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| **Syllabus Design Checklist** | | | |
| 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 Outcomes | 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 on 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 reguired 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 |
| Academic Policies & Procedures | little or no information | description of academic integrity policy | information about all pertinent academic policies, including academic integrity, accommodating students with dissabilities, class attendance |
| Assessment of Students' Learning | little or no information about how the students will be graded; any information that 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/outcomes and assessment schema | the connections between some assignments and stated course goals/outcomes are apparent | all assignments are linked with a specific course goal/outcome and are likely to provide sufficient evidence to adequately assess each goal/outcome |
| 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 |
| 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 midsemester course evaluation opprtunity for the students | Students are encouraged to provide the instructor with regular input on how they are experiencing the course throughout the semester |