Revised QEP Course Syllabi Rubric

QEP Purpose Statement: The focus of the UNTHSC QEP is to improve students' Higher Order Thinking (HOT) skills across the health sciences curricula through faculty development in curricula delivery methods and course redesign.

Element	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Course description	Describes course's major areas of inquiry. Outlines key concepts, topics, and/or skills to be covered. Provides context for learning and rationale for course. Indicates course's role in department/degree curriculum.	Provides context for learning and rationale for course. Outlines key concepts, topics, and/or skills to be covered. Indicates course's role in department/degree curriculum.	Describes topics to be covered. Does not describe major skills or concepts. Does not link course to competencies or overarching goals.
Student learning outcomes	Are measurable and/or observable. Progress toward more ambitious and rigorous higher order thinking skills. Are anchored by verbs describing what the student will do to provide evidence of mastery. Are grounded in departmental and/or school-wide competencies.	Are measurable and/or observable. Describe desired behaviors that students will perform to demonstrate skill/concept mastery in the course. Involve cognitive challenge and higher-order thinking skills.	Are not measurable or observable. Do not describe behaviors that students will perform in order to demonstrate higher order thinking. May describe content to be covered rather than student learning outcomes.
Assessment and grading policy	Thoroughly describes each assignment. Describes grading policy and philosophy clearly and concretely. Expectations for all forms of assessment (e.g., assignments, exams, group projects, etc.) are clear.	Describes all assignments. Grading policy is defined, and point's distribution is explained.	Assessments are not defined. Grading policy is either not explained or is defined in vague terms.
Course requirements	Clearly and thoroughly outlines requirements for success in course. Specifically and concretely describes all expectations for academic and social behavior. Details policies related to lateness, attendance, group work, citations, etc.	Clearly outlines expectations related to class participation, group work, assignments, etc. Defines policies related to lateness, attendance, group work, citations, etc.	Describes expectations in general terms (e.g., "You should come to class prepared"). Does not specify course policies.
Course schedule	Lists learning objective(s) for each week in addition to topics. Cites related readings, both required and supplementary, for each week and any relevant assignments due.	Lists topics and learning objectives to be covered each week. Identifies required readings and any relevant assignments due.	May list topics to be covered but does not specify a schedule for learning.

Adapted from Columbia University, (2006). Mailman School of Public Health: Syllabus rubric. Retrieved from http://www.mailman.columbia.edu/faculty-staff/enhancing-teaching/syllabus-toolkit