

Rubric for Faculty Self-Evaluation of Course Syllabus
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Department	
Course	
College	

1	<input type="checkbox"/> Present	Course Number and Title, semester and year offered
	<input type="checkbox"/> Not Present	

2	<input type="checkbox"/> Present	Class Meeting Time and Location
	<input type="checkbox"/> Not Present	

3	<input type="checkbox"/> Present	Instructor Name(s)
	<input type="checkbox"/> Not Present	

4	<input type="checkbox"/> Present	Contact Information (Office number, office telephone number, e-mail address, and/or Web address for course materials)
	<input type="checkbox"/> Partially present	
	<input type="checkbox"/> Not Present	

5	<input type="checkbox"/> Present	Office hours
	<input type="checkbox"/> Not Present	

6	<input type="checkbox"/> Present	List of required texts, recommended texts, and readings
	<input type="checkbox"/> Not Present	

7	<input type="checkbox"/> Present	ISBN number for each textbook is provided
	<input type="checkbox"/> Not Present	

8	<input type="checkbox"/> Present	Course Description from catalog (include names of any pre-requisite or co-requisite courses)
	<input type="checkbox"/> Not Present	

9	<input type="checkbox"/> Present	Course Student Learning Outcomes (SLOs) identified
	<input type="checkbox"/> Not Present	

10	<input type="checkbox"/> Complete	SLOs are written in active language and describe student behaviors or student work that could be directly measured Complete: all SLOs are measureable or <i>only one</i> SLO is written in language that is not measureable Partially complete: 2 or more SLOs are written in language that is not clearly measurable Not Present: no SLOs are identified on syllabus
	<input type="checkbox"/> Partially Complete	
	<input type="checkbox"/> Not Present	

11	<input type="checkbox"/> Present	Course SLOs are aligned with program SLOs. (Not all course SLOs must map onto program SLOs). General Studies: SLOs align with course role for Academic Foundations SLOs Code as Present if <i>one or more</i> specific course SLOs align with <i>one or more</i> program SLOs listed in the ALC or ALP for the program. <i>Evaluate this item separately for each program in which the course appears as a required course.</i>
	<input type="checkbox"/> Not Present	

12	<input type="checkbox"/> Present	Topics covered in the course
	<input type="checkbox"/> Not Present	
13	<input type="checkbox"/> Present	Instructor goals for the course and description of the role of the course in the program.
	<input type="checkbox"/> Not Present	
14	<input type="checkbox"/> Present	Introduction of instructor / description of professional background
	<input type="checkbox"/> Not Present	
15	<input type="checkbox"/> Present	Description of software or technology skills required or description of study strategies that will help students succeed in the course
	<input type="checkbox"/> Not Present	
16	<input type="checkbox"/> Present	Strategies for success in the course; sources for assistance available to all students (Writing Lab, tutoring)
	<input type="checkbox"/> Not Present	
17	<input type="checkbox"/> Present	Embedded Assessment for program-level assessment. Syllabus describes an assignment related to one or more course SLOs that aligns with program-level SLOs and student work on this assignment could be evaluated and used as an embedded assessment for the program.
	<input type="checkbox"/> Not Present	
18	<input type="checkbox"/> Present	Exams and Grading. Description of how the instructor will evaluate student work in the course (exams & grading policy): Describe the exams and assignments that will be required. Describe how these will be evaluated and weighted to compute a final grade in the course.
	<input type="checkbox"/> Not Present	
19	<input type="checkbox"/> Present	Statement about proctored exams (required for courses with online exams)
	<input type="checkbox"/> Not Present	
20	<input type="checkbox"/> Present	Instructor-established policies for the course. Describe policies for acceptance of late work; permission to make up a missed exam; procedures to request extensions of deadlines or arrange alternate exam dates when conflicts arise with official University functions (e.g., travel for athletes, debate teams, etc.)
	<input type="checkbox"/> Not Present	
21	<input type="checkbox"/> Present	Attendance policy
	<input type="checkbox"/> Not Present	
22	<input type="checkbox"/> Present	Statement of University policy on academic conduct / plagiarism policy
	<input type="checkbox"/> Not Present	
23	<input type="checkbox"/> Present	Notification of use of Turnitin (required only if instructor has written assignments and plans to use Turnitin to evaluate originality of student writing)
	<input type="checkbox"/> Not Present	
24	<input type="checkbox"/> Present	Statement about assistance for students with special needs (ADA statement)
	<input type="checkbox"/> Not Present	
25	<input type="checkbox"/> Present	Emergency planning information for course continuity
	<input type="checkbox"/> Not Present	
26	<input type="checkbox"/> Present	Expectations for classroom decorum/behavior/civility. In an eLearning course: expectations for decorum in online discussions, email, etc.
	<input type="checkbox"/> Not Present	
27	<input type="checkbox"/> Present	Calendar of important events (schedule of required readings, assignment due dates, exam dates, etc.). Dates can be identified as tentative dates and/or subject to change to provide flexibility for adjustments needed to accommodate instructional needs.
	<input type="checkbox"/> Not Present	

28	<input type="checkbox"/> Present	Calendar includes reminders of key University deadlines (last day to withdraw with an automatic W) and provides feedback on graded work before these deadlines.
	<input type="checkbox"/> Not Present	
29	<input type="checkbox"/> Present	Descriptions of specific projects. Any reference to a specific assignment or project beyond the weight it receives in final grade computation. May include reference to additional information that will be provided in a separate handout.
	<input type="checkbox"/> Not Present	
30	<input type="checkbox"/> Present	Grading rubrics for assignments provided in syllabus (grading key or formal rubric OK for this)
	<input type="checkbox"/> Not Present	
31	<input type="checkbox"/> Present	Reference to use of a rubric for grading an assignment (rubric is provided on web site, as a handout, etc. apart from syllabus)
	<input type="checkbox"/> Not Present	
32	<input type="checkbox"/> Present	Evidence for instructional strategies that promote active learning
	<input type="checkbox"/> Not Present	
33	<input type="checkbox"/> Present	Evidence for instructional strategies that promote student engagement
	<input type="checkbox"/> Not Present	

Using the rubric to evaluate your syllabus

A syllabus that **meets University expectations** will include **all** of the expected syllabus elements appropriate for the course (2 elements are expected only for certain courses as noted). (Based on policies as of 7-25-2011)

Expected Syllabus Elements	
Rubric Item	Brief description
1	Course identifiers
3	Instructor name(s)
4	Contact information for instructor
5	Office hours
6	Textbooks and readings
8	Catalog description for course
9	Course student learning outcomes (SLOs)
10	SLOs written in measurable language
11	SLOs align with appropriate program SLOs
12	Topics covered
18	Exams and grading
(19)	Proctored exams (required only for some courses)
21	Attendance policy
22	University policy on academic misconduct
(23)	Turnitin (required only if instructor will use turnitin)
24	Assistance for students with special needs (ADA)
25	Planning for course continuity (Emergencies/Weather)
27	Course calendar (exam dates)
16 - 18	Total Expected Elements

A high-quality **learning-centered syllabus** will include **all of the expected elements** and many of the best practices elements. Some of the best practice elements are appropriate for only some types of courses. Use good judgment when using these rubric elements to evaluating whether a course appears to have a learning-centered syllabus.