

## **(Proposed Format for) Peer Review of Course Syllabi**

**Faculty Requesting Peer Review of Course Syllabi:** \_\_\_\_\_

Phone Number: \_\_\_\_\_ Department: \_\_\_\_\_

Course: \_\_\_\_\_ Enrollment (actual or anticipated): \_\_\_\_\_

Year and term (or date on syllabus reviewed): \_\_\_\_\_

Number of times taught previously by this instructor: \_\_\_\_\_

Peer Reviewers: \_\_\_\_\_

Name and Department represented:

\_\_\_\_\_  
Name and Department represented:

Date Peer Review was initiated: \_\_\_\_\_

Date Peer Review was completed: \_\_\_\_\_

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This document summarizes the results of a formative Peer Review of a syllabus requested by the faculty member. The purposes of this formative review are to provide faculty with suggestions for enhancing their syllabi with the objectives of improving learning and understanding and to recognize excellence in developing syllabi that are effective in communicating information to prospective students.

Background information about the Peer Review of Instruction process as applied to course syllabi at North Dakota State University is available in an accompanying document. The initial section of this summary identifies how well the syllabus meets the basic guidelines established by the Academic Affairs Committee of the University Senate. The second and third parts of this summary identify additional positive features of the syllabus, and the concluding (fourth) part contains descriptive comments about strengths and areas of suggested enhancement for the syllabus.

**The results of peer review of syllabi become the property and responsibility of the faculty member. At the discretion of the faculty member, they may be made available to demonstrate commitment to quality instruction.**

**Proposed Format for Peer Review of Course Syllabi**  
Summary of the Formative Review

Name of participating faculty member: \_\_\_\_\_

Course, year, and term: \_\_\_\_\_

**Part 1:** How well does the syllabus meet the standards established by the Academic Affairs Committee of the University Senate at NDSU?

Evaluation system for this section:

- = Not present in this syllabus
- + = Meets or exceeds the basic requirements

Characteristics:

Evaluation:

The course prefix, credits, call number, and title are present:	_____
The instructor's name and contact information are provided:	_____
Information for teaching assistants (if any) is listed:	_____
The course description in the NDSU Bulletin is given:	_____
Course objectives are present:	_____
The course schedule, outline, or calendar of events is listed	_____
Required student resources are identified (Texts, reprints, Web-sites, materials needed, etc.)	_____
An Americans With Disabilities Act statement is included (For students with special needs)	_____
An approved academic honesty statement is provided (Or reference to a college or departmental honor code)	_____

Peer reviewer comments on how basic standards have been met by the syllabus:

**Part 2: Is the syllabus presented clearly and appropriately?**

A 5 (highest rating) - 1 (lowest rating) Likert scale is provided and described below. Peer reviews of syllabi are formative and constructive comments are particularly helpful.

<u>Rating:</u>	5	<i>Expectations are exceeded in many areas</i>
	4	<i>All expectations are met</i>
	3	<i>Almost all of the expectations for this characteristic are met</i>
	2	<i>Meets some of the expectations for this characteristic</i>
	1	<i>Few or none of the expectations for this characteristic</i>
	NA	<i>Does not apply, or could not be determined</i>

! Can students determine if they would wish to enroll in this course after reading the syllabus?	5	4	3	2	1	NA
! How clearly is the syllabus presented?	5	4	3	2	1	NA
! How clearly and thoroughly are student rights, responsibilities, and consequences of misconduct identified?	5	4	3	2	1	NA
! How consistently is the format presented?	5	4	3	2	1	NA
! To what extent are procedures consistent with University policy?	5	4	3	2	1	NA
! To what extent does the course match the catalog description?	5	4	3	2	1	NA
! To what extent is subject matter from other courses duplicated?	5	4	3	2	1	NA
! To what extent does the syllabus encourage communication and invite mutual respect (faculty-student, student-student)?	5	4	3	2	1	NA
! To what extent is a helpful, cooperative perspective presented?	5	4	3	2	1	NA
! How well does the syllabus motivate without being threatening or intimidating?	5	4	3	2	1	NA
! How well does the syllabus indicate that the course is reasonably and realistically challenging?	5	4	3	2	1	NA

**Part 2 (continued): Is the syllabus presented clearly and appropriately?**

! To what extent is the format attractive and functional? 5 4 3 2 1 NA

! To what extent is the syllabus free of errors  
in grammar and spelling? 5 4 3 2 1 NA

! To what extent is the syllabus innovative and creative? 5 4 3 2 1 NA

! To what extent is the syllabus made available  
on the Web? 5 4 3 2 1 NA

**Peer reviewer comments about clarity and appropriateness of the syllabus:**

**Part 3: Characteristics of the course described in the syllabus:**

! To what extent does the course appear to present current information (knowledge) in the subject?	5	4	3	2	1	NA
! To what extent are the content and course skills to be developed realistic and consistent with the goals of the academic unit for a course at this level?	5	4	3	2	1	NA
! To what extent are diverse perspectives welcome?	5	4	3	2	1	NA
! To what extent are expectations for outside work realistic? (Neither excessive or unusually low. Includes reading assignments.)	5	4	3	2	1	NA
! To what extent is the pace of the course reasonable?	5	4	3	2	1	NA
! To what extent can the material be presented adequately and at a realistic pace?	5	4	3	2	1	NA
! To what extent are assignments effectively distributed throughout the term of the course?	5	4	3	2	1	NA
! To what extent do students receive frequent feedback on their academic standing in the course	5	4	3	2	1	NA
! To what extent are grading policies fair and consistent?	5	4	3	2	1	NA
! To what extent is the instructor adequately accessible to assist students?	5	4	3	2	1	NA
! To what extent are alternate resources available to help students? (Graduate assistants, tutoring, etc.)	5	4	3	2	1	NA
! To what extent is active student participation encouraged?	5	4	3	2	1	NA
! To what extent is life-long learning encouraged?	5	4	3	2	1	NA
! To what extent will the knowledge and skills learned be transferrable to other courses?	5	4	3	2	1	NA
! To what extent are assessment techniques described?	5	4	3	2	1	NA
! To what extent does the course title match content?	5	4	3	2	1	NA

**Part 3 (continued): Peer reviewer comments about characteristics of the course described in the syllabus:**

**Part 4: Peer reviewer comments about the course described in the syllabus:**  
(Attach an additional page containing descriptions, if needed.)