

SYLLABUS EVALUATION RUBRIC

(Adapted from Cornell University Center for Teaching Excellence)

Criterion	Adequate	Exemplary
Course Description	Course name and catalog description; prerequisites/corequisites and advisories included.	In addition, how course fits into the larger program or field including potential job opportunities for CTE courses.
Contact Information	Instructor name and contact info, class time and location. Office hours indicated and students are encouraged to attend.	Multiple avenues for contact are provided. Students are encouraged to attend office hours to gain learning benefits. Office hours are scheduled to reach the maximum number of students and include a means of scheduling appointments by arrangement.
Overall Tone	Teacher oriented	Student/learning oriented
Course Objectives and Student Learning Outcomes (SLOs)	<ul style="list-style-type: none"> - Objectives listed from COR (“what students should know by the end of the course”) - SLOs listed from CurricUNET or eLumen (“what students should be able to do by the end of the course”) 	Listed with appropriate, descriptive verbs that lend themselves to measurement. Aligned with course topics and assessment methods. Includes aligned PLOs and ILOs (core competencies) as applicable.
Course Format	Mutual role expectations for students and instructor are explained, together with various teaching methods and modalities.	Role expectations and class format are explained in such a way that students understand the underlying rationale and benefit for them.
Instructor Beliefs and Assumptions	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	Course topics broken down by class period	Logically sequenced course schedule with chronological topics listed for each class, along with required readings and preparation necessary from students; fully articulated with course SLOs.
Assignments Required	Course assignments listed with 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 and Procedures	Description of attendance and academic integrity policies.	Information about pertinent academic policies including attendance, academic integrity, use of plagiarism detection systems (such as Turnitin.com) are described and related to creation of an appropriate learning environment within the classroom. References to college catalog for full disclosure of academic policies and grievance procedures are included.
Assessment of Student Learning	Each graded assignment is clearly described with its relative value towards the overall course grade.	Each assignment includes a description of its rationale for inclusion in the course and what the student should get out of completing it; use of rubrics with grading criteria specified.
Alignment	Course topics and assignments support the course learning outcomes (SLOs) and are aligned with COR.	All topics/assignments are linked with a specific learning outcome and are likely to provide sufficient evidence to adequately assess each outcome.
Diversity of Teaching & Assessment Methods	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.
Disability Services (DSP&S) Information and Inclusivity Statement	DSP&S information is provided and students with needs are encouraged to contact DSP&S to consider accommodations.	Statements requesting that diversity of opinions are valued and that the course is inclusive of all students and richer for the inclusion. Students with needs are encouraged to contact DSP&S to consider accommodations. Other student services (tutorial services, Crisis Counseling) are also referenced.
Campus Safety Statement	Included in syllabus.	Included in syllabus and highlighted.
Continuity of Feedback to Students on their Academic Progress and Learning	Evidence of opportunities for students to get feedback on their progress in the course	Course assignments and requirements include descriptions of means by which the instructor can keep students adequately apprised of their relative progress in the course.
Opportunities for Students to Provide Evaluative Feedback to Instructor	Students are encouraged to provide feedback to the instructor about their experiences in the course.	Students are encouraged (and the instructor has developed various tools/techniques) to provide students with regular opportunities to provide feedback on how they are experiencing the course throughout the semester.