

Exhibit C

Rubric for Evaluating *Extended Campus Programs Course Syllabi*

Course: _____ Instructor: _____

Program: _____ Date: _____

Ranking:

1 = Needs works; may be missing crucial elements; provides weak explanation.

2 = Acceptable; includes minimum explanation.

3 = Target; provides clear, well-written explanation.

Category	1	2	3
<p>Syllabus Heading:</p> <ul style="list-style-type: none"> • Identifies the course, with name of department/program, course number, title of course, credit hours, semester/days/times (e.g., Fall, 2005, T/Th 5-7:30 PM). • Identifies instructor's name, title and contact information (e.g., phone/email/office hours/location). 			
<p>Course Description:</p> <ul style="list-style-type: none"> • Provides paragraph narrative overview. • Describes pre-requisites. 			
<p>Materials / Texts:</p> <ul style="list-style-type: none"> • Includes texts that are REQUIRED for the course. • Uses full bibliographical citations (in APA format) for all reading materials (author, date, text, place of publication, publisher). • Provides current text(s) (within five years, in most cases). 			
<p>Learning Outcomes / Objectives:</p> <ul style="list-style-type: none"> • Lists precisely what the students will learn by taking this course. • States in learner-centered, measurable terms. • Includes elements which express how students will acquire content knowledge, as well as comprehend, apply, analyze, synthesize and evaluate material (Bloom's Taxonomy). • Characterizes the outcomes in unambiguous terms, using active verbs. • Aligns to framework 			
<p>Instructional Strategies / Methodology:</p> <ul style="list-style-type: none"> • Includes explanation of how material will be taught, relating teaching approach to learning outcomes (lecture, small group discussion, video analysis, group/individual presentation, etc.). • Includes evidence that diversity of methodology is included. • Informs students that graduate level work is expected, that is, work rooted in adequate theory and requires a high level of critical thinking, analysis and synthesis of material. • Identifies technology initiatives 			
<p>Course Requirements:</p>			

<ul style="list-style-type: none"> • Defines student assignments in as much detail as possible. • Includes purpose for assignment/test. • Clarifies cognitive skills necessary for success (e.g., at the end of the first unit, your knowledge of _____ will be tested). • If required to complete research project/paper, includes information about page numbers, number of citations, citation style, key questions, etc. • Provides rubric for assignment assessment. 			
<p>Evaluation / Grading Policy:</p> <ul style="list-style-type: none"> • Describes in detail how students are to be graded (e.g., research paper (30%); journal entries (15%), tests (30%); etc.). • Allows for participation grade of NO MORE THAN 10% (including attendance) • Notes the percentage or point system used to weigh the final grade (A, B, C, and F). 			
<p>Course Content / Topical Outline / Course Format:</p> <ul style="list-style-type: none"> • Lists chronologically the topics to be covered. • States units of work so that students can prepare in advance. • Provides reading assignments (text, page numbers) where applicable. • Provides dates when activities/assignments are due. • Includes number of class meetings and the number of contact hours per session (e.g., 13 three-hour class meetings, once per week). <p>Note: In planning assignments, consider that students are expected to perform two hours of work outside of class for every hour spent in class to meet the Carnegie Unit requirement.</p>			
<p>Other:</p> <ul style="list-style-type: none"> • Describes policy on late assignments. • Describes plagiarism policy. • Makes explicit the policy regarding attendance, with expectations and consequences. • Includes Extended Campus Programs On-line Services paragraph. • Includes College and Education policies 			
<p>Reading / Resources List:</p> <ul style="list-style-type: none"> • Lists all additional texts and resources that are considered supplemental. • Includes information about links to the FSC library. 			

(January, 2006)

Comments:

Signature _____ Date _____