

### Guidelines for Syllabus Evaluation

| <i>Dimensions</i>   | <i>Rating</i><br><br>Y=yes<br>N=no<br>P=partially<br>N/A=Not Applicable |
|---|---|
| <b><u>Goals</u></b><br>Does the syllabus clearly and explicitly state student learning outcomes (i.e., knowledge or skills students are expected to be able to demonstrate at the end of course)?   |   |
| <b><u>Expectations of students</u></b><br>Does the syllabus make expectations of students clear and explicit? (For example, does the syllabus include items such as a course outline, a reading list, a grading breakdown, a description of assignments, and a list of relevant dates?) |   |
| <b><u>Relationship between course goals and assignments</u></b><br>Do the course assignments serve as reasonable means of advancing course goals?   |   |
| <b><u>Link to department/major goals</u></b><br>Does the syllabus explicitly link the course to department/major goals?   |   |
| <b><u>Link to College curricular goals (if applicable)</u></b><br>Does the syllabus explicitly link the course to College curricular goals?   |   |
| <b><u>Comments:</u></b>   |   |