

Rubric for an Inclusive Course Syllabus

“Whether it is intended or not, the quality of the syllabus is a fairly reliable indicator of the quality of teaching and learning that will take place in a course.”

~M.J.V. Woolcock

Directions: Use this rubric to assess your syllabus through an inclusive lens. Each component of this rubric is aligned with a domain from the Teaching [Effectiveness Framework \(TEF\)](#). Refer to the associated TEF domain for more information about evidence-based practices that can make your syllabus and teaching more inclusive.

Components of a Student-Centered Syllabus	<i>Advanced</i>	<i>Proficient</i>	<i>Developing</i>	<i>Beginning</i>	<i>Teaching Effectiveness Framework (TEF) Alignment</i>
Focus	Syllabus is focused on student learning and learning outcomes; policies are minimal or left to class negotiation.	There is a balance between student learning, outcomes, and policies.	Majority of syllabus is focused on policy and procedures with some reference to student learning.	Focus is on policies and procedures. Little to no mention of student learning.	Classroom Climate
Course Policies	Course policies provide flexibility but still uphold a high standard for learning. Students are guided through exercises to establish course policies: norms, attendance, late work, rubrics, etc.	Course policies provide flexibility but still uphold high standards for learning. Students are guided through exercises to establish one or two course policies: norms, attendance, late work, etc.	Course policies provide too much or too little flexibility. Instructor asks for feedback on course policies.	Course policies are prescribed and do not allow for flexibility. Students do not have input into course policies and are not asked for feedback.	Student Motivation
Supportive, welcoming tone/word choice	Welcoming, positive, growth mindset, asset based, inclusive word choice used throughout syllabus (words like “we, our, believe, welcome, community, learn together, support, help, etc.)	Mostly welcoming positive, growth mindset, inclusive word choice used throughout syllabus.	Some welcoming positive, growth mindset, inclusive word choice used throughout syllabus; contains some consequence descriptors.	Very little “voice” in syllabus. Sounds like a legal document that contains many consequence descriptors.	Classroom Climate
Course Materials	All course materials are accessible: textbook, texts, PowerPoints, additional reading material, videos, etc. Great care is taken to include authors/ contributors from traditionally marginalized groups.	Most course materials are accessible: Textbook, texts, and PowerPoints, additional reading material; additional sources of knowledge include authors/contributors from traditionally marginalized groups.	Some course materials are accessible: textbooks, texts, PowerPoints, videos, etc. and viewed through a diversity lens; 1 or 2 additional sources of content may be included.	Textbook and teacher are primary sources of content. It is unknown whether course materials are accessible or diverse.	Curriculum/ Curricular Alignment

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Instructor Availability	Available for multiple “student” hours and multiple means of access: in-person, phone, email, video chat. Holds hours in office plus other neutral locations; regularly encourages students to attend and provides agendas/ activities for particularly challenging topics.	Available for multiple “student” hours and multiple means of access: in-person, phone, email, video chat. Regularly encourages students to attend.	Available for prescribed number of office hours. Provides location, email, and phone. Invites students to show up if they need help.	Available for minimal number of office hours. Provides location, email, and phone.	Classroom Climate
Learning Outcomes/ Course Map	Learning outcomes are written using student-friendly language; outcomes are measurable and represent the rigor of the assignments and assessments. Instructor regularly highlights the connections between the assessments and learning outcomes.	Learning outcomes use student-friendly language and are aligned with assignments and assessments. Instructor sometimes makes connections between assessments and learning outcomes.	Learning outcomes use student-friendly language, some outcomes align with assignments or assessments. Instructor shares connections between assessments and learning outcomes in the syllabus.	Learning outcomes are stated. There is not clear alignment between assessments and student learning outcomes. Instructor does not share connections between assessments and learning outcomes.	Curriculum/ Curricular Alignment
Pre-requisite courses/ knowledge/ skills	Provides pre-requisite courses/knowledge/ skills/information, encouragement, and links to helpful resources or to the Canvas shell where resources are located.	Provides pre-requisite courses/knowledge/ skills/information and links to helpful resources or to the Canvas shell where resources are located.	Provides pre-requisite courses/knowledge/ skills/information.	Provides pre-requisite course information.	Pedagogical Content Knowledge
Assessments	A variety of summative and formative assessments assigned regularly throughout the course.	Many summative and some formative assessments assigned throughout the course.	Mostly summative assessments (quizzes, tests, papers) assigned throughout the course.	Mid-term and final assessments only.	Feedback and Assessment
Revision Policy	Revision of high-stakes assignments is built into the structure of the course.	Revision of high-stakes assignments is encouraged.	Instructor feedback provides improvement for future assignments.	Minimal instructor feedback and/or revision of assignments is not allowed.	Feedback and Assessment
Inclusivity Statement	Explains why diversity and inclusion are an asset to learning,	Explains why diversity and inclusion matter and how and	Explains why diversity and inclusion matter.	Includes a definition of diversity or inclusion.	Inclusive Pedagogy

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	how the course materials and content will be viewed through an inclusive lens, and how classroom practices will honor diverse student strengths and experiences.	how classroom practices will honor diverse student strengths and experiences.			
Teaching/ Learning Philosophy	Student centered approach to teaching includes collaboration, transparency, and shared power. Instructor takes role of guide and mentor. Students offered choice in several assignments/ assessments and are guided in and expected to engage in peer teaching and feedback.	Student centered approach to teaching includes collaboration, transparency, or shared power. Instructor mostly takes role of guide and mentor. Students may have some choice in assignments and are assigned peer teaching and feedback.	Split between student-centered and content centered approach to teaching and the role of teacher and student. Students have little choice in assignments. Few accommodations for differences in learning preferences. Occasional opportunities for peer teaching or feedback.	Little to no shared power. Focus is on content. Class policies are written as directives; numerous penalties; no choice in assignments; no accommodations for differences in learning preferences. No opportunities for peer teaching or feedback.	Student Motivation

References

<https://www.facultyfocus.com/articles/effective-classroom-management/a-learner-centered-syllabus-helps-set-the-tone-for-learning/>
https://ideacontent.blob.core.windows.net/content/sites/2/2020/01/PaperIDEA_60.pdf
https://www.researchgate.net/publication/233056548_Assessing_Learner-Centredness_Through_Course_Syllabi

