Rubric for Assessing Your Teaching Syllabus

Criteria	Effective	Emerging	Basic
All syllabi should include the faculty member's name, email, office location, office hours (virtual and/or face-to-face), and the course URL.			
Visual Appeal	Visually appealing. Text and visual content supplement and reflect one another. Draws students' attention to key areas of the syllabus.	Uses images that relate to course content, outcomes, or goals.	Clearly laid out with identifiable sections and headers.
Course Overview	Explains in accessible language how the course fits with students' other educational efforts and also explains the course's usefulness and relevance.	Includes discussion of course goals, but provides little sense of course's larger connections to curriculum or to students' long-term interests.	Repeats description from e-curriculum (https://webapps.uc.edu/ecurriculum/Admin/Login.aspx).
Student Learning Outcomes	Syllabus contains student learning outcomes expressed as specific actions/skills and indicates what is expected of students in measurable terms. Outcomes are clearly connected to Gen Ed Core Competencies (http://www.uc.edu/gened/competencies.html) when applicable, and clearly connected to one another. Relevant skills and knowledge are specified, and assignments, assessments, and key course activities are aligned with outcomes.	Syllabus contains student learning outcomes, expressed as specific actions/skills and indicates what is expected of students in measurable terms. Some outcomes are implicitly related to one another and are in alignment with assignments and course policies. In general education courses, some outcomes are clearly connected to the Gen Ed Course Competencies .	Syllabus contains a category for student learning outcomes that broadly indicates what successful students will be able to do by the end of the term. Outcomes may not be measurable, clearly related to one another, or in alignment with assignments and policies.
Course Resources	Identifies necessary and optional texts and/or resources. Clearly and accessibly explains why these particular texts and resources were selected and how students can use them.	Provides overview or brief rationale of necessary and optional texts and/or resources.	Necessary and optional texts clearly listed by title and author.
Pre-Req/Co-Req/BoK Areas	Indicates what skills and content from previous classes will be used in the course. Describes how the course content builds upon previous courses. Indicates how course material fulfills BoK areas, if applicable.	Describes how the course content builds on previous courses. Indicates how course material fulfills BoK areas, if applicable.	Lists course names and numbers for all pre-requisite and co-requisite courses. Identifies which BoK areas the course fulfills, if applicable.
Electronic Communications Policy	Explains how particular devices will be used during in-class and out-of-class activities. Details what is considered inappropriate usage and consequences. Explains how Blackboard site will be used, how often course site is maintained, and how to get help at UC. Provides information for students who need special accommodations or who don't have required	Defines when certain electronic devices are acceptable in class. Identifies consequences for using electronic devices inappropriately. Indicates how Blackboard will be used. Provides links and contact information for UC Help Desk.	Simple statement of acceptance or prohibition. Indicates whether Blackboard is used.

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Attendance Policy	Explains in class-specific terms why student success depends on class attendance. Explicitly indicates the grade repercussions for missing class sessions. Might also distinguish between "participation" and "attendance" grades. Communicates how students should go about making up missed sessions, group work, presentations, and/or exams.	Includes legalistic language about missing class (i.e., a contract about attendance). Indicates how many points will be taken off for each class session missed. Communicates how students should go about making up missed sessions, group work, presentations, and/or exams.	Indicates how many points will be taken off for each class missed.
Academic Integrity Policy	Based on Faculty Senate language (http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution%20on%20Course%20Syllabi%202001.pdf). Defines what constitutes academic integrity for the course extending beyond plagiarism and providing relevant examples based on course assignments. Explains the role of collaboration in the course and expectations about students' sharing ideas and resources.	Based on Faculty Senate language. Defines what constitutes academic integrity for the course, focusing mostly on plagiarism. Explains consequences for violating policy.	Based on Faculty Senate language. Provides general information in legalistic language about academic dishonesty, especially plagiarism and its consequences.
Special Needs & Accommodation Policy	Based on Faculty Senate language (http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution%20on%20Course%20Syllabi%202001.pdf). Includes information about resources available at UC. Gives students an understanding of the kinds of class activities that might require accommodations (exams, visual presentations, etc.).	Based on Faculty Senate language. Also includes information on resources at UC.	Based on Faculty Senate language.
Assessments and Grading Policy	Final grade is linked to achievement of learning outcomes. Indicates how assignments, assessments, and other course activities contribute to final course grade. Provides guidance on when and how interim and final grades will be communicated to students.	Indicates how assignments, assessments, and other course activities contribute to final course grade.	Provides brief criteria for final grade, focusing on how numeric assessments are translated into letter grades.
Pass/Fail, Audit, Withdrawal Policy	Explains how pass/fail students will be assessed. Provides rationale for auditing policy. Provides withdrawal dates for current academic term. Explains to students ways that they might evaluate their performance before the withdrawal date.	Explains how pass/fail students will be assessed. Provides rationale for auditing policy. Provides withdrawal dates for current academic term.	Provides legalistic language describing terms for pass/fail, auditing, and withdrawing from the course.
Course Calendar	Unit- and class-session learning outcomes listed on course calendar. In-class activities, outside-of-class activities, and assignments are also included. Calendar	Unit-level learning outcomes listed on course calendar and clearly linked with assignments.	Clear demarcation of units/sections of the course with relevant assignments by date.