

TACO Rubric

Start of Block: Course Framework Evaluation

Q1 Course number and title

Q2 Does the course title reflect the objectives of the course and adhere to university guidelines (see the Course Title Guidelines.)

- Meets (1)
- Does not meet (2)
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Q3 Does the Catalog description clearly and succinctly describe the course?

- Meets (1)
- Does not meet (2)
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Q4 Does the curriculum-based rationale offer a compelling argument for why the course is needed in the university's curriculum? Does the rationale explain what program(s) the course supports?

- Meets (1)
- Does not meet (2)
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Q5 Are the course learning outcomes clear, measurable, and consistent with the level of learning for the course?

Meets (1)

Does not meet (2)

Q6 Do the program learning outcomes that the course supports align with the course learning outcomes? Are the program learning outcomes listed also listed in the Catalog?

Meets (1)

Does not meet (2)

Q7 Is there a course coordinator listed?

Meets (1)

Does not meet (2)

Q8 Are the optional items clear and well explained? (E.g. required course assessments, content, textbooks, etc.)

Meets (1)

Does not meet (2)

End of Block: Course Framework Evaluation

Start of Block: Syllabus Harmonization Comparison

Q9 Syllabus Section Number and Instructor Name

Q10 Are the learning outcomes listed on the course syllabi consistent with what is listed in CIM AND consistent across sections?

- Meets (1)
 - Does not meet (2)
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Q11 Does course content appear to be within 70% harmonization with other sections?

- Meets (1)
 - Does not meet (2)
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Q12 Do the syllabi explain how students will earn their final grade? Are the grading criteria presented either through a rubric or an explanation of how they will be evaluated? Are the assignments themselves clearly explained? Is there a timeline for major course assignments? Does that timeline guarantee a meaningful mid-term grade? Does the syllabus include any required assessments listed in CIM?

- Meets (1)
 - Does not meet (2)
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Q13 Are assessments aligned with the course learning outcomes and the level of learning for the course?

- Meets (1)
 - Does not meet (2)
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Q14 Is the grade type clear (standard letter, pass/fail, etc.)? Is the final grading scale included? Are the points/percentages clear, logical, and consistent?

Meets (1)

Does not meet (2)

Q15 Are attendance and participation policies clearly stated? Are the consequences of missing class and/or not participating clearly defined and connected to the grading scale? Are the policies distinct if there is a grade associated with both? Does either policy conflict with university policy?

Meets (1)

Does not meet (2)

Q16 Are optional syllabus statements either linked to the correct webpage or current?

Meets (1)

Does not meet (2)

End of Block: Syllabus Harmonization Comparison
