

Please review each section of the syllabus carefully and circle the answer that best describes the extent to which each indicator is featured. When making decisions about scores, keep in mind the section being rated. What constitutes a significant amount in one section may vary from what would be considered significant for another. In Texts, Readings, and Resources, it may not be readily apparent whether the indicators are addressed in the materials. If you are unable to determine whether the indicators are addressed, leave the rating blank and add a comment in the Notes section.

Element	Indicators	Extent the Syllabus Reflects Indicator			Notes
		None	Some	Significantly	
Course Description	<ul style="list-style-type: none"> An emphasis related to children with disabilities and/or inclusion is articulated in the description of the course. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis on evidence-based practices is articulated in the description of the course. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis related to cultural and linguistic diversity is articulated in the description of the course. 	1	2	3	
Student Learning Outcomes and Module Objectives	<ul style="list-style-type: none"> An emphasis related to children with disabilities and/or inclusion is articulated in the objectives. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis on evidence-based practices is articulated in the objectives. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis related to cultural and linguistic diversity is articulated in the objectives. 	1	2	3	
	<ul style="list-style-type: none"> Student learning outcomes are measurable. 	1	2	3	

Element	Indicators	Extent the Syllabus Reflects Indicator			Notes
		None	Some	Significantly	
Texts, Readings, Resources	<ul style="list-style-type: none"> An emphasis related to children with disabilities and/or inclusion is articulated in the texts, readings, and resources. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis on evidence-based practices is articulated in the texts, readings, and resources. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis related to cultural and linguistic diversity is articulated in the texts, readings, and resources. 	1	2	3	
Assignments	<ul style="list-style-type: none"> An emphasis related to children with disabilities and/or inclusion is articulated in the assignments. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis on evidence-based practices is articulated in the assignments. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis related to cultural and linguistic diversity is articulated in the assignments. 	1	2	3	
	<ul style="list-style-type: none"> Assignments provide opportunities for students to demonstrate both knowledge acquisition and knowledge application. 	1	2	3	

Element	Indicators	Extent the Syllabus Reflects Indicator			Notes
		None	Some	Significantly	
In-class and online instructional experiences and resources	<ul style="list-style-type: none"> An emphasis related to children with disabilities and/or inclusion is articulated in the instructional experiences. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis on evidence-based practices is articulated in the instructional experiences. 	1	2	3	
	<ul style="list-style-type: none"> An emphasis related to cultural and linguistic diversity is articulated in the instructional experiences. 	1	2	3	

Adapted from Thorp & Sanchez, 2007; Maude, 2009; Catlett, 2011.

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Additional Areas of Emphasis

Listed below are additional areas of emphasis that are important to consider when supporting diverse children and families. These may be found throughout the syllabus, rather than in one specific section. When deciding on a rating, consider how much the area is reflected in the syllabus as a whole. In addition to scoring the extent to which each the area is reflected in the syllabus, please mark the syllabus element(s) where the relevant information was found.

Indicators	Extent the Syllabus Reflects Indicator			Notes	Syllabus Elements				
	None	Some	Significantly		Course Description	Outcomes & Objectives	Texts, Readings, Resources	Assignments	Instructional Experiences
An emphasis on using technology to enhance children’s development.	1	2	3						
An emphasis on access to natural learning opportunities and participation in the general curriculum for children with disabilities.									
An emphasis on skills for observation and data collection.	1	2	3						
An emphasis on assisting in the implementation of transition plans and services across settings.	1	2	3						
An emphasis on communicating effectively with children and families.	1	2	3						
An emphasis on developing and implementing Individual Family Service Plans (IFSPs) or Individual Education Program (IEPs).	1	2	3						
An emphasis on social-emotional and behavioral interventions and classroom management practices.	1	2	3						
An emphasis on collaborating and working effectively with licensed and certified professional practitioners.	1	2	3						

