

## Syllabus Review Rubric

Criterion	Established (Level 3)	Developing (Level 2)	Beginning (Level 1)
<b>Transparency</b>	<input type="checkbox"/> The syllabus clearly and comprehensively communicates the purpose of the course, the role of the course in the curriculum, course learning outcomes, the relationship of course activities to these outcomes, and evaluation methods and criteria. The syllabus equips students to succeed in the course and to recognize the value of their learning beyond the course.	<input type="checkbox"/> The syllabus effectively communicates course learning outcomes, the relationship of course activities to these outcomes, and evaluation methods and criteria. Further development may be needed to help students better understand the purpose of the course and course activities, how to succeed in the course, and the value of their learning beyond the course.	<input type="checkbox"/> The syllabus presents an overview of the course, but significant further development is needed to communicate more clearly to students the purpose of the course in the curriculum, the relationship of course activities to course learning outcomes, how their learning will be evaluated, how they can succeed in the course, and the value of their learning beyond the course.
<b>Student Support</b>	<input type="checkbox"/> The syllabus prominently emphasizes and thoroughly describes resources available to support students in the course. These include course materials, institutional resources, and the student support roles of the instructor. The syllabus provides thorough information regarding communication with the instructor, the instructor's student hours (office hours), and timeframes for the evaluation of student work.	<input type="checkbox"/> The syllabus provides substantial, detailed information on student support resources, including course materials, institutional resources, and the student support roles of the instructor. Further development may be needed to emphasize these resources more prominently, to describe them more thoroughly, and to help students better understand how the resources can contribute to their learning and success in the course.	<input type="checkbox"/> The syllabus provides some information on student support resources, but significant further development is needed to describe these and other resources thoroughly and prominently. The syllabus may emphasize expectations and requirements for students more than the commitment of the instructor and the University to their learning and success.

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<b>Flexibility</b>	<input type="checkbox"/> The syllabus expressly and effectively accommodates differing needs and circumstances of students. The design of the course consistently provides multiple ways for students to engage with course content and to achieve course learning outcomes. Course policies prioritize student learning and success and are articulated within this framework.	<input type="checkbox"/> The syllabus recognizes differing needs and circumstances of students, and the design of the course includes choices in the ways that students can engage with course content and achieve course learning outcomes. Further development may be needed to accommodate a wider range of needs and circumstances or to emphasize flexible approaches and the priority of learning and success for all students more prominently.	<input type="checkbox"/> The syllabus allows some flexibility, but significant further development is needed to accommodate differing needs and circumstances of students. Course activities may represent a relatively narrow range of learning and evaluation activities, and course policies may emphasize rules and penalties rather than focusing on student learning and success.
<b>Diverse Perspectives</b>	<input type="checkbox"/> The syllabus expressly and effectively addresses students with diverse backgrounds and interests. Course content represents a broad range of experiences and perspectives. The design of assignments and other activities encourages “voice and choice,” including opportunities for student contributions where appropriate. Course policies encourage considerate and respectful sharing and discussion of ideas.	<input type="checkbox"/> The syllabus expressly addresses students with diverse backgrounds and interests. Course content represents different experiences and perspectives, and assignments and policies support “voice and choice.” Further development may be needed to broaden representation in course content, to recognize diverse experiences and perspectives more clearly, and to encourage considerate and respectful sharing and discussion of ideas more directly.	<input type="checkbox"/> The syllabus reflects an awareness of different perspectives, but significant further development is needed to engage and motivate students with diverse backgrounds and interests. Elements of the syllabus may be addressed to a more specific implied audience (e.g., majors in the subject), or common experiences and perspectives may be mistakenly assumed. Guidelines encouraging considerate and respectful sharing and discussion of ideas may be needed.