examples	2 points Provides average analysis and interpretation of case problem with limited use of communication theories, legal rulings, industry best practices, and/or other case examples	1 point Provides below average analysis and interpretation of case problem, with limited use of communication theories, legal rulings, industry best practices, and/or other case examples	0 points No evidence of analysis and interpretation of case found	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-1-C-Audience Presentation	4 points Demonstrates excellent visual and vocal delivery, has excellent eye-contact, vocal expression, facial expressions, hand gestures, movement, poise, and confidence	3 points Demonstrates good visual and vocal delivery, good eye-contact, vocal expression, facial expressions, hand gestures, movement, poise, and confidence	2 points Demonstrates adequate visual/vocal delivery, some eye-contact, moderate vocal expression, few expressive facial expressions, and limited or tedious gestures and/or movement	1 point Demonstrates poor visual and vocal delivery with minimal eye-contact, monotone vocal expression, distracting hand gestures, no movement, and/or low confidence	0 points No evidence of visual and vocal delivery found	/ 4
PRAD-1-D-Writing	4 points Little or no grammatical and/or usage errors	3 points Few grammatical and/or usage errors	2 points Several grammatical and/or usage errors	1 point Extensive grammatical and/or usage errors	0 points No evidence of writing found.	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-2-A- Research	4 points Conducts effective research skills demonstrating understanding of key theories, research methods relevant to field of media, public relations, and advertising	3 points Conducts effective research skills demonstrating adequate understanding of key theories, research methods relevant to field of media, public relations, and/or advertising	2 points Conducts research skills demonstrating moderate understanding of key theories, research methods relevant to field of media, public relations, and/or advertising	1 point Conducts research skills demonstrating rudimentary understanding of key theories, research methods relevant to field of media, public relations, and/or advertising	0 points No evidence of research skills demonstrating any understanding of theories and/or methods relevant to field of media, public relations, and/or advertising	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-2-B-Writing	<p>4 points</p> <p>Demonstrates exemplary and professional writing competencies, including APA or AP style writing by adequately providing thesis or problem-solution plan development, sources and support in a given field of research; one or fewer writing/usage errors</p>	<p>3 points</p> <p>Demonstrates above average professional writing competencies, including APA or AP style writing by adequately providing thesis or problem-solution plan development, sources and support in a given field of research; few writing/usage errors</p>	<p>2 points</p> <p>Demonstrates adequate and professional writing competencies, including APA or AP style writing by adequately providing thesis or problem-solution plan development, sources and support in a given field of research; several writing/usage errors</p>	<p>1 point</p> <p>Demonstrates limited, unprofessional writing competencies, including APA or AP style writing; provides no thesis or problem-solution plan development, limited sources and/or support in a given field of research; may have several writing and/or usage errors</p>	<p>0 points</p> <p>No evidence of professional writing skill, including APA or AP style writing; no thesis or problem-solution plan, and no sources or support; several writing and/or usage errors</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-3-A- Methodology	4 points Demonstrates exceptional understanding of research methodology, including identification of sample frame, study's limitations, participant recruitment strategies, and margin of error	3 points Demonstrates above average understanding of research methodology, including identification of sample frame, study's limitations, participant recruitment strategies, and margin of error	2 points Demonstrates average understanding of research methodology, including identification of sample frame, study's limitations, participant recruitment strategies, and margin of error	1 point Demonstrates little to no understanding of research methodology, including identification of sample frame, study's limitations, participant recruitment strategies, and margin of error	0 points No evidence of understanding research methodology and its elements found	/ 4
PRAD-3-B- Research Question Articulation and Data Reporting	4 points Accurately articulates study's research questions and provides substantial data to support these	3 points Accurately articulates study's research questions and provides some data to support these	2 points Adequately articulates study's research questions, but provides little data to support these	1 point Provides no articulation of study's research questions and no data to support these	0 points No evidence of research question articulation or data reporting found	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-3-C- Report Writing	4 points Little or no grammatical and/or usage errors found in report writing	3 points Few grammatical and/or usage errors found in report writing	2 points Several grammatical and/or usage errors found in report writing	1 point Many grammatical and/or usage errors found in report writing	0 points No evidence of report writing found	/ 4
PRAD-3-D- Analysis	4 points Conducts exceptional interpretation of data and considers other forces in context; advances originally held view/s posed by research questions	3 points Conducts effective interpretation of data and considers other forces in context; advances originally held view/s posed by research questions	2 points Conducts average interpretation of data and has limited consideration for other forces in context; may provide limited advancement of originally held view/s posed by research questions	1 point Conducts rudimentary interpretation of data and offers no consideration for other forces in context; does not advance originally held view/s posed by research questions	0 points No evidence of data interpretation found, and no advance made toward view/s posed by research questions	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-3-E-Integration	4 points Demonstrates sophisticated integration of data into research problem and develops multiple recommendations for client	3 points Demonstrates effective integration of data into research problem and develops several recommendations for client	2 points Demonstrates average integration of data into research problem with limited recommendations for client	1 point Demonstrates limited integration of data into research problem with weak or no recommendations for client	0 points No evidence of data integration into research problem found	/ 4
PRAD-3-F-Writing	4 points Demonstrates sophisticated, professional APA or AP style writing; little to no grammatical, writing and/or usage errors	3 points Demonstrates professional APA or AP style writing; few grammatical, writing and/or usage errors	2 points Demonstrates adequate APA or AP style writing; several grammatical, writing and/or usage errors	1 point Demonstrates limited writing competencies; many grammatical, writing and/or word usage errors	0 points No evidence of professional report writing, whether APA or AP style, found	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-4-A-Aesthetics	4 points All pages possess sophisticated levels of design principles (elements, color, typography and craft); multiple design mechanisms present	3 points Approximately three-fourths (75%) of pages possess sophisticated levels of design principles (elements, color, typography and craft); some design mechanisms present	2 points Approximately one-half (50%) of pages possess sophisticated levels of design principles (elements, color, typography and craft); several design mechanisms present	1 point Less than one-half (one to 49%) of pages possess sophisticated levels of design principles (elements, color, typography and craft); few to no design mechanisms present	0 points No evidence found which indicates design principles and/or mechanisms used	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-4-B- Brand Integration and Consistency	<p>4 points</p> <p>Exceptional brand integration consistent across design elements, including, but not limited to, logo development, color, image, layout, typography, photography, icons, and other visual elements; styleguide form intentional and planned</p>	<p>3 points</p> <p>Strong brand integration mostly consistent across design elements, including, but not limited to, logo development, color, image, layout, typography, photography, icons, and other visual elements; styleguide form intentional and planned</p>	<p>2 points</p> <p>Some brand integration somewhat consistent across design elements, including, but not limited to, logo development, color, image, layout, typography, photography, icons, and other visual elements; styleguide lacks continuity and/or planning</p>	<p>1 point</p> <p>Little to no brand integration; inconsistent across design elements, including, but not limited to logo development, color, image, layout, typography, photography, icons, and other visual elements; styleguide shows little integration and/or planning</p>	<p>0 points</p> <p>No evidence found for brand integration or consistency across design elements</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-4-C- Copywriting	4 points Demonstrates sophisticated copywriting skill and consistently writes from brand's voice; little to no grammatical, writing and/or usage errors	3 points Demonstrates above average copywriting skill and consistently writes from brand's voice; few grammatical, writing and/or usage errors	2 points Demonstrates average copywriting skill and sometimes varies from brand's voice; several grammatical, writing and/or usage errors	1 point Demonstrates limited copywriting skill and often varies from brand's voice; multiple grammatical, writing and/or word usage errors	0 points No evidence of copywriting skill or knowledge of brand voice found	/ 4
PRAD-4-D- Use of Technology	4 points Uses class appropriate professional technologies with exceptional efficacy	3 points Uses class appropriate professional technologies with good efficacy	2 points Uses class appropriate professional technologies with mediocre efficacy	1 point Uses class appropriate professional technologies with poor efficacy	0 points Did not use class appropriate technologies successfully	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-5-A- Case Problem Identification	4 points Identifies significant problem in case, its conjoint causes, including forces internal and external to organization; case problem thoroughly demonstrated through reliable, authoritative information	3 points Identifies problem in case and possible causes, including forces internal and external to organization; problem moderately demonstrated through reliable, authoritative information	2 points Identifies problem in case and possible causes; problem poorly demonstrated, lacking reliable, authoritative sources of information	1 point Does not identify problem in case and/or lacks reliable, authoritative sources of information	0 points No evidence of case problem identification demonstrated	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-5-B- Case Analysis	4 points Provides exceptional analysis and interpretation of case problem using several communication theories, legal rulings, industry best practices, and/or other case examples	3 points Provides above average analysis and interpretation of case problem using several communication theories, legal rulings, industry best practices, and/or other case examples	2 points Provides average analysis and interpretation of case problem with limited use of communication theories, legal rulings, industry best practices, and/or other case examples	1 point Provides below average analysis and interpretation of case problem with limited use of communication theories, legal rulings, industry best practices, and/or other case examples	0 points No evidence of analysis or interpretation of case found	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-5-C- Presentation of Case Problem and Analysis	4 points Articulates case problem and analysis through excellent visual and vocal delivery, has excellent eye-contact, vocal expression, facial expressions, hand gestures, movement, poise, and confidence	3 points Articulates case problem and analysis through above average visual and vocal delivery, good eye-contact, vocal expression, facial expressions, hand gestures, movement, poise, and confidence	2 points Articulates case problem and analysis through adequate visual and vocal delivery, has some eye-contact, moderate vocal expression, few expressive facial expressions, limited or tedious hand gestures, and/or limited movement	1 point Does not articulate case problem and/or analysis through visual and vocal delivery with minimal eye-contact, monotone vocal expression, distracting hand gestures, no movement, and/or low confidence	0 points No evidence of case problem or analysis through public presentation found	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-6-A-Ethical Decision-making	<p>4 points</p> <p>Supervisor reports student continually demonstrates reliability and trustworthiness in decision-making through appropriate and continual recognition of contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)</p>	<p>3 points</p> <p>Supervisor reports student regularly demonstrates reliability and trustworthiness in decision-making through appropriate and continual recognition of contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)</p>	<p>2 points</p> <p>Supervisor reports student may lack reliability and trustworthiness in some decisions; may not recognize appropriate and continual contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization)</p>	<p>1 point</p> <p>Supervisor reports student often lacks reliability and trustworthiness in decisions; does not recognize appropriate and continual contexts (professional language, interpersonal skills, diversity/cross-cultural sensitivity, and as part of organization lacking)</p>	<p>0 points</p> <p>Supervisor reports student provides no evidence of reliability and trustworthiness or its associated contexts (interpersonal, cross-cultural and organizational culture), or did not complete internship</p>	/ 4

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0	Criterion Score
PRAD-6-B- Professional Work Ethic	4 points Supervisor reports student shows exceptional work ethic, over and above supervisor's expectations, demonstrated through work quality, punctuality, overall performance, and attitude	3 points Supervisor reports student shows strong work ethic, over and above supervisor's expectations, demonstrated through work quality, punctuality, overall performance, and attitude	2 points Some concern from supervisor noted in student's work ethic; may be demonstrated through lack of total work, lack of quality work, not being punctual, poor work performance, and/or poor attitude	1 point Great concern from supervisor noted in student's work ethic; may be demonstrated through lack of total work, lack of quality work, not being punctual, poor work performance, and/or poor attitude	0 points Supervisor reports student provides no evidence for supporting organizational mission through professional work ethic, or did not complete internship	/ 4

Total / 84

Overall Score

Level 4
14 points minimum

Level 3
10 points minimum

Level 2
6 points minimum

Level 1
2 points minimum

Level 0
0 points minimum