

Rubric for Evaluating a Course Proposal

A tool for faculty to self-check and Senate Curriculum Committee Members

Course number and title: _____

Course Catalog Elements

	Meets	Does not meet
Title	The title reflects the objectives of the course and adheres to the University guidelines (see <i>Course Title Guidelines</i>)	The title is not appropriate:
Credit hours	The number of credit hours reflects the expected effort. For conventional delivery formats, this is one hour of instruction and two hours of out-of-class work per credit hour over a 15-week semester. See <i>Course Credit Hour Guidelines</i> for guidelines for non-traditional formats.	The credit hours is not appropriate for the level of effort:
Prerequisites	The prerequisites are: <ul style="list-style-type: none"> <input type="checkbox"/> Clearly and unambiguously stated. <input type="checkbox"/> Backed by letter of support if offered by another unit. 	The prerequisites are not clear or there is no letter of support (if offered by another unit):
Catalog Description	The catalog description clearly and succinctly describes the course.	The description is not adequate or too verbose:

Curriculum-Based Rationale

	Meets	Does not meet
Curriculum-based rationale	The rationale is curriculum-based and offers a compelling argument for why the course needs to be added to the university's curriculum. The rationale explains what program or programs the course supports.	The rationale is not curriculum-based:

Expected Learning Outcomes

	Meets	Does not meet
Learning Outcomes	<p>The learning outcomes are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Action-oriented" (see Bloom's Taxonomy) <input type="checkbox"/> Measurable <input type="checkbox"/> Consistent with the level of the course 	<p>The learning outcomes need to be revised:</p>

Syllabus

	Meets	Does not meet
Content—basic information	<p>The syllabus includes all of the necessary elements including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course title* <input type="checkbox"/> Course number* <input type="checkbox"/> Credit hours* <input type="checkbox"/> Format or Method of instruction* <input type="checkbox"/> Instructor name and contact information (e-mail, phone, and office hours) <input type="checkbox"/> Course pre-requisites* <input type="checkbox"/> Expected learning outcomes* <input type="checkbox"/> Textbook and other materials (specify if required or optional) <p>*The elements are consistent with those entered into CIM.</p>	<p>The syllabus is missing one or more of these items:</p> <p>Items in the syllabus are not consistent with the elements entered into CIM:</p>

<p>Elements for grade/Assignments/Assessments</p>	<p>The composition of the final grade is clear:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The assignments are clearly explained <input type="checkbox"/> The grading criteria are presented, either fully (e.g., a rubric is included) or more generally (i.e., "Your project will be evaluated on content, organization, and clarity) 	<p>One or more of the elements for the grade are unclear or are not consistent with the level of the course:</p>
<p>Points/percentages</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The points or percentages are clear, logical, and consistent <input type="checkbox"/> The final grading scale is included <input type="checkbox"/> The grade type is clear; e.g., standard letter grades, pass/fail or satisfactory/unsatisfactory 	<p>The points or percentages are not clear, logical, and correct:</p>
<p>Attendance policy</p>	<p>If attendance is part of the grade:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The attendance policy is clearly stated and the consequences of missing class are clearly defined <input type="checkbox"/> The attendance policy is separate from the participation grade if there is a grade for participation <input type="checkbox"/> A statement about excused, university-sanctioned absences (or days of special concern) is included 	<p>The attendance and/or participation policy is unclear:</p>
<p>Optional syllabus statements</p>	<p>If the syllabus includes the optional statements, they are the correct and up-to-date</p>	<p>An incorrect or out-of-date statement was given and must be updated:</p>
<p>Overall</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The syllabus is clear, well organized, easy to follow and consistent with the level of the course <input type="checkbox"/> The tone of the syllabus is positive, clear, and inviting 	<p>The syllabus is difficult to follow, is inconsistent, is not well organized, or is not inviting:</p>