



Society for the Teaching of Psychology Project Syllabus Rubric

<http://teachpsych.org/otrp/syllabi/index.php>

Please indicate your rating for each item and sum the total points for each category.

Category 1: Teaching Methods

Teaching methods

Insufficient (0)	Effective (1)	Exemplary (2)
Teaching methods to enhance student learning are minimally consistent with best practices.	Teaching methods to enhance student learning are somewhat consistent with best practices. Innovation may be apparent, but the rationale for innovative techniques may not be apparent.	Teaching methods to enhance student learning are mostly or completely consistent with best practices. Innovation is also used in accordance with best practices, and the rationale for innovative techniques is clear.

Student engagement

Insufficient (0)	Effective (1)	Exemplary (2)
Minimally engages students in the learning process.	Moderately engages students in the learning process.	Effectively engages students in the learning process in a variety of ways throughout the course.

Total points for category 1 (out of 4):

Comments:

Category 2: Learner Support & Resources

Accessibility/Universal Design for Learning (UDL; see last page for instructions on how to check a document for accessibility issues; syllabi will now need to be submitted as Word documents so this can be checked)

Insufficient (0)	Effective (1)	Exemplary (2)
Accessibility/UDL issues are not addressed (e.g. no information about resources for students with disabilities) and syllabus is not accessible.	Accessibility/UDL issues are briefly addressed. Syllabus is partially accessible.	Accessibility/UDL issues are explicitly addressed and syllabus is fully accessible.

[Type here]

Student roles and expectations

Insufficient (0)	Effective (1)	Exemplary (2)
Course syllabus is unclear about what is expected of students either inside or outside the classroom.	Course syllabus somewhat identifies what is expected of students inside or outside the classroom.	Course syllabus clearly identifies what is expected of students both inside and outside the class (e.g. participation, classroom behavior, out of class reading, discussion board posting) OR a process for the determination of such expectations is clearly defined.

Faculty roles and responsibilities

Insufficient (0)	Effective (1)	Exemplary (2)
Faculty roles and responsibilities are not defined.	Faculty roles and responsibilities are somewhat defined.	Faculty roles and responsibilities are clearly defined. This should include information such as timeliness of responses to e-mails, when graded assignments will be returned, etc.

Interaction and communication

Insufficient (0)	Effective (1)	Exemplary (2)
Students are not provided an opportunity to communicate with one another outside of the classroom. The only method provided for communicating with the instructor is office hours.	Students are provided communication tools to communicate with one another and the instructor outside of class. Communication tools may be limited, poorly explained, or not tied to student learning.	Students are provided communication tools to communicate with one another and the instructor outside of class and these tools are well integrated into the course to facilitate student learning.

Total points for category 2 (out of 8):

Comments:

[Type here]

Category 3: Assessment & Evaluation of Student Learning

Assignments

Insufficient (0)	Effective (1)	Exemplary (2)
Learning assignments are minimally consistent with best practice pedagogy in teaching the subject matter.	Learning assignments are somewhat consistent with best practice pedagogy in teaching the subject matter.	Learning assignments are mostly or completely consistent with best practice pedagogy in teaching the subject matter (e.g. active learning, problem-based learning, laboratory work, etc. as appropriate for the course.)

Student evaluation

Insufficient (0)	Effective (1)	Exemplary (2)
Guidelines for evaluation of student assignments and grade determination is unclear.	Guidelines for evaluation of student assignments and grade determination is somewhat clear.	Guidelines for evaluation of student assignments and process of grade determination is clear.

Formative student performance feedback

Insufficient (0)	Effective (1)	Exemplary (2)
Opportunities for students to receive formative feedback about their own performance are absent or unclear.	Opportunities for students to receive formative feedback about their own performance are infrequent and sporadic.	Opportunities for regular formative feedback about student performance are clearly stated throughout the course.

Multiple forms of assessment

Insufficient (0)	Effective (1)	Exemplary (2)
Learning objectives are assessed through limited means.	Most learning objectives are assessed through a single form of assessment but some learning objectives are assessed through multiple forms of assessment.	Learning objectives are assessed through two or more forms of assessment.

Total points for category 3 (out of 8):

Comments:

[Type here]

Category 4: Course Design, Goals, and Learning Objectives

Rationale

Insufficient (0)	Effective (1)	Exemplary (2)
Rationale for the course and its design are not clearly stated.	Rationale for the course and its design are somewhat clearly stated.	Rationale for the course and its design are clearly stated.

Course goals

Insufficient (0)	Effective (1)	Exemplary (2)
Course goals are not clearly defined and do not align to learning objectives.	Course goals are defined but may not align to learning objectives.	Course goals are clearly defined and aligned to learning objectives.

Learning objectives

Insufficient (0)	Effective (1)	Exemplary (2)
Learning objectives are vague, incomplete, or are not measurable.	Learning objectives are identified but are not consistently measurable.	Learning objectives are identified and consistently written in a measurable manner.

Alignment of class time allocation with learning objectives and course goals

Insufficient (0)	Effective (1)	Exemplary (2)
The allocation of class time and weight of assignments marginally parallels the course objectives as stated on the syllabus.	The allocation of class time and weight of assignments somewhat parallels the course objectives as stated on the syllabus.	The allocation of class time and weight of assignments clearly parallels the course objectives as stated on the syllabus.

Alignment of learning objectives and assessment

Insufficient (0)	Effective (1)	Exemplary (2)
Learning objectives are not aligned with course and assessment activities.	Learning objectives are somewhat aligned with course and assessment activities, or alignment is present but not explicitly stated.	Learning objectives are closely aligned with course and assessment activities. This alignment is explicitly stated.

Assessment strategies

Insufficient (0)	Effective (1)	Exemplary (2)
Minimal or no assessment strategies are used to measure content knowledge, attitudes and/or skills.	Ongoing strategies are used to measure content knowledge, attitudes and/or skills.	Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and/or skills.

Total points for category 4 (out of 12):

Comments:

[Type here]

Category 5: Syllabus organization & design

Organization

Insufficient (0)	Effective (1)	Exemplary (2)
Much of the syllabus seems to be under development, with some key components of the course identified.	Syllabus is generally clear and well organized. Students can understand the key components and structure of the course.	Syllabus is clear and well organized, including providing a “big picture” overview. Students can clearly understand all components and structure of the course.

Aesthetic design

Insufficient (0)	Effective (1)	Exemplary (2)
Aesthetic design does not present and communicate course information clearly.	Aesthetic design presents and communicates some course information clearly.	Aesthetic design presents and communicates course information clearly throughout the document.

Tone

Insufficient (0)	Effective (1)	Exemplary (2)
The syllabus has a marginal, or is lacking, a warm and engaging tone. Syllabus is written from an instructor perspective, typically in third person.	The syllabus has a moderately warm and engaging tone. Syllabus may be partially written from a student perspective, typically in first person.	The syllabus has a warm and engaging tone. This may include things like use of positive language and strategies for student success. Syllabus is written from a student perspective, typically in first person.

Formatting

Insufficient (0)	Effective (1)	Exemplary (2)
Syllabus has some typographical errors, misspellings, or grammar problems, and does not adhere to APA format for references.	Syllabus is generally free of typographical errors, misspellings, and grammar problems, and generally adheres to APA format for references.	Syllabus is free of typographical errors, misspellings, and grammar problems, and adheres to APA format for references.

Required materials

Insufficient (0)	Effective (1)	Exemplary (2)
The textbook and any other required materials are not listed, are out of date, or are not relevant to the topic.	The textbook and any other required materials are mentioned but not in sufficient detail for students to obtain materials. Materials may be partially	The textbook and any other required materials are clearly stated, relevant, and current.

[Type here]

	relevant to the topic or may not reflect current literature.	
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Total points for category 5 (out of 10):

Comments:

Total points (out of 42):

Overall comments (to be shared with submitter; send any private comments to the Project Syllabus director via e-mail):

This rubric was based on the Rubric for Online Instruction developed by Chico State University (<http://www.csuchico.edu/eoi/>) as well as a variety of other sources (see list of references on the Project Syllabus web page: <http://teachpsych.org/otrp/syllabi/index.php>).



CREATING ACCESSIBLE MICROSOFT WORD 2013 DOCUMENTS (WINDOWS)



Heading Styles

Create a uniform heading structure through use of styles in Word. This allows screen readers to navigate a document and improves accessibility for everyone.

Adding and Editing Headings

1. Select the text and choose the appropriate style under Styles on the Home ribbon. (e.g., "Heading 1")
2. Headings 1, 2, or 3 can also be assigned using CTRL + ALT + 1, 2, or 3, respectively.



Alternative Text for Images

Images can be given appropriate alternative text in Word. This alt text is read by a screen reader in a Word file and should remain intact when exporting to HTML or PDF.

Adding Alt Text

1. Right-click on the image and choose **Format Picture**.
2. Select the **Layout & Properties** icon and choose **Alt Text**.
3. Enter appropriate alt text only in the **Description** field (not the **Title** field).



Columns

When creating columns, always use true columns, not columns created by hand with the Tab key.

Creating Columns

1. Select **Page Layout** on the ribbon.
2. Select **Columns** under **Page Setup** and choose the appropriate number of columns.



Lists

Use true numbered and bulleted lists to emphasize a point or a sequence of steps.

Creating Lists

1. Select the **Numbered List** or **Bulleted List** option on the **Home** ribbon, under the **Paragraph** section.

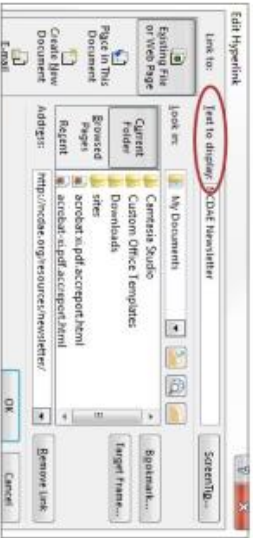


Links

Word automatically creates a hyperlink when a user pastes a full URL onto a page. These may not make sense to screen reader users, so more information is needed.

Adding Hyperlinks

1. Select the text you want linked, right click, and select **Hyperlink** or **CTRL + k**.
2. Make sure the text in the **Text to Display** field is a meaningful description and type the link URL in the **Address** bar.



Data Tables

Accessible tables need a clear table structure and table headers to help guide a screen reader user.

Creating Tables

1. Select the **Insert** tab on the ribbon, then select **Table > Insert Table**.



2. To add table headers to the first row, select **Table Tools > Layout** on the ribbon, then choose the **Repeat Header Rows** option in the **Data** section.



Options in the **Design** tab may be used to change appearance but will not provide the necessary accessibility information.

Accessibility Checker

Word includes an accessibility resource that identifies accessibility issues.

1. Select **File > Info**.
2. Select the **Check for Issues** button and choose **Check Accessibility**.
3. The Accessibility Checker task pane will show accessibility errors, warnings, and tips on how to repair the errors. Select specific issues to see **Additional Information** at the bottom of the task pane.



Other Principles

- Ensure that font size is sufficient, around **12 points**.
- Provide sufficient contrast.
- Don't use color as the only way to convey content.
- Provide a table of contents for long documents.
- Use simple language.