Project Syllabus rubric (2/2017)[1]

	Insufficient (0)	Effective (1)	Exemplary (2)
Teaching Methods			
Teaching Methods	Teaching methods to enhance student learning are minimally consistent with best practices.	Teaching methods to enhance student learning are somewhat consistent with best practices. Innovation may be apparent, but the rationale for innovative techniques may not be apparent.	Teaching methods to enhance student learning are mostly or completely consistent with best practices. Innovation is also used in accordance with best practices, and the rationale for innovative techniques is clear.
Student engagement	Minimally engages students in the learning process.	Moderately engages students in the learning process.	Effectively engages students in the learning process in a variety of ways throughout the course.
Learner Support & Resources			
Accessibility/Universal Design for Learning	Accessibility/UDL issues are not addressed (e.g. no information about resources for students with disabilities) and syllabus is not accessible.	Accessibility/UDL issues are briefly addressed. Syllabus is partially accessible.	Accessibility/UDL issues are explicitly addressed and syllabus is fully accessible.
Student roles and expectations	Course syllabus is unclear about what is expected of students either inside or outside the classroom.	Course syllabus somewhat identifies what is expected of students inside or outside the classroom.	Course syllabus clearly identifies what is expected of students both inside and outside the class (e.g. participation, classroom behavior, out of class reading, discussion board posting) OR a process for the determination of such expectations is clearly defined.
Faculty roles and responsibilities	Faculty roles and responsibilities are not defined.	Faculty roles and responsibilities are somewhat defined.	Faculty roles and responsibilities are clearly defined. This should include information such as timeliness of responses to e-mails, when graded assignments will be returned, etc.
Interaction and communication	Students are not provided an opportunity to communicate with one another outside of the classroom. The only method provided for	Students are provided communication tools to communicate with one another and the instructor outside of class. Communication	Students are provided communication tools to communicate with one another and the instructor outside of class and these tools are well integrated

[1] This rubric was based on the Rubric for Online Instruction developed by Chico State University (http://www.csuchico.edu/eoi/) as well as a variety of other sources (see list of references on the Project Syllabus web page).

	communicating with the instructor is office hours.	tools may be limited, poorly explained, or not tied to student learning.	into the course to facilitate student learning.

Assessment & Evaluation of Student Learning			
Assignments	Learning assignments are minimally consistent with best practice pedagogy in teaching the subject matter.	Learning assignments are somewhat consistent with best practice pedagogy in teaching the subject matter.	Learning assignments are mostly or completely consistent with best practice pedagogy in teaching the subject matter (e.g. active learning, problem-based learning, laboratory work, etc. as appropriate for the course.)
Student evaluation	Guidelines for evaluation of student assignments and grade determination is unclear.	Guidelines for evaluation of student assignments and grade determination is somewhat clear.	Guidelines for evaluation of student assignments and process of grade determination is clear.
Formative student performance feedback	Opportunities for students to receive formative feedback about their own performance are absent or unclear.	Opportunities for students to receive formative feedback about their own performance are infrequent and sporadic.	Opportunities for regular formative feedback about student performance are clearly stated throughout the course.
Multiple forms of assessment	Learning objectives are assessed through limited means.	Most learning objectives are assessed through a single form of assessment but some learning objectives are assessed through multiple forms of assessment.	Learning objectives are assessed through two or more forms of assessment.

Course Design, Goals, and Learning Objectives			
Rationale	Rationale for the course and its design are not clearly stated.	Rationale for the course and its design are somewhat clearly stated.	Rationale for the course and its design are clearly stated.
Course goals	Course goals are not clearly defined and do not align to learning objectives.	Course goals are defined but may not align to learning objectives.	Course goals are clearly defined and aligned to learning objectives.
Learning objectives	Learning objectives are vague, incomplete, or are not measurable.	Learning objectives are identified but are not consistently measurable.	Learning objectives are identified and consistently written in a measurable manner.
Alignment of class time allocation with learning objectives and course goals	The allocation of class time and weight of assignments marginally parallels the course objectives as stated on the syllabus.	The allocation of class time and weight of assignments somewhat parallels the course objectives as stated on the syllabus.	The allocation of class time and weight of assignments clearly parallels the course objectives as stated on the syllabus.
Alignment of learning objectives and assessment	Learning objectives are not aligned with course and assessment activities.	Learning objectives are somewhat aligned with course and assessment activities, or alignment is	Learning objectives are closely aligned with course and assessment activities. This alignment is explicitly stated.

		present but not explicitly stated.	
Assessment strategies	Minimal or no assessment strategies are used to measure content knowledge, attitudes and/or skills.	Ongoing strategies are used to measure content knowledge, attitudes and/or skills.	Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and/or skills.

Syllabus organization & design			
Organization	Much of the syllabus seems to be under development, with some key components of the course identified.	Syllabus is generally clear and well organized. Students can understand the key components and structure of the course.	Syllabus is clear and well organized, including providing a "big picture" overview. Students can clearly understand all components and structure of the course.
Aesthetic design	Aesthetic design does not present and communicate course information clearly.	Aesthetic design presents and communicates some course information clearly.	Aesthetic design presents and communicates course information clearly throughout the document.
Tone	The syllabus has a marginal, or is lacking, a warm and engaging tone. Syllabus is written from an instructor perspective, typically in third person.	The syllabus has a moderately warm and engaging tone. Syllabus may be partially written from a student perspective, typically in first person.	The syllabus has a warm and engaging tone. This may include things like use of positive language and strategies for student success. Syllabus is written from a student perspective, typically in first person.