	Exceptional	Developing	Basic
Format	Syllabus is carefully crafted to provide sufficient information and guidance yet clearly links to additional resources and examples avoiding a text heavy document. Offered and posted in multiple ways (hardcopy/electronic) so students can access information easily and repeatedly. Key items are periodically reviewed.	Syllabus contains all course information, guidance, and examples, but may be cumbersome for some to navigate. Syllabus is offered in multiple ways (hardcopy/electronic) so students can access information as needed throughout the course.	Syllabus provides basic information in a few pages. Syllabus is offered in hardcopy form on the first day of class.
Overall Content	Describes course's major areas of inquiry. Outlines key concepts, topics, and/or skills to be covered. Provides context for learning and rationale for course. Indicates course's role in department/degree curriculum. Clearly and thoroughly outlines requirements for success in course. Specifically and concretely describes all expectations for academic and social behavior.	Provides context for learning and rationale for course. Outlines key concepts, topics, and/or skills to be covered. Indicates course's role in department/degree curriculum. Clearly outlines expectations related to class participation, group work, assignments, etc.	Describes topics to be covered. Does not describe major skills or concepts. Does not link course to competencies or overarching goals. Describes expectations in general terms (e.g., "You should come to class prepared").
Alignment	All assignments are linked with a specific course goal/outcome and are likely to provide sufficient evidence to adequately assess each goal/outcome.	The connections between some assignments and stated course goals/outcomes are apparent.	No clear connection between stated course goals/outcomes and assessment schema.
Learning Outcomes	Are measurable and/or observable. Progress toward more ambitious and rigorous higher order thinking skills. Are anchored by verbs describing what the student will do to provide evidence of mastery. Are grounded in departmental and/or school-wide competencies.	Are measurable and/or observable. Describe desired behaviors that students will perform to demonstrate skill/concept mastery in the course. Involve cognitive challenge and higher-order thinking skills.	Are not measurable or observable. Do not describe behaviors that students will perform in order to demonstrate higher order thinking. May describe content to be covered rather than student learning outcomes.
Overall Tone	Student/learning oriented.	Teacher-oriented.	Mechanical, dictatorial.
Instructor Beliefs and Assumptions	Well-articulated and thought out rationale that includes the values and/or experiences that guide the instructor's teaching practice.	Section describing the instructor's beliefs or assumptions about teaching and learning that guide the course.	Little or no accounting of the instructor's teaching philosophy, beliefs or assumptions about learning.
Diversity of Teaching and Assessment Methods	Diverse teaching and assessment methods and evidence that the instructor has taken into account the diversity of students in choosing methods.	Evidence the instructor has employed a diverse set of teaching and assessment methods.	Course teaching and assessment methods are similar; e.g.: all lectures; all tests.
Continuity of Feedback to Students on Their Learning & Opportunities for Students to Provide Evaluative Course Input	All course requirements have sufficient means by which the instructor can keep students adequately appraised of their relative progress in the course. Students are encouraged to provide the instructor with regular input on how they are experiencing the course throughout the semester.	Adequate opportunities for students to get feedback on their progress in the course. Instructor has developed and scheduled a mid-semester course evaluation opportunity for the students.	Little or very infrequent venues for giving students feedback on their progress in the course. Students' only opportunity to provide input on their experiences in the course to the instructor is at the end of the course.