Course Syllabus Evaluation Rubric

I) SACS principle 3.6.1 states: “the institution’s post-baccalaureate professional degree programs, master’s and doctoral degree programs are progressively more advanced in academic content than its undergraduate programs.”
   1) Less Advanced=0
   2) More Advanced=1

**Indicators for More Advanced Academic Content**
   a. Learning objectives cover disciplinary knowledge reflective of the course description and title.
   b. Various types of goals and outcomes are listed and worded in a way that graduate students can easily understand.
   c. There is clear logic for the integration of learning outcomes through the course.
   d. Learning objectives are measurable.
   e. Learning objectives contain verbage indicating higher level learning according to Bloom’s Taxonomy of Educational Objectives (i.e. synthesize, explain, differentiate, judge)

II) Identify course syllabi that are exemplary models of meeting SACS principles 3.6.1 and 3.6.2.
   1) Non Exemplary Model=0
   2) Exemplary Model=1

**Indicators of Exemplary Models**
   a. Learning outcomes exceptionally cover disciplinary knowledge reflective of the course description and title.
   b. Various types of goals and outcomes are operationally defined and articulated in a way that graduate students can easily understand.
   c. There is unusually clear and concise logic for the integration of learning outcomes through the course.
   d. Learning objectives are measurable and quantifiable.
   e. Learning objectives contain verbage that is both feasible and measurable indicating higher level learning according to Bloom’s Taxonomy of Educational Objectives

III) Principle 3.6.2 states: “the institution ensures that its graduate instruction and resources foster independent learning, enabling the graduate to contribute to a profession or field of study.”
   1) Does Not Foster Independent Learning=0
   2) Fosters Independent Learning=1
Indicators of Fostering Independent Learning

a. Includes knowledge of the literature of the discipline
b. Ensures ongoing student engagement in research and/or appropriate professional practice and training experiences
c. Includes opportunities for critical thinking and reflection
d. Provides professional development opportunities (i.e. conferences)