**Center for Professional Studies & Extended Campus Programs: Course Syllabus Rubric Date of Review:**

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| --- | --- |
| **Instructor:** | **Program:** |
| **Course Dates:** | **Campus Partner/CPS Program:** |

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| --- |
| **Rating Scale: 3= Target; provides clear, well-written explanation 2= Acceptable; includes minimum explanation 1= Needs work; may be missing crucial elements; provides weak explanation** |
| **Category** | **1** | **2** | **3** | **Comments** |
| **Syllabus Heading:** |  |  |  |  |
| * Identifies the course with the course number, title of course, credit hours, semester/days/times. If times vary, detailed list of days and times are included.
 |  |  |  |
| * Identifies instructor’s name, title and contact information.
 |  |  |  |
| * Identifies number of class meetings and contact hours.
 |  |  |  |
| 1. **Course Description:**
 |  |  |  |  |
| * Provides course description from catalog, if applicable. Includes paragraph narrative overview.
 |  |  |  |
| 1. **Materials/Texts:**
 |  |  |  |  |
| * Includes texts that are REQUIRED for the course. Text(s) is current (**within 5 years in most cases**).
 |  |  |  |
| * Uses full bibliographical citations (in APA format) for all reading materials (author, date, text, place of publication, publisher). [Fitchburg State Library Guide](http://fitchburgstate.libguides.com/content.php?pid=21551&sid=153168) (Click on "APA Citation Style")
 |  |  |  |
| 1. **Learning Outcomes/Objectives:**
 |  |  |  |  |
| * Lists precisely what the students will learn by taking this course. Is written in learner-centered, measurable terms.
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| * Includes elements which express how students will acquire content knowledge, as well as comprehend, apply, analyze, synthesize and evaluate material.
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| * Characterizes the outcomes in unambiguous terms, using active verbs.
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| * Aligns to the MA Curriculum Frameworks, when appropriate.
 |  |  |  |
| * Aligns to Education Unit Conceptual Framework.
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| 1. **Instructional Strategies/Methodology:**
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| * How material will be taught, relates teaching approach to learning outcomes.
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| * Evidence that diversity of methodology is included.
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| * Identifies technology initiatives.
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| 1. **Course Requirements:**
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| * Defines student assignments in detail.
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| * Includes purpose for assignment/test. Refers to outcomes.
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| * Clarifies cognitive skills necessary for success.
 |  |  |  |
| * Detailed information included for research papers including number of pages, citations, citation style, etc.
 |  |  |  |
| 1. **Field-Based Requirements (if applicable)**
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| * Describe field-based requirements (include diversity definition, nature of population, and how role leads to leadership skills)
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| 1. **and H. Evaluation/Grading Policy**
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| * Identifies percentage grading for assignments. Participation does not exceed 10% of grade.
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| * Includes undergraduate/graduate grading scale. Notes the percentage or point system used to grade.
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| * Provides policy on late assignments.
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| * Provides rubric(s) for assignment assessment.
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| 1. **Course Content/Topical Outline/Course Format:**
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| * Chronological list of topics to be covered.
 |  |  |  |
| * Units of work identified so students can prepare in advance. Reading assignments with page nos. provided.
 |  |  |  |
| * Due dates for activities and assignments are listed.
 |  |  |  |
| 1. **Reading/Resource List:**
 |  |  |  |  |
| * Lists all additional texts and resources that are considered supplemental.
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| * Includes information about links to the Fitchburg State library.
 |  |  |  |

**Additional Comments:**

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| **Revision 1 – Date** | **Revision 2 - Date** | **Revision 3 - Date** | **Revision 4 - Date** | **Approved Date** |
|  |  |  |  |  |

**Reviewer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Updated May 10, 2013. To accompany syllabus template revised 2013. For Education Courses.*