

## Curriculum Evaluation Rubric

Course: MDCA 1317 Procedures in a Clinical Setting

Date: 6-1-16

Reviewer: Kathy Snider, MSN, MA, BSN

*The philosophy of the curriculum review process is based on three principles: 1) continuous improvement; 2) professional development; and 3) direct application. There are no pass/fail or minimum scores for a course, provided that all required portfolio components are submitted by the participating college. The focus of the review process is to share best practices and feedback on the work of colleagues.*

**Instructions:** Use one rubric per course.

Begin by reviewing the Syllabus/Course Outline and complete Sections A through F of the Rubric.

For each item, circle the appropriate rating number and place a tally total in the box indicated for each section. Please take time to identify related Strengths and Suggestions for each section; this is an opportunity for you to give specific feedback to the instructor / curriculum designer. The boxes expand with your text. There is also a section at the end of the rubric for General or Summary Comments about the course overall. Tally the 6 sections and record the total at the end of the document in the Total Score box.

When you complete the rubric, please save it and send it to: [Janice M. Johnston at jmjohnston31@actx.edu](mailto:jmjohnston31@actx.edu). Completed rubrics are due no later than June 30, 2016. If you have any questions or problems, contact Janice at 806-467-3110.

Reviewed and Submitted  
by *Drider R*

FINAL

6/30/16

**A. Syllabus & Course Outline**

**Scale:**

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

A1	Syllabus includes basic elements of the course (e.g., course title and number, credits, goals/objectives, learning outcomes, pre-requisites, course description)	1	2	3	4	N/A
A2	Course texts (required and optional) are listed on syllabus; supplementary materials and resources are provided if appropriate.	1	2	3	4	N/A
A3	Assessment methods, grading policies and scale, and other student measurement practices are described within the syllabus.	1	2	3	4	N/A
A4	The Course Outline is appropriately formatted and includes major topics, activities, and length of classes/sessions.	1	2	3	4	N/A
<b>TOTALS</b>		1	4	3	0	8

**Strengths:** The course syllabus is outlined with divisions for each topic, in a table-like format and is easily viewed, and read. The font size and spacing is appropriate and the course description includes an adequate overview of the concepts to be taught in the course.