Collegiate Teaching Criteria for Evaluation of Proposed Syllabus   Total 100 points

Your teaching philosophy and inclusivity statement will lead your syllabus.
If you have the qualities in the beginning competency, give yourself ½ of the assigned points per category
and work toward the qualities of advanced competency for the total points.

Corollary Information: 1 point

College, Department, Term, Instructor, Credits, Days, Hours, Location, Level,
Elective or Required, Major or Non-major, Pre-requisites, Lab Fee

Beginning Competency

+Limited material, incomplete or missing areas
+Lack of considered details that give a context for the course

Advanced Competency

+ Details which give the reader the background information of the course.
+ Information that relays an understanding of the format and requirements of the
      proposed course's institution.
+ These setup items situate the course within a department and begin to imply its
      role in the department mission.

Course Title   1 point

Beginning Competency

+ Brief generic title that is interchangeable with any other course nationally.
+ Little sense of the individual's role or leadership in the course
+ Minimum effort in declaring a title and thinking of how it represents the fullness
      of the course.

Advanced Competency

+ Leadership in the course title to enable the student to get a brief but full glance
      at the scope of the course.
+ Creative thinking in terms of what the course title means and how it is a synopsis
      or opening into the depth and breadth of the course.
+ Moving a generic title into a more ambitious title with either rewording or a
      subtitle.

Course Description   6 points

Beginning Competency

+ Cursory declaration of the course
+ Attempts to convey a deeper understanding or aim but does not
      firmly realize the importance or the "why" of this course.
+ Little clarity in relaying the course structure and the outcomes.
+ Brief without the thoughtfulness and range of the faculty or topic indicated.
+ Loses the opportunity to pose ambitious questions or content.

<u>Advanced Competency</u>

+Reflective summary of the content, aims and outcomes of the course.
+Identifies challenges in the course and acknowledges the complexity

or depth of the topic.
+ Chooses to place the course in a context and highlights opportunity
for original thought.
+Clarifies organization of the course and conveys the range of
components, including evaluation and feedback.
+Moves the reader from basic to advanced understanding of the topic
+Engages the reader in meaningful questions about the topic.

Course Goals (Enduring Understandings or Deeper Value of Course)   10 points

<u>Beginning Competency</u>

+ States limited range for aims/goals.
+ Some confusion about the difference between goals and learning outcomes.
+ Conveys the overall ambition, deep understandings,
or the greater good and context of the course briefly and with
little thought.
+ Conflates issues instead of listing or itemizing goals separately.

<u>Advanced Competency</u>

+ Exhibits thoughtful and inspiring goals for course
+ Contextualizing the course in a broader realm
+ Declares a multifaceted understanding of the value
of the course.
+Thinks of goals as future oriented, verbs or in-action
statements, often beginning with an implied or real "To"
+ Sees this as a place to define the intellectual and philosophical
parameters of the course, subject, medium or discipline.

Course Learning Outcomes (What the student comes away with, the takeaways)   10 points

<u>Beginning Competency</u>

+ Brief summary of what the student will achieve.
+ Some repeating of goals; unable to separate the two.
+ Lack of adjectives explaining the depth of outcome

Advanced Competency (see the outcomes as nouns representing what is completed)

+Elucidates clearly what the student comes away with from the
course and gives percentages of the grade for the outcome.
+ <u>Includes the percentage of the grade that each outcome will carry.</u>
+ Highlights the actual output in terms of projects and work as well
as the advancement in terms of specific critical thinking skills
or abilities. Adjectives work well here.

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Course Methods (the particular activities, policies, structure used for goals and outcomes) 2 points

Beginning Competency

+ Is not expansive in terms of depth of activities of course
+ Simple in terms of range and variety of methods.

Advanced Competency

+Careful and concise list and or enumeration of events, and activities:
How many and what types demonstrations? How many readings? How many discussions,
critiques, feedback session.? How many and what types of presentations, response papers, etc?
+ Attendance and Participation may be included here or under Learning Outcomes or Assessment areas or Critique Statement

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Inclusivity   **2 points**

Beginning Competency

+ Adequate information but not tied to the portfolio inclusivity statement
+ Does not address ways in which inclusivity will be instituted throughout the course.

Advanced Competency

+ Thoughtful ways in which inclusivity will be assured and demonstrated.
+ Specific areas covered in diversity and inclusivity tenets.
+ Highlights the full range of activities for a diversity of learners

Assessment/Evaluation   **10 points**

Beginning Competency

+ Uses standard criteria not specialized to course
+ Shows little correlation to syllabus content
+ Does not acknowledge advances in complexity or
      progression of ability or understandings.

Advanced Competency

+ Establishes % beside Learning Outcomes.
+ Elaborates on this percentage in delineating qualities
      of basic and advanced attainment in each learning outcome.
+ Includes departmental grading criteria in this section if available.
+ Explains varied ways assessment will be given and for what.
+ Correlation and relationship of various areas of assessment in syllabus.

Critique Statement or Criteria   **2 points**

   <u>Beginning Competency</u>

   + States the importance of critiques
   + States range of types of critiques
   + Simply states expectations of participants

   <u>Advanced Competency</u>

   + Puts forward a clear outline of the range and centrality
        of critical dialogue in the course.
   + Examines the variety of critical situations and how they will
        be incorporated within the class.
   + Defines terms of criticism and how it relates to the student's
        evaluation.
   + Parallels these ideas in the body of the course schedule.

Health and Safety   2 Points

   <u>Beginning Competency</u>

   + Minimal clarity of safe habits for class
   + Brief resource of where to find safety information
   + Little detail in terms of shop orientation, departmental
        obligations regarding safety.

   <u>Advanced Competency</u>

   + Discipline, media and material safety guides
   + Departmental requirements regarding safety rules
   + Emergency contact information
   + Succinct summary of the dangers and safety routines
        needed for this specific class.
   + Sharing of resources, texts citations, weblinks so the
        student can extend his/her safety knowledge.

Materials   2 Points

   <u>Beginning Competency</u>

   + Listing of materials that the student needs to acquire for the course.
   + Listing of materials provided for the student with the lab fee.

   <u>Advanced Competency</u>

   + Itemized list of materials and where the student may acquire them.
   + Definition of materials
   + What substitutes for materials are allowed and when will materials
        need to be available for the student.
   + Specificity into types of materials, suggested brands, and weblinks if
        helpful.
   + Reason for the materials

Schedule or Plan of Term   **40 points**

<u>Beginning Competency</u>

+ A weekly plan with repeatables labeled
+ Simple descriptions of events
+ Primarily a calendar and not a form indicating a progression of ideas
+ Generic conventions for your discipline or medium.

<u>Advanced Competency</u>
+ A well organized and structured set of activities and events
      to progressively advance deeper learning of the topic
+ <u>Learning outcomes are integral to the week or subsets of the weeks</u>.
      key questions or challenging thoughts around the
      events, demonstrations, lectures that are planned.
+ Engages students' interest by showing a range of activities for
      diversified learners.
+ Repeats the structure of the course that was put forward in the
      course description and methods area.
+ Utilizes the plan as a reflective way to lead the student from developing

      skills to mastery of knowledge.
+ Realizes that coverage may not be as important as meaningful experiences
      to help the student attain qualitative learning opportunities.
+ Incorporates a learning experience within the RISD Museum that is
      particularized to the content and unique to the course.
+ Inclusivity of global artists/designers and genders in citations, readings,
      lists. Incorporates diversity and range of identities into plan details.
+ Shows evidence of one's authentic and unique teaching philosophy.

Mid-Term Feedback Form   **2 points**

<u>Beginning Competency</u>

+ Asks several general feedback questions.
+ Uses open-ended questions instead of yes or no questions.
+ Includes a recap of course goals and objectives

<u>Advanced Competency</u>

+ Carefully forms questions to gauge student learning.
+ Combines Likert Scale and open-ended questions.
+ Offers an area for free comments.
+ Offers a time for self-reflection and student
      learning assessment.
+ Opens with a clear recap of the goals
      of the course, so feedback is focused.

Class Project   **5 points**

<u>Advanced Competency answers these questions</u>.

Is it properly labeled so the reader knows which course, department, week the sample day project occurs? Does it include an overall introduction and narrative to the project or assignment or demonstration? Does it explain the goals and outcomes and assessment of this particular project? Does it give some examples or criteria for success?   How will this project fit into the semester course? Are materials, supplementary sources, websites, readings, quotations included? Is the enduring value and reason for this single project clear?

Course Assessment Framework or Rubric   **5 points**
The range of criteria for the grades for your course is evident.
Scores and qualities or competency levels are clear for different levels of achievement.
There are categories of the areas that will be reviewed.
Adapt and rephrase generic rubrics specifically modified for your own particular course.

Extras (images, quotes, resources)   **5 points**

<u>Beginning Competency</u>

+ Individualizes the document in a basic way
+ Limited creative presentation
+ Items are seen solely for themselves and not in tandem with
          the teaching philosophy, inclusivity statement, course descriptions
          and class project.

<u>Advanced Competency</u>

+ Creative and integrative means of adding depth to the document
+ Adds pertinent quotes or texts that stand as a metaphor or
          analogy of content or stages of the course.
+ Adds selected paired images to highlight the text
+ Adds pagination, headings and graphical sensibilities to document
+ Turns in a cohesive package along with the Teaching
          Philosophy, Inclusivity Statement, 3 Course Descriptions for Portfolio.
+ Sets a consistent style throughout all documents.
+ Addition of resources beyond the requirements such as
          websites, book lists, artists or designer resource lists, etc.