Subject Matter Curriculum Review Form
RX Tennessee Grant

College:	**Roane State Community College**
Program:	**Nursing**
Course Title:	**Pharmacology**
Reviewed By:	**Melinda Wang**
Date:	**May 2016**

Reviewer credentials: **Melinda Wang**
Currently serving as an Associate Professor of Nursing at Pellissippi State Community College, Ms. Wang has also been a past member of a Faculty Senate (three years), an Admissions Committee (three years) and a Curriculum Committee (two years). She is a Certified Nurse Educator through the National League for Nursing, and holds certifications from the American Academy of Pediatrics and the Neonatal Resuscitation Program. Ms. Wang also has a Bachelor of Science from the University of California at Berkeley and Mater of Science in Maternal Child Nursing from the University of Tennessee.

Review Scale Definitions

Exceptional:	Review component is a "best practice" and represents a model for replication.
Very good:	Review component is complete and effective.
Good:	Review component is adequate but presents opportunities for improvement.
Ineffective:	Review component is weak and in need of significant improvement.

Student Learning Outcomes and Curriculum Map	Exceptional	Very Good	Good	Ineffective
Effective course structure.		✓		
Outcomes aligned to occupational focus (professional skills and standards).		✓		
Outcomes clearly stated.			✓	
Outcomes introduced/reinforced effectively.		✓		

Comments or recommendations:

Course is well organized in distinct learning modules and navigation is mostly intuitive, but I had to go to the facilitators guide to have a better understanding of the flow of content. Other general learning outcomes are very practical. Could not identify specific nursing student learning outcomes in this course.

Course Objectives	Exceptional	Very Good	Good	Ineffective
Appropriate to course level and deliver desired outcomes.		✓		
Clearly stated from student perspective.	✓			
Measurable.			✓	
Address/support one or more outcome.	✓			

Comments or recommendations:

Course objectives were found in the Facilitator's Guide, not the syllabus. If these are the objective that are to be used, then they are clearly written and the appropriate level. They are measurable, but broad, so students may be unsure what is expected of them.

Module or Unit Objectives	Exceptional	Very Good	Good	Ineffective
Clearly linked to course objectives.		✓		
Address one or more course objective.		✓		
Clearly stated from student perspective.	✓			
Measurable.	✓			

The focusing questions seem loosely attached to the module objectives. I assumed the single sentence describing what each module will do or cover was the module objective. This information could only be found in the Facilitator's Guide, would recommend to put module objective where students could see.

Instructional Materials, including Media (videos, presentations, handouts, etc.)	Exceptional	Very Good	Good	Ineffective
Support stated course and module or unit learning objectives.		✓		
Meet/reflect current professional practices and standards.	✓			
Provide options for multiple learning styles.	✓			
Resources/materials are cited properly.			✓	
Evidence of innovation to support adult learner success.	✓			

Comments and recommendations:
Many resources for learning to engage learners with content that will transcend traditional teacher centered instruction. Most resources are cited and I noted that there are those that are in progress of being changed. Links to the latest professional practices and standards are easily located. This information is designed to help students reach course objectives, but this relationship may not be obvious to learners.

Learning Activities	Exceptional	Very Good	Good	Ineffective
Promote achievement of stated module or unit objectives	✓			
Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare settings.		✓		
Provide opportunities for interaction and active learning		✓		
Provide options for multiple learning styles	✓			
Linked to current professional practices and standards		✓		
Evidence of innovation to support adult learner success	✓			

Comments and recommendations:
A variety of methods are available to students to have content delivered. The activities are designed to engage the student with course content.

Assessment Tools/Criteria for Evaluation	Exceptional	Very Good	Good	Ineffective
Measure stated learning objectives and link to professional standards		✓		
Align with course activities and resources		✓		
Include specific and descriptive criteria for evaluation of student work/participation		✓		
Sequenced throughout instructional period to enable students to build on feedback	✓			
Varied and appropriate to content	✓			
Provide opportunities for students to measure their own learning progress			✓	
Comments and recommendations: While there are low stakes assessments in the modules, there is not a way to track if a student has completed these activities or assessments. No samples of high stakes assessments are provided Multiple activities are offered for the students sequenced appropriately and frequently throughout the module/course				

Innovative or enhanced strategies	Exceptional	Very Good	Good	Ineffective
Evidence professional input/standards in course design.		✓		
Evidence of program enhancements to support adult learner	✓			
Comments and recommendations: Objectives are clearly written and at appropriate level and reflect desired outcomes. Objectives are written in measureable outcomes. Enrichment materials are provided for students who want to learn more.				