Evaluating Course and Teaching Materials


Course organization

The course objectives are congruent with the department curricula.

The course objectives are clearly stated.

The syllabus adequately outlines the sequence of topics to be covered.

Is the syllabus current and relevant to the course outline?

Are the outline and topic sequence logical?

The intellectual level of the course is appropriate for the enrolled students.

Time given to the various major course topics is appropriate.

The course is an adequate prerequisite for other courses.

Written course requirements, including attendance policies, are included in the course syllabus.

Course objectives

Have the objectives been clearly communicated to the students?

Are they consistent with the department's overall objectives?

If the course is a building block for a more advanced course, are the students being properly prepared?

Course content

The required or recommended reading list is up to date and includes works of recognized authorities.

A variety of assignments is available to meet individual needs.

Laboratory work, if a part of the course, is integrated into the course.

The assignments are intellectually challenging to the students.

Is it up to date?
Is the instructor's treatment fair and lively?
Are conflicting views presented?
Are the breadth and depth of coverage appropriate for the course?
Has the instructor mastered the subject matter?

**Instructional methodology**

Are the instructor's teaching approaches (lectures, discussion, films, fieldwork, outside speakers) suitable to the course objectives?

Is the pacing varied?

Do students use the library for the course?

Would audiovisual or television services strengthen the course?

**Homework assignments**

Do homework assignments supplement lectures and class discussions?

Do assignments reflect appropriate course goals?

Is the reading list relevant to course and department goals?

Is it appropriate to the course level?

**Evaluating student learning**

The standards used for grading are communicated to the students in the course syllabus.

The written assignments and projects are chosen to reflect course goals.

The examination content is representative of the course content and objectives.

The tests used in the course have been well designed and selected.

The examination questions are clearly written.

The examinations and papers are graded fairly.

The grade distribution is appropriate to the level of the course and the type of student enrolled.
The examinations and papers are returned to the students in a timely fashion.

Students are given ample time to complete the assignments and take-home examinations.

The amount of homework and assignments is appropriate to the course level and to the number of credit hours for the course.

Is the examination suitable to content and course objectives?

Are tests graded and returned promptly?

Are the grading standards understood by students?

Is the grade distribution pattern appropriate for the course level?

How do students perform in more advanced courses?

Do students apply in their papers and projects the principles learned in the course?

What is the general quality of major homework assignments?