**SYLLABUS TEMPLATE EXPLANATIONS AND ELABORATIONS**

**Celia Scott Weatherhead School of Public Health and Tropical Medicine**

**LEARNING OBJECTIVES**

The guidance for the use of Bloom’s Taxonomy verbs differs from course learning objective and program competencies. The table below shows the appropriate level of Bloom’s Taxonomy verbs for course learning objectives. Course learning objectives describe what learners will be able to do as a result of instruction, compared to program competencies which reflect the learner’s readiness to perform a task or role effectively at the time of graduation.

Find a list of Bloom’s Verbs here:

[https://inside.sph.tulane.edu/sites/default/files/2024/Standard%20Bloom's%20Taxonomy.pdf](https://inside.sph.tulane.edu/sites/default/files/2024/Standard%20Bloom%27s%20Taxonomy.pdf)

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| --- | --- |
| **Undergraduate**Course Level | **Bloom’s Level** |
| **1****Remembering** | **2****Understanding** | **3****Applying** | **4****Analyzing** | **5****Evaluating** | **6****Creating** |
| **1000** | **Mainly** | **Mainly** | Rarely |  |  |  |
| **2000** | **Mainly** | **Mainly** | Occasionally | Rarely |  |  |
| **3000** | Occasionally | Occasionally | **Mainly** | **Mainly** | Rarely |  |
| **4000** |  | Occasionally | **Mainly** | **Mainly** | Occasionally |  |
| **Graduate**Course Level | **1****Remembering** | **2****Understanding** | **3****Applying** | **4****Analyzing** | **5****Evaluating** | **6****Creating** |
| **6000** |  | Occasionally | **Mainly** | Occasionally |  |  |
| **7000** |  | Occasionally | **Mainly** | **Mainly** | Occasionally |  |
| **8000** |  |  | Occasionally | **Mainly** | **Mainly** | Occasionally |
| **9000** |  |  |  | Occasionally | **Mainly** | **Mainly** |

***Mainly*** *shows the Bloom’s Taxonomy levels where the majority of the learning objectives verbs must come from for the course.*

**COMPETENCY MAPPING**

Various examples of signature assessment descriptions:

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| --- | --- |
| **Competency** | **Signature Assessment [provide a brief, 1- to 3-sentence description of the assessment]** |
| Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate  | **Final Project** - Students develop and conduct an original analysis of data from a large dataset using SAS. Students must choose one of 3 assigned datasets to analyze. |
| Apply leadership and/or management principles to address a relevant issue | **Final Paper** – Students select a policy controversy and argue for one specific stakeholder perspective and articulate the need for a specific policy reform. As part of the assignment, students must reflect on the relevant leadership and management principles that are essential to achieving the policy reform.  |
| Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative  | **Assignment 1** - Students must describe system thinking and conceptual frameworks. Students must draw and describe a framework related to a public health issue.  |
| Demonstrate the use of tools and methods to measure and improve processes, behavior and outcomes.  | **Ishikawa Diagram Data Analysis Assignment -** Students follow the guidelines to complete the Ishikawa Diagram (template provided) and then summarize their findings in a one-page paper.  |
| Demonstrate awareness of one’s own cultural beliefs, practices and assumptions and how they may influence personal and professional communications and behaviors.  | **3 journal reflections and 1 Discussion board -** The journal provides students with a safe place to reflect upon personal viewpoints and those of others as well as any reactions they may have to the assignments and class discussions. The journal and discussion board will provide a vehicle for critical thinking, thought processing and knowledge construction as students move through the course. Through these assignments, students demonstrate awareness of their own cultural beliefs, practices and assumptions and how they may influence personal and professional communications and behaviors.  |
| Explain the ethical and legal frameworks that guide public health communication research and campaigns.  | **CDC Health Literacy Training, “Health Literacy for Public Health Professionals” -** Students will complete the CDC’s Health Literacy training which includes information on ethical and legal frameworks that guide appropriate health literacy communication. Students will submit their certificate of completion.  |
| Assess an organization’s social media strategy to support policy change, at the local, state, federal or organizational level.  | **Social Media Strategy -** Students follow the social media accounts of a public health organization and assess the social media strategy used to affect policy change. Students define the policy objectives of the organization and determine whether the objectives are focused at the local, state, or federal level.  |

**ASSESSMENT OF LEARNING / RUBRICS**

ChatGPT and other LLMs can help you create a rubric.

 **Rubric for Class Participation:**

***Prompt:*** *”I teach a graduate level course and need a rubric for participation.”*

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| --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary** **(90-100%)** | **Proficient** **(80-89%)** | **Developing** **(70-79%)** | **Needs Improvement (<70%)** |
| **Preparation** | Always well-prepared, demonstrates in-depth understanding of readings, and integrates multiple sources in discussions. | Usually prepared with a good understanding of readings but may miss finer points. | Inconsistently prepared; demonstrates only a surface-level understanding of readings. | Rarely prepared, with little or no engagement with assigned materials. |
| **Frequency of Participation** | Participates actively in every session, volunteering insights regularly without dominating discussions. | Participates frequently and meaningfully, though with occasional gaps in engagement. | Participates occasionally but may need prompting to contribute. | Rarely participates, even when prompted. |
| **Quality of Contributions** | Contributions are insightful, thought-provoking, and directly tied to course content and learning objectives. | Contributions are relevant and on-topic but may lack depth or complexity. | Contributions are brief, general, or somewhat off-topic. | Contributions are either absent or consistently off-topic and disengaged. |
| **Engagement with Peers** | Actively listens, builds on others' points, and facilitates collaborative learning. Demonstrates respect for diverse perspectives. | Listens and responds to others' ideas but may not always build on them meaningfully. | Shows minimal engagement with others' ideas, with little effort to build discussions. | Disengages from others’ ideas, interrupts, or shows a lack of respect for differing perspectives. |
| **Professionalism and Respect** | Consistently models professional behavior, including punctuality, focus, and respectful interaction with peers and instructor. | Displays professional behavior most of the time but may need reminders on focus or interaction. | Occasionally shows unprofessional behavior (e.g., tardiness, inattentiveness). | Frequently unprofessional or disruptive in class interactions. |

**Rubric for Class Assignment:**

***Prompt:***

*“Create a well-crafted and clear rubric for graduate students in the form of a table.*

*The rubric is for the following activity: …*

*The rubric should be aligned with the following course learning objectives: …*

*The rubric should contain three parts: Scoring and Scale, Criteria, and Descriptors.*

*Use the following scoring scale for the rubric:*

* *Exemplary (4 points)*
* *Proficient (3 points)*
* *Basic (2 points)*
* *Beginning (1 point)*

*Include the following criteria for each element of the scoring scale I just mentioned above:*

*For each of the criteria and each scoring scale, generate a descriptor that focuses on describing the quality of the work rather than simply the quantity. Emphasize what constitutes exemplary, proficient, basic, and beginning performance in terms of meeting the objectives of the task. For example, descriptors should highlight the depth of understanding, clarity of communication, accuracy of information, and relevance to the topic.*

*Generate the rubric in the form of a table.*

*The first row heading for the table should include the scoring scale and points.*

*The first column on the left of the table should display the criteria.*

*The descriptors for each component and score should be listed under the correct scoring scale and points column and criteria row.*

*Make the descriptors in the table as specific to the objectives as possible.”*