

Course Philosophy

- Disciplinary philosophies and theories that ground the course and its approach to disciplinary ways of knowing
 - Key components of the course content and the pedagogical approach to the course
 - Course and curriculum conceptually situated within the academic program, general education core, and/or discipline
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Curriculum

- Review of course syllabus
 - Student learning outcomes and corresponding assessments
 - Grading scales and standards for the course
 - Student and academic support for course instruction
 - Pertinent discipline-specific readings or texts for the course
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Pedagogy

- Teaching/Pedological strategies
 - Active learning vs. Lecture
 - Opportunity to review on-campus course
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Assessment

- Assessments and connections to student achievement of the course learning outcomes
 - Criteria and standards for student work assessments (including any rubrics that should be used)
 - Grading and feedback by providing sample student work from actual college classes
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Other

- Contextual constraints the concurrent faculty member has and help them prepare for those (e.g. class size, semester v. year-long course, availability of technology, etc.)
- Concerns about implementing the course in their classroom