Rubric for a Student-Centered Syllabus

Syllabus Element	Emerging	Developed	Highly Developed
Course Goals/Objectives	Repeats course description in catalog.	Course description includes a description of the instructor's intentions (i.e. course goals). May not include brief reference to the course's larger program/department context.	Course description, prerequisites, themes & purpose of course in relation to department/program described. Clear list of goals matched to both the course outcomes & program/department outcomes & goals.
Student Learning Outcomes (SLOs)	Syllabus contains a category for SLOs. Instructor indicates generally what the students are expected to do. SLOs may not be measurable or connected with assignments.	Syllabus contains SLOs expressed in active verbs indicating precisely what is expected of students in measurable terms; some assignments/key course activities are connected to the outcomes.	Syllabus contains SLOs expressed in active verbs indicating precisely what is expected of students in measurable terms. Relevant skills & knowledge are specified, & assignments, assessments & key course activities (discussion or labs sections) are connected (aligned) to the outcomes. SLOs are related to program goals and learning outcomes.
Contact information	Basic contact information provided. Office hours may be indicated or in TBA form.	Multiple avenues for contact provided, including for TAs. Office hours indicated and students encouraged to attend or to make appointment.	Students encouraged to attend instructor & TA office hours to gain learning benefits. Office hours scheduled to reach maximum number of students, appointments encouraged. Multiple avenues for contact provided.
Class Policies	Includes brief description of course policies/expectations.	Policies/expectations described to communicate & clarify student responsibilities. May include rationale describing relationship to learning goals.	Course policies/expectations of central importance to creating effective learning environments are described as is their connection to student learning outcomes/success.
Academic Integrity Policy	Campus policy is referenced or outlined briefly.	Campus policy outlined & includes some description of its meaning with respect to learning or its application in this specific course.	Campus policy outlined & its importance to learning articulated. Specific descriptions of its application with respect to course work/ learning outcomes included.
Disability Services Information	The campus policy is provided.	The campus policy is provided. Students with needs are urged to contact disabilities services and the instructor.	Campus policy provided with language making clear that course is inclusive of all students & richer for this inclusion. Students with needs are urged to contact disabilities services & the instructor in order to support their achievement of learning outcomes.
Course schedule/ Assignments/Resources & Library Information	List of key topics &/or assignments/assessments by date.	Daily or weekly topics, assignments & assessments are articulated by date. Some but not all are clearly linked to learning outcomes. Library resources referenced.	Course calendar outlined. Includes key topics, assignments & assessments, and other important course work clearly linked to learning outcomes. Specific information about Library resources and access to databases provided.
Assessments/Grading Policy	Provides brief description of criteria for final grade.	Includes description of the relative contributions assignments, assessments, & other course activities to overall grade & policies governing final grade assignments.	Final grade is linked to achievement of learning outcomes and includes some description of what student success looks like (ex. rubric). Includes description of the relative contributions assignments, assessments, & other course activities to overall grade.

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