

Syllabi Rubric

The goal of being transparent within each syllabi for LMU’s Gateway and General Education courses is to develop syllabi that follow the idea of Transparency. Transparency is the idea that teaching and learning methods explicitly focus on the HOW and WHY of student learning within their course (Winkelmes et al., 2016)¹. Winkelmes et al. (2016) identified three elements to the Transparency framework: Purpose, Task, and Criteria. The following rubric has been developed to ensure that each syllabus follows the framework of Transparency. Based on the guidelines within the rubric, please rate each section of the syllabi and add any additional comments as needed.

Syllabi Transparency Rubric

	Very Unclear/Vague (1)	Somewhat Unclear/Vague (2)	Somewhat Transparent(3)	Transparent (4)	Comments
(Q1) Instructor and Course Information	Instructor has not provided any contact information with the exception of their name and possibly one way to contact them (email, phone, or etc.). No course information is provided for the student.	Instructor contact information is lacking various details (i.e., no email, no office phone number, etc.), and there is no course information provided (i.e. credit hours of the course, prerequisites, etc.)	Instructor contact information and course information is listed with some detail; however, some aspects of the instructor’s contact information or course information are not communicated or may be somewhat confusing to understand.	Office hours are listed with contact information (email, office phone number, office location). All course information that is pertinent is identified. Any prerequisites for the course are listed. Overall, this section is clear and concise, while also being easy for any student to comprehend.	

¹ Transparency framework adapted from Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students’ success. *Peer Review*, 18(1), 31-36.

	Very Unclear/Vague (1)	Somewhat Unclear/Vague (2)	Somewhat Transparent(3)	Transparent (4)	Comments
(Q2) Course Learning Objectives	No course learning objectives are listed within the syllabus or they are vague and unclear. No examples are given as to how to achieve the course learning objectives.	The course learning objectives are listed, but they are not specifically defined or clear. Explanations of how to achieve the course learning objectives are not present or are not clear.	The course learning objectives are listed and defined and explained clearly. However, examples are vague of how to achieve the identified course learning objectives.	The course learning objectives are clearly defined and explained within the syllabus. Examples are given of how a student will demonstrate they have achieved each of the identified course learning objectives.	
(Q3) Mission Statement(s)	There is no mission statement mentioned within the syllabus.			The syllabus contains a link to the LMU mission statement.	
(Q4) Assessments/ Evaluation Methods	The syllabus does not include a list of required <u>major assignments</u> or minor assignments within the course. No purpose, task, or criteria are listed.	The syllabus lists each <u>major</u> assignment to be completed within the course and minor assignments are categorized. The purpose, task, and criteria of each <u>major</u> assignment is not included nor explained.	The syllabus lists all <u>major</u> assignments to be completed within the course and all minor assignments are categorized. Each <u>major</u> assignment listed explains its purpose (skills student will practice when completing the assignment), the task (the expectations of the	The syllabus lists all <u>major</u> assignments to be completed within the course (i.e. exam, paper, attendance, etc.) and clearly defines what each item entail and minor assignments are categorized. Each <u>major</u> assignment is listed clearly and precisely explains its purpose (skills student will practice when completing the	

	Very Unclear/Vague (1)	Somewhat Unclear/Vague (2)	Somewhat Transparent(3)	Transparent (4)	Comments
			assignment and what the final product should include/look like), and the criteria (a link to or bullet point list of the checklist of expectations of the assignment). However some explanations can appear confusing or vague to the student.	assignment), the task (the expectations of the assignment and what the final product should include/look like), and the criteria (a link to or bullet point list of the checklist of expectations of the assignment).	
(Q5) Assignment Policies	Assignment Policies are not listed within the syllabus.	Policies regarding assignments are mentioned but are not fully explained.	Policies regarding assignments are explained but are vague or unclear.	Policies regarding assignments are clearly explained which may include topics such as turning in late assignments, formatting, etc.	
(Q6) Attendance Policy	There is no attendance policy listed within the syllabus.	The syllabus includes a course attendance policy, but it is not defined.	The syllabus includes a course attendance policy but it is vague or unclear.	The syllabus includes a course attendance policy that is clear and understandable.	