

\*CTE Instructional Consultants provide feedback to support professional development in teaching. This feedback is neither “peer review” nor an evaluation of teaching performance.

Peer Review of Teaching is feedback from a disciplinary colleague that can support professional development in teaching and inform evaluation of teaching performance.

See also TAMU Minimum Syllabus Requirements (MSR)

Syllabus and Course Materials Review Form

Instructor:

Department/College:

Academic Rank:

Course & section number:

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| **Currency of Content** | **Yes** | **To a Degree** | **No** | **Evidence, Comments & Descriptions** |
| Does the course portray the current state of the field in this area?  Does it use readings or other materials that reflect the latest scholarship? |  |  |  |  |

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| **Fit Within the Curriculum** | **Yes** | **To a Degree** | **No** | **Evidence, Comments & Descriptions** |
| Does the course fulfill expectations of the academic unit for content and process skills needed for subsequent courses? |  |  |  |  |
| Does it evidence inclusiveness with respect to culture and ability? |  |  |
| Does it match the catalog description and expected overall fit within the curriculum of the institution? |  |  |
| Does it duplicate other courses or is it undesirably idiosyncratic to one topic area or school of thinking? |  |  |

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| **Level of Challenge** | **Yes** | **To a Degree** | **No** | **Evidence, Comments & Descriptions** |
| Does the course require students to do an appropriate amount of reading and other assignments?  Are these at an appropriate level of challenge? |  |  |  |  |

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| **Pacing** | **Yes** | **To a Degree** | **No** | **Evidence, Comments & Descriptions** |
| Is the course calendar realistic?  Has the instructor selected a reasonable amount of content for the time allotted?  Are the due dates for assignments distributed well? |  |  |  |  |

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| **Testing and Grading** | **Yes** | **To a Degree** | **No** | **Evidence, Comments & Descriptions** |
| Do students receive frequent feedback  Are grading policies fair and appropriate for the goals? |  |  |  |  |

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| **Student Centered** | **Yes** | **To a Degree** | **No** | **Evidence, Comments & Descriptions** |
| Do office hours or other information portray that the instructor is accessible for help?  Are other resources available to the student?  Do activities show a concern for active student engagement? |  |  |  |  |

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| **Criteria / Material** | **Observations** |
| **Syllabus** |  |
| **Learning Outcomes** |  |
| **Assessments** |  |
| **Course Content** |  |
| **Course Policies** |  |

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| **Student Engagement** |  |
| **Assignments** |  |

\*Use results to write a summary teaching report about the scope and rigor of the course materials.