Peer Review Teaching Observations
ONLINE Course Observation Form

Name of Faculty Member				
Rank	Tenure Track	Non-Tenure Track	Tenured	Other:
Course (Title/Section)				
Type of Course	Lecture	Lab	Studio	Other:
Observation Details	Date:	Time Start:	Time End:	
Name of Observer				
Observer's Position				

Course Organization				
The course is divided into distinct modules designed around main topics/concepts, each with a title.	Evident	Not Evident	Not Applicable	Specific Feedback (Strengths/Growth Areas)
Module objectives/student learning outcomes (SLOs) are clear and measure student learning of topics/concepts for each module.	Evident	Not Evident	Not Applicable	
At the start of each module there is a table showing the alignment of the assignments, assessments, and their alignment with the SLOs of the module and SLOs of the course.	Evident	Not Evident	Not Applicable	
Modules are uniform in style and designed to last a consistent time period (e.g., one week each).	Evident	Not Evident	Not Applicable	
All activities within each module lead students toward achieving the student learning outcomes (SLOs) for the module.	Evident	Not Evident	Not Applicable	
Each module includes at least two assessment methods of differing point or weight values, aligned with the student learning outcomes for the module.	Evident	Not Evident	Not Applicable	

Humanizing Instruction			
Ally score of 90 or above is achieved. All documents, images, text, and videos are fully accessible, and all videos have correct captions (no auto-generated captions).	Evident	Not Evident	Not Applicable	Specific Feedback (Strengths/Growth Areas)
At least one instance of learner-instructor interaction occurs in each module.	Evident	Not Evident	Not Applicable	
At least one instance learner-content interaction occurs in each module.	Evident	Not Evident	Not Applicable	
At least one instance of learner-learner interaction occurs in each module.	Evident	Not Evident	Not Applicable	
All course activities, assignments, and assessments demonstrate equity in access, treatment, and opportunity for all students.	Evident	Not Evident	Not Applicable	
Faculty communicates at least weekly with students through announcements and solicits feedback through other means.	Evident	Not Evident	Not Applicable	

Course Innovation			
At least one example of active inquiry/experiential learning, is present in each module.	Evident	Not Evident	Not Applicable	Specific Feedback (Strengths/Growth Areas)
The instructor uses at least one example of motivational strategies in each module.	Evident	Not Evident	Not Applicable	
At least one example of independent thinking versus rote learning/memorization is present in each module.	Evident	Not Evident	Not Applicable	
At least one example of a high impact teaching practice is implemented in the course.	Evident	Not Evident	Not Applicable	
At least one example of technology is used in the course beyond the basic technology provided in the LMS, including use of apps such as LinkedIn Learning, polling tools, annotation tools, video creation tools, or interactive games/content tools.	Evident	Not Evident	Not Applicable	

Syllabus				
Course syllabus lists educationally sound student learning outcomes (SLOs).	Evident	Not Evident	Not Applicable	Specific Feedback (Strengths/Growth Areas)
Includes a course calendar or map showing alignment of SLOs with the appropriate module, assignment, and assessment.	Evident	Not Evident	Not Applicable	
Provides clear and accurate university policy information.	Evident	Not Evident	Not Applicable	
Explains instructor availability to students for guidance and assistance (e.g., virtual office hours).	Evident	Not Evident	Not Applicable	
The syllabus is complete, well-structured, and easy to follow.	Evident	Not Evident	Not Applicable	
The syllabus is accessible and meets the needs of all students.	Evident	Not Evident	Not Applicable	

Final comments from the observer:

Faculty Member Signature:	Observer Signature: