

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	2	6	8	16

Strengths: The learning activities are embedded in the calendar, and the student is able to see what will be the focus of learning on each week based on the descriptors given. The course learning objectives are listed out and are measurable. The objectives are written from the student's perspective, and are appropriately designed for the level of the course.

Suggestions: The learning activities should be listed out separately from the learning objectives and give the student an understanding of what types of activities will be required in the course. Additionally, the activities should reflect the achievement of the stated learning objectives.

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		2	0	6	0	8

Strengths: The course organization is given in the form of a calendar of events.

Suggestions: No evidence exists to describe what each chapter topic is, or what concepts will be discussed and studied. There is no description of learning strategies and no evidence of how the class will accommodate the learning needs of the visual, auditory, kinesthetic or combined learning styles. No evidence of accommodation of an ESL student is found. I would recommend that the dates be tied to each week and that the topic and concepts be offered within the calendar.

I would recommend that the learning strategies be more fully explained in order to demonstrate how student engagement is accomplished and how it fosters understanding for the learner.

Learning Strategies:

In class lecture, presentations, guest speakers and discussions

Classroom demonstration and practice and applied of learned concepts

Demonstration and application of skills taught will be practiced in pairs and in groups

1 on 1 Instruction with students in classroom

Individualized Study

Small Group Discussions

Large Group Discussions

Independent Research

Class participation and attendance with discussion and note-taking

Assessments with skills tests, quizzes, and exams

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	4	6	4	14

Strengths: The instructional materials with regard to the textbook, do contribute to the overall achievement of the stated course objectives. The learning objectives that are listed out and specific to the NHA Study Guide for CMAA and CCMA cannot be validated as this resource is not available. The instructional textbook is current and I located the NHA Study Guides online and found the information on the NHA site.

Suggestions: The instructional materials purpose, and its complete use is not well described in the syllabus. A suggestion would be to include the materials from NHA as an attachment, so the student can clearly see what additional materials are included. Also, it might be important to let the student know that the materials are an additional cost to them, or it is included in the cost of the course, and the student is given an access code.

From the syllabus, it is not easily seen what topics and objectives will be covered from the NHA website. I would suggest pulling some of the course objectives from the textbook as well as the NHA site. The student may be able to see more readily how the real-world examples relate to them.