

### Learning-Centered Syllabus Rubric (intended as a reflection tool for faculty members reworking their syllabi)

This rubric can be used to help determine how well and how robustly a syllabus supports the goals of a learning-centered syllabus.

	Level 0	Level 1	Level 2	Level 3
Statements of Expected Learning	No statements of expected learning are provided on the syllabus	A few statements of expected learning are provided on the syllabus, but they focus on what students will be doing in the course, indirectly indicate learning priorities for the course, and/or are not well-formed statements of learning	Statements of expected learning are provided on the syllabus. They are assessable (i.e., a method can be developed to understand student achievement of them). They accurately reflect the most important expected learning in the course.	Statements of expected learning are provided on the syllabus and meet all of the criteria at Level 2. In addition, the statements of expected learning are aligned to broader learning goals for the program, department, or university.
Learning Activities	No learning activities (e.g., readings, discussion topics, off-campus visits, exercises) are listed in the syllabus, specifically or broadly.	Learning activities are listed on the syllabus, specifically or broadly, but their role in supporting expected learning for the course is unclear or unstated.	Learning activities are listed on the syllabus, specifically or broadly, and activities, lectures and assignments support (align to) the expected learning for the course	Learning activities are listed on the syllabus and meet all of the criteria for Level 2. The syllabus also clearly communicates to students how activities, lectures and assignments support expected learning for the course.
Evaluation of Student Work	The basis for the evaluation of student work is not clearly stated or is unclear.	The basis for the evaluation of student work is clearly stated, but is not clearly aligned to the statements of expected learning for the course.	The basis for the evaluation of student work is clearly stated and aligned to the statements of expected learning for the course.	The basis for the evaluation of student work meets all of the criteria at Level 2. In addition, at the end of the course, these evaluations meaningfully inform the instructor about student achievement of expected learning.
Student Interaction with the Syllabus	Students are provided with a syllabus for the course.	Students are provided with a syllabus for the course and the instructor reads through the syllabus during the first week of classes.	Students are provided with a syllabus, the instructor reviews it with students at the start of the course, and the instructor refers to it throughout the course.	Students are provided with a syllabus, the instructor reviews it with students at the start of the course, and the syllabus is integrated into the structure and activities of the course.