<u>SPS Syllabus Review Rubric</u>

Course: _____

Program: _____

Names of Reviewers: _____

_____

_____

Deadline for Review: _____

<u>Introduction</u>

The following rubric is intended as a guide to assess syllabus content and format. Below you will find a series of review criteria, with space provided next to each criterion for feedback and suggestions.

Please consider the following Helpful Feedback Construction (Quality Matters Helpful Recommendation) characteristics when providing feedback.

1. Specific - Include examples of where the criterion is not met
2. Constructive - Offer solutions instead of focusing on problems
3. Measurable - Use action verbs when explaining what should be done to fulfill the criterion
4. Sensitive - Use phrases that are collegial and not directive ("It might be helpful to", "I can see how this", "In addition to this, consider including _____", "You may want to include….")
5. Balanced - Explain strengths as well as areas for improvement

1. Course Overview, Learning Goals and Objectives

Criterion	Feedback
a) Describes how the course relates to primary concepts and principles of the discipline.	
b) Describes course's intended audience.	
c) Indicates the course's role in the department/degree curriculum, including: • prerequisites • core/required or elective status • corresponding area of focus, if applicable	
d) Syllabus heading and/or course overview specifies course modality (check one): ❏ Face-to-Face ❏ Online ❏ Hybrid ❏ Block Week	
e) Course-level learning objectives are clearly articulated, observable, and measurable.	

2. Readings and Resources

Criterion	Feedback
a) The syllabus clearly identifies required and recommended readings for the course with full citations.	
b) Instructional materials include both practitioner and academic texts. Texts have sufficient breadth, depth, and currency for the student to learn the subject at a Master's level and achieve the stated course learning objectives.	
c) Page numbers, reading length, and/or media listening/viewing times are clearly stated to assess workload.	

3. Assignments and Assessment Activities

Criterion	Feedback
a) Assignments clearly indicate and assess the corresponding learning objective(s) covered.	
b) Assignments and activities build the appropriate skills or competencies that align with the discipline/field.	
c) Pitch and degree of difficulty are appropriate for the intended audience.	
d) Includes plans for formative assessment and feedback.	
e) Assignments (reaction papers, exercises, etc.) develop skills that build to a final exam, challenging paper, or other integrated project or assessment.	
f) Performance expectations for assignments, discussions, and other interactions are clearly stated. It is suggested to include a rubric.	

4. Community (Policies and Learning Environment)

Criterion	Feedback
a) Tone of the syllabus is positive, respectful, and inviting.	
b) Includes information on course policies.	
c) Includes all school policies as written in the syllabus template.	

5. General Feedback

In your opinion, is this an academically rigorous course? If not, please identify the gaps you see in the proposed teaching and learning opportunities.

Please comment below if you have any additional feedback about this syllabus.