

Syllabus Evaluation Rubric

Criterion	Beginning	Emerging	Exemplary
Course Description	Instructor name & contact info, class time and location	in addition: course prerequisites (if any) course description	in addition, how the course fits into the larger program/department curriculum, field, supplemental readings, and resources
Overall tone	Mechanical, dictatorial	teacher-oriented	student/learning oriented (eg: first person)
Course Objectives	not articulated	stated in general, but vague and unmeasurable terms	listed with appropriate, descriptive verbs that lend themselves to measurement and seek higher levels of learning
Course format	vague, or criptic descriptions of course expectations and how class time will be used	mutual role expectations for students and instructor are explained, together with various teaching methods and modes	role expectations and class format are explained in such a way that students understand the underlying rationale and benefits for them
Instructor Beliefs & Assumptions	little or no accounting of the instructor's teaching philosophy, beliefs or assumptions about learning	section describing the instructor's beliefs or assumptions about teaching and learning that guide the course	well articulated and thought out rationale that includes the values and/or experiences that guide the instructor's teaching practice
Class Schedule	little or no information of what course topics will be covered each week	course topics broken down by class period	fully articulated and logically sequenced course schedule with chronological topics listed for each class, along with required readings and preparation necessary from students
Assignments required	course assignments listed but with no due dates	course assignments listed with clear due dates	assignments listed with due dates, with explanation of late policy and other requirements that might affect grades

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Academic policies & procedures	little or no information	description of academic integrity policy	information about all pertinent academic policies, including academic integrity, accommodating students with disabilities, class attendance
Assessment of Students' Learning	little or no information about how the students will be graded; whatever information is included reinforces a grade-focus	Each graded assignment is clearly described with its relative value towards the overall course grade	Each assignment includes descriptions of its rationale for inclusion in the course and what the student should get out of completing it; use of rubrics with quality criteria specified
Alignment	no clear connection between stated course goals/objectives and assessment schema	some assignments' connection with stated course goals/objectives is apparent	all assignments are linked with a specific course goal/objective and are likely to provide sufficient evidence to adequately assess each goal/objective
Diversity of teaching & assessment methods	course teaching and assessment methods are similar; eg: all lectures; all tests	Evidence the instructor has employed a diverse set of teaching and assessment methods	Diverse assessment methods and evidence that the instructor has taken into account the diversity of students in choosing teaching and assessment methods
Continuity of Feedback to students on their learning	little or very infrequent venues for giving students feedback on their progress in the course	adequate opportunities for students to get feedback on their progress in the course	all course requirements have sufficient means by which the instructor can keep students adequately appraised of their relative progress in the course

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Opportunities for students to provide evaluative course input	students only opportunity to provide input on their experiences in the course to the instructor is at the end of the course	Instructor has developed and scheduled a mid-semester course evaluation opportunity for the students	Students are encouraged to provide the instructor with regular input on how they are experiencing the course throughout the semester
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