

B. Learner Objectives & Interaction**Scale:***1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable*

B1	The learning activities promote the achievement of the stated learning objectives.	1	2	3	(4)	N/A
B2	Learning activities provide opportunities for interaction that support active learning.	1	2	3	(4)	N/A
B3	The course learning objectives are measurable.	1	2	3	(4)	N/A
B4	All learning objectives are stated clearly and written from the student's perspective.	1	2	3	(4)	N/A
B5	The learning objectives are appropriately designed for the level of the course.	1	2	3	(4)	N/A
TOTALS		0	0	0	20	20

Strengths: The learning activities described in the syllabus show evidence of providing the student with the opportunity to achieve the stated learning objectives. Learning activities also reflect multiple opportunities for interaction with the instructor and students, the student with other students, and the students within a practicum setting, that all support student learning. The course objectives are broken into categories of "cognitive, behavior/skills and values/attitudes" and are measurable, and are clearly written in a student perspective. These objectives are appropriate for the level of course described.

Suggestions:

C. Instructional Design

Scale:
 1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

C1	The course organization and design is clear, coherent, and structured in a developmentally appropriate way.	1	2	(3)	4	N/A
C2	Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	1	2	(3)	4	N/A
C3	The course teaches and uses active learning strategies to engage students and foster understanding.	1	2	(3)	4	N/A
C4	The course accommodates a variety of learning styles and ability levels.	1	2	(3)	4	N/A
TOTALS		0	0	12	0	12

Strengths: The course organization is laid out in a calendar format and the grading scale lists out student assessments, also describing a practicum. These help the student to know what the course is about, what concepts will be covered, and what the expectations are for each student.

Suggestions: The course suggests that the topics are logically and purposeful, but if the topics for each week were included, it would be more obvious the sequencing of the concepts, and logic of how the course is structured. There is evidence that students will work with a practicum area, but the focus, dates, concepts studied, during those activities is not easily seen in the syllabus. Although the syllabus addresses cognitive, behaviors and skills, suggesting different learning styles, the outcomes might easily be recognized as adapting to different learning styles if the instructor included *how* these outcomes would be accomplished (writing out math computations, listening to presentations by a pharmacist, presentation to classmates on the benefits of healthy lifestyles, listening to medication order transcriptions for accuracy, etc.). This would also help to clarify the specific learning activities, especially with regard to the practicum setting. Will there be lab practice before interfacing with the public, for example.

D. Instructional Materials

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

D1	The instructional materials contribute to the achievement of the stated course objectives.	1	2	3	(4)	N/A
D2	The purpose of the instructional materials and how the materials are to be used for learning activities are clearly explained.	1	2	(3)	4	N/A
D3	The instructional materials are current.	1	2	3	(4)	N/A
D4	The instructional materials present a variety of perspectives on the course content.	1	2	3	(4)	N/A
D5	Instructional materials connect students to what they already know and include real-world examples to which the students can easily relate.	1	2	3	(4)	N/A
TOTALS		0	0	3	16	19

Strengths: The instructional materials are current, and provide a variety or perspectives for the concepts outlined in this course. Students are able to read, apply and listen to the audio disc included. Pharmacology and dosage calculations are covered thoroughly and basic math is reviewed throughout. This provides the student with the information they will need in the real world settings; in order to gain a solid understanding of pharmacology and administer medications safely. The body systems approach format used to tie pharmacology (with a basic math review) is logical. The focus on drug classifications prepares students for the clinical situations in which specific drugs are used.

Suggestions: My only suggestion would be to put topic headers with each week and assignments to demonstrate how those topics are tied to the learning activities.