Syllabus Rubric

Instructor:  
Course Information (Department, Course Number, & Term):

# Syllabus Heading

| **Category** | **Incomplete** | **Sufficient** | **Accomplished** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***Basic Course Information*** | Lists only course number and title. | Lists course number, title, and semester. **OR** Lists course number, title, and credits. | Lists course number, title, and semester days and times, and credits. | Lists course number, title, semester days and times, credits, and additional meeting information (classroom location / online). |
| ***Basic Instructor Information*** | Identifies instructor’s name; one method of contact may be provided. | Identifies instructor’s name, and two methods of contact (one of which must be office hours). | Identifies instructor’s name, and three methods of contact (one of which must be office hours).  **OR**  Identifies instructor’s name, two methods of contact (one of which must be office hours), and offers a time-frame for responses email or telephone inquiries. | Identifies instructor’s name, three methods of contact (one of which must be office hours), and provides a time-frame for responses to email or telephone inquiries. |
| ***Crucial Calendar Dates*** | No mention of the final exam date. | Mentions a final exam, but there are no details about date and time. | Final Exam date and time is listed.  Syllabus mentions meetings outside of class time / assigned class space, but details are not provided, | Final Exam date and time is listed.  Either syllabus does not mention meetings outside of class time / assigned class space  **OR**  If mentioned, detailed information about these events has been provided. |

***Comments, goals, and departmental norms:***

# Course Context and Objectives

\*Note: These items may appear within the following designated sections or combined when appropriate.

| **Category** | **Incomplete** | **Sufficient** | **Accomplished** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***Course Overview*** | No general text introducing the course is provided. | Overview of the course mentions general topics or themes. | Overview of the course, includes topics covered and references course materials or learning goals. | Overview of the course includes topics covered and references course materials or learning goals, and indicates why course content is significant, useful, or relevant. |
| ***Course Learning Outcomes*** | No course-level learning outcomes are provided. | Learning outcomes are listed, but not measurable. | Measurable learning outcomes are listed, but no specific ties to activities, units, or assessments are articulated. | Measurable course-level learning outcomes are tied to specific course activities, units, or assessments. |
| ***TCU Core Outcomes*** *(only if course is identified as TCU core)* | Course is fulfilling a TCU Core outcome, but no text on syllabus identifies this. | Course is identified as fulfilling a TCU Core outcome, but the text of the specific outcome is not provided. | Course is identified as fulfilling a TCU Core outcome, and the text of the specific outcome is provided. | Provides the text of the core outcome, if course is a TCU Core course and shows connections in the syllabus between how the outcome is met through major assignments, daily work, or exams. |
| ***Course Prerequisites*** | No mention of if there are or are not prerequisites or concurrent enrollment in required courses. | N/A | N/A | Prerequisites or discussion of concurrent enrollment are clearly listed or explained.  **OR**  If the course has no prerequisites, the syllabus states this. |
| ***Program / Major Connections*** | No mention of program / major requirements. | Indicates that the course fulfills requirements for program / major. | Identifies the specific program / major distribution requirements  **OR**  program / major learning outcomes fulfilled by the course. | Identifies the specific program / major distribution requirements **AND** program / major learning outcomes fulfilled by the course. |

***Comments, goals, and departmental norms:***

# Materials / Texts

| **Category** | **Incomplete** | **Sufficient** | **Accomplished** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***Required Materials*** | No discussion of specific materials or some course materials listed as TBA. | Includes list of texts or specific materials that are required for the course. | Includes list of specific materials and provides the ISBNs for required course texts or necessary / access information. | Includes list of specific materials and provides the ISBNs for required course texts or necessary / access information. **AND** Indicates whether a specific version / edition / publisher is required. |
| ***Additional / Supplementary Resources*** | No mention of optional remedial / background readings or suggestions of resources beyond required materials. | Provides optional remedial / background readings or suggestions of resources beyond required materials. May include reference to broad, discipline-specific guides that extend beyond the topic of the course. | Provides information for either accessible remedial / background materials or suggestions beyond required materials.  **OR**  Provides information for accessible extension / in-depth learning materials or discipline-specific guides. | Provides specific information for both accessible remedial / background materials. **AND** Provides specific information for accessible extension materials or describes where it can be found or accessed (ex: TCU Online module). **AND** These extra materials are specifically labeled as supplemental. |
| ***Materials Accessibility*** | Information provided does not allow students to determine the format of course materials and determine accessibility needs. | The formats of course materials are identified to help determine accessibility needs. | The formats of course materials are identified to help determine accessibility needs. **AND** Activities, site visits, or field trips are listed so that students can determine if they pose accessibility issues. | The formats of course materials are clearly identified with reference to accessibility-related user info. **AND** Activities, site visits, or field trips are listed so that students can determine if they pose accessibility issues. |

***Comments, goals, and departmental norms:***

# Teaching Philosophy / Instructional Strategies / Methods

| **Category** | **Incomplete** | **Sufficient** | **Accomplished** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***Teaching Philosophy*** | No brief teaching philosophy present. | Includes a brief statement that describes **ONE** of the following:  how learning occurs  **OR**  how students should participate in learning  **OR**  how the instructor understands her/his role. | Includes a brief statement that describes **TWO** of the following:  how learning occurs  **OR**  how students should participate in learning  **OR**  how the instructor understands her/his role. | Includes a brief statement that describes **ALL** of the following:  how learning occurs **AND** how students should participate in learning **AND** how the instructor understands her/his role. |
| ***Pedagogy in Action or Instructional Methods*** | Syllabus as a whole does not clearly connect course content to learning / teaching methods, relate teaching strategies to learning outcomes, nor indicate a variety of teaching methods or learning activities. | Syllabus as a whole does **ONE** of the following:  provides a rationale for or description of the learning / teaching methods used  **OR** relates teaching approach to course / program or degree / TCU Core learning outcomes  **OR**  contains evidence that a variety of teaching methodologies / learning activities are included in the course. | Syllabus as a whole does **TWO** of the following:  provides a rationale for or description of the learning / teaching methods used  **OR** relates teaching approach to course / program or degree / TCU Core learning outcomes  **OR**  contains evidence that a variety of teaching methodologies / learning activities are included in the course. | Syllabus as a whole does **ALL** of the following:  provides a rationale for or description of the learning / teaching methods used **AND** relates teaching approach to course / program or degree / TCU Core learning outcomes **AND** contains evidence that a variety of teaching methodologies / learning activities are included in the course. |

***Comments, goals, and departmental norms:***

# Coursework

| **Category** | **Incomplete** | **Sufficient** | **Accomplished** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***Course Schedule*** | No course schedule included.  **OR**  Schedule provides only a topic outline without specific assignment information or dates. | Identifies specific day-to-day or week-to-week schedule with homework topics / details (ex: pages, videos, activities). | Identifies specific day-to-day or week-to-week schedule with homework topics / details (ex: pages, videos, activities). **AND** Course schedule lists due dates for all course assignments and major evaluations. | Identifies specific day-to-day or week-to-week schedule with homework topics / details (ex: pages, videos, activities). **AND** Course schedule lists due dates for all course assignments or major evaluations. **AND** Syllabus details learning activities / class topics associated with class times and modules. |
| ***Course Assignments*** | Assignments are mentioned by name / type only, but there is no accompanying description or specific reference to learning outcomes. | Assignments are named and described in general or thematic terms, but no specific reference to learning outcomes. | Assignments are uniquely named and each refers to specific learning outcomes.  **OR**  Detailed description of each assignment contains submission information and contribution (points or percent) to final course grade. | Assignments are uniquely named and each refers to specific learning outcomes. **AND** Detailed description of each assignment contains submission information and contribution (points or percent) to final course grade. |
| ***Assignment Assessment*** | No discussion of how work will be evaluated. | General information about the instructor’s expectations is provided or where to find expectations. | Provides rubrics or indicates when and where rubrics will be provided about instructor’s expectations, as well as assignment prompts.  **OR**  Indicates how and when students will receive feedback on assignments. | Provides rubrics or indicates when and where rubrics will be provided about instructor’s expectations, as well as assignment prompts. **AND** Indicates how and when students will receive feedback on assignments. |

***Comments, goals, and departmental norms (Including TurnItIn use and scheduling of assignments / exams):***

# Course Policies

| **Category** | **Incomplete** | **Sufficient** | **Accomplished** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***Grading Policy*** | No policy or grading scale included.  **OR**  Syllabus contains grading information that contradicts official TCU policy (ex. D grades in graduate courses). | Brief grading policy and a single final course grading scale (points or percentage equivalent to letter grades) is present.  **OR**  Grading structure (breakdown of course assignments and their relative impact on the final grade) is present. | Detailed grading policy and a single final course grading scale (points or percentage equivalent to letter grades) is present. **AND** Grading structure (breakdown of course assignments and their relative impact on the final grade) is present. | Detailed grading policy and a single final course grading scale (points or percentage equivalent to letter grades) is present. **AND** Grading structure (breakdown of course assignments and their relative impact on the final grade) is present. **AND** Provides information about where students can their grades (ex: TCU Online in Assessment > Grades). |
| ***Late Work*** | Does not provide information regarding late work. | Provides a brief policy regarding late work that does not offer clarity regarding if it is accepted, under what circumstances, if prior arrangement is need, possible penalties, and procedures for University Excused Absences, etc. | Provides a policy regarding late work that:  clearly articulates if it is accepted, under what circumstances, if prior arrangement is need, possible penalties, and procedures for University Excused Absences, etc.  **OR**  It aligns with department expectations. | Provides a policy regarding late work that:  clearly articulates if it is accepted, under what circumstances, if prior arrangement is need, possible penalties, and procedures for University Excused Absences, etc. **AND** It aligns with department expectations. |
| ***Grading Concerns*** | Does not provide information about what students should do if they have concerns about a grade. | Provides a brief mention of what students should do if they have concerns about a grade. | Provides some elements of what students should do if they have concerns about a grade, which may include: who they should go to first, when should they come, what should they bring to meet, what is the university procedure, or where they can find it for a grade appeal. | Provides a clear procedure of what students should do if they have concerns about a grade. (ex: who they should go to first, when should they come, what should they bring to meet, what is the university procedure, or where they can find it for a grade appeal.) |
| ***Attendance / Participation*** | No information regarding course attendance policy or expectations.  *If participation is a graded element in the course, there is no information provided about expectations.* | Provides a brief statement that attendance is expected but with few additional details.  *If participation is a graded element in the course, there is only general information provided* | Provides an attendance policy or expectation with specific details about what counts for attendance, if it is worth points, what happens if a student is late, etc.  For online courses, the expected frequency of logins / presence / participation in the course shell is clearly articulated.  *If participation is a graded element in the course, there is information about how it will be recorded, measured, graded etc.* | Provides a detailed attendance policy or expectation with specific details about what counts for attendance, if it is worth points, what happens if a student is late, etc. **AND** elements such as, a clear explanation about the importance of attendance, how it will be recorded or evaluated, and any departmental norms communicated.  For online courses, the importance and expected frequency of logins / presence / participation in the course shell is clearly articulated.  *If participation is a graded element in the course, there is information about how it will be recorded, measured, graded etc.,* ***AND*** *specific actions or behaviors students should do for high-level participation.* |
| ***Technology Policy*** | No information regarding appropriate use of technology (computers, tablets, cell phones) in the course or if / what technology tools required for the course. | Provides a brief statement about technology but with few additional details. | Provides a policy that clearly explains what items are permitted in class, what students should do before they bring items to class, and what students may do with items in class.  **OR**  Provides information about if / what technology tools required for the course. | Provides a policy that clearly explains what items are permitted in class, what students should do before they bring items to class, and what students may do with items in class. **AND** Provides information about if / what technology tools required for the course. |
| ***Academic Integrity*** | No policies are provided. | Brief, non-specific statement on academic integrity is offered; link to the official TCU policy may or may not be present. | Detailed academic honesty policy statement includes cheating, plagiarism, and collusion, etc. **AND** The official TCU policy is present or a link is provided. | Detailed academic honesty policy statement includes cheating, plagiarism, and collusion, etc. **AND** The official TCU policy is present or a link is provided. **AND** Course-specific examples of what the instructor sees as cheating, or potential integrity pitfalls specific to the topic, or discipline-specific integrity norms are identified. |
| ***Class Norms & Netiquette*** | No policy is provided. | Link provided to external information regarding online etiquette or and TCU electronic communications guidelines.  **OR**  Description of what instructor considers acceptable online etiquette listed on syllabus. Text may or may not reference either particularities in the class / subject matter or indicate how violations will be addressed. | Link provided to external information regarding online etiquette and TCU electronic communications guidelines or describes where extended policy may be found (ex: TCU Online). **AND** Description of what instructor considers acceptable online etiquette listed on syllabus. Text may or may not reference either particularities in the class/subject matter or indicate how violations will be addressed. | Link provided to external information regarding online etiquette and TCU electronic communications guidelines or describes where extended policy may be found (ex: TCU Online). **AND**  Description of what instructor considers acceptable online etiquette listed on syllabus. Text references either particularities in the class/subject matter or indicates how violations will be addressed.  Additional issues related to recording in the course, screenshots, and downloading course files (and sharing of these items) are discussed, as well encouraging students needing accommodations or with questions to come and discuss it with the instructor. |

***Comments, goals, and departmental norms:***

# TCU Online: Learning Management System (LMS)

| **Category** | **Incomplete** | **Sufficient** | **Accomplished** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***LMS Use in the Course*** | No information is provided regarding how / if the instructor & course will use the LMS.  (Standard template text for Getting LMS Help does not fulfill this requirement.) | Provides little or general information about how students will interact with the LMS.  **OR** Clearly states that the LMS will not be used in this course. | Provides general information about how students **AND** the professor will interact with the LMS. | Provides detailed information about how students **AND** the professor will interact with the LMS — this will include a discussion of specific tools, submission / posting procedures, sharing protocol, ePortfolio, etc. as appropriate or where students can find these details within TCU Online. |
| ***Getting Help with the LMS*** | No help information is provided.  **OR**  Incorrect or out-of-date contact information is listed. | Correct contact information is provided. | Correct contact information for help is provided.  **OR**  Directs students to contact the instructor to keep him/her apprised of student progress in dealing with technical issues. | Correct contact information for help is provided. **AND** Directs students to contact the instructor to keep him/her apprised of student progress in dealing with technical issues. |

***Comments, goals, and departmental norms:***

# TCU Campus Information

| **Category** | **Incomplete** | **Sufficient** | **Accomplished** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***Mission Statement(s)*** | TCU Mission Statement is missing. | TCU’s Mission Statement is present. | N/A | TCU’s Mission Statement and **ONE** additional college / program / department mission is also present. |
| ***Statement of Disability Services*** | Full text of current university-approved disabilities statement is missing. | N/A | N/A | Full text of current university-approved disabilities statement is present. |
| ***Support for TCU Students*** | No mention of campus resources or support. | Provides contact information for **1–4** of the following:  Brown-Lupton Health Center, Campus Life, Center for Academic Services, Center for Digital Expression, Office of Religious & Spiritual Life, Student Development Services, Writing Center, Transfer Student Center, Veteran Services, **OR** missing Title IX Resources. | Provides contact information for **5–9** of the following:  Brown-Lupton Health Center, Campus Life, Center for Academic Services, Center for Digital Expression, Office of Religious & Spiritual Life, Student Development Services, Writing Center, Transfer Student Center, Veteran Services, **BUT** missing Title IX Resources. | Provides contact information for **ALL** of the following:  Brown-Lupton Health Center, Campus Life, Center for Academic Services, Center for Digital Expression, Office of Religious & Spiritual Life, Student Development Services, Writing Center, Transfer Student Center, Veteran Services, **AND** Title IX Resources. |

***Comments, goals, and departmental norms:***

# Audience Awareness

| **Category** | **Incomplete** | **Sufficient** | **Accomplished** | **Exemplary** |
| --- | --- | --- | --- | --- |
| ***Document Accessibility*** | Syllabus is not in an electronic or accessible format. Accessibility checker shows many errors or issues to correct that interfere with access.  Learn more at: <https://cte.tcu.edu/resources/accessibility/> | Syllabus accessibility is not complete, but progress has been made: the majority the syllabus is formatted to meet accessibility guidelines (ex: heading levels properly used, alt text added, color contrast corrected). Where there are issues, these do not prohibit students from gaining access to content, although they may make it more difficult (example: missing heading tags).  Learn more at: <https://cte.tcu.edu/resources/accessibility/> | N/A | Syllabus is in an electronic and accessible format using an accessible [syllabus template](https://accessiblesyllabus.tulane.edu/). The syllabus is as a whole is formatted to meet accessibility guidelines (ex: heading levels properly used, alt text added, color contrast corrected) **AND** proofed with an accessibility checker and free from errors.  Learn more at: <https://cte.tcu.edu/resources/accessibility/> |
| ***Tone*** | Tone not is welcoming, professional, engaging, consistent, or confident. | N/A | N/A | Tone is welcoming, professional, engaging, consistent, and confident. |
| ***Language*** | Language in syllabus is confusing or is written at a level that it is inappropriate for an introduction to the course.  **OR**  Template language / directions for faculty are still present. | The syllabus is written at an appropriate level for students, includes all essential elements but may still have errors or contradictory information. | The syllabus is written at an appropriate level for students, includes all essential elements and free from contradictions but may still have multiple typos or minor errors. | The syllabus is written at an appropriate level for students, includes all essential elements and clean of errors or contradictions. The language in syllabus is clear and direct. |
| ***Overall* *Presentation*** | The syllabus does not have a professional visual appearance.  **ALL** of the following concerns are present:  font, graphics, or colors need work **AND**  tables and lists are challenging to read **AND**  there are no headings to separate information. | The syllabus lacks polish or attention to some details.  **TWO** of the following concerns are present:  font, graphics, or colors need work  **OR**  tables and lists are challenging to read  **OR**  there are no headings to separate information. | The syllabus has a few areas for improvement, but has an overall professional appearance.  **ONE** of the following concerns is present:  font, graphics, or colors need work  **OR**  tables and lists are challenging to read  **OR**  there are no headings to separate information. | The syllabus has a professional appearance.  **ALL** of the following strengths are present:  font, graphics, or colors contribute to the quality of the document **AND**  tables and lists are easy to read **AND** headings to separate information. |

***Comments, goals, and departmental norms:***

**Additional Comments:**