

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

