The purpose of this document is to assist the reviewee and reviewer prior to the observation. This process affords the instructor the opportunity to highlight key features of their courses, and provides valuable perspective to the reviewer to prepare them for their formative review of the instructor of an online class. There are four principles included in this document; it is up to the individual department to decide how many principles should be reviewed at one time. Departments may adapt this document as appropriate for their discipline. Likewise, while this process is designed to take place in an online medium

1. A faculty peer ("peer reviewer") is identified to conduct the review of teaching.

2. The instructor completes the "Instructor Suggestions Column" and shares that document along with ac shell with the peer reviewer before the review process begins.

3. After reviewing the completed "Instructor Suggestions Column," the reviewer uses the "Peer Review G assess the online course, observing how well the instructor addresses the principles identified for review instructor's strengths and areas for improvement in the space provided.

4. The reviewer summarizes the feedback in the form of a letter to the instructor that can be included in t letter, , is then shared with the instructor and t or school director as appropriate.

NOTE: Reviewers may ask questions of the instructor any time clarification or information is needed duri

Instructor:

Course Title:

Class size:

Types of assessments:

Course objectives:

Modality (specified by instructor):

Are TAs involved in the course? If yes, provide details of their responsibilities:

Provide any additional information about your course that will assist the reviewer:

General course level objectives and module level objectives are clearly communicated.

Evidence in course/teaching (provided by instructor):

Observations of strengths

Example(s) may involve one or more of the following:
- Explanation of course learning goals and how assignments are designed to help students achieve those goals.
- Clear written directions (e.g. Sequential Steps/Process explanation)
- Models of work that show expectations
- Rubrics
- Use of modules to guide students through course material

Adopted October 30, 2023

Instructor may provide "where to look" information for reviewer.

Dialogue pertaining to social behavior, community, and scholarly conduct.
Information about course feedback methods and standards on the course syllabus.
Clearly communicated course grading process/scale and students' assignments grading criteria.
Clearly communicated course-level objectives.
Student surveys that provide the instructor with feedback for course improvement.
Ease of navigation through course.
Technical support information provided.
A policy for accommodations that is stated on the course syllabus.
Materials that are ADA accessible upon course opening.
Appropriate Accommodations for Religious Holidays and Customs.