MoHealthWINs Curriculum Review Documentation Requirements

Program maps
Multi-course program maps should crosswalk the broad program or student learning outcomes to the program courses and indicate in which course each outcome is introduced, reinforced or mastered. Single-course programs should crosswalk the course objectives to the lesson modules/units and indicate in which module/unit each objective is introduced, reinforced or mastered. The colleges can use any map format they prefer. Several examples were provided.

Syllabi
Provide a syllabus for each course in a multi-course program and a single syllabus for single-course programs or those not broken into distinct courses.

Course Objectives
List all course objectives. Ensure that they are measurable, clearly stated, written from the student's perspective and appropriate to the course level.

Module or Unit Objectives
List all module or unit objectives. Ensure that they are measurable, clearly stated, written from the student's perspective and appropriate to the course level.

Instructional Materials
List your instructional materials; i.e., readings, websites, ancillary materials, major lab equipment and tools, etc. *Remember: Instructional materials should contribute to the achievement of the stated course and module-unit learning objectives. Students should have a clear explanation of the purpose of the instructional materials and how they are used. Resources and materials in the course must be properly cited. Instructional materials should be current. Instructional materials present a variety of perspectives on the course content. The distinction between required and optional materials should be clearly explained*

Learning Activities
List your primary learning activities and provide three or four examples or detailed descriptions of activities. *Remember: Learning activities must promote the achievement of the stated module objectives. Learning activities must provide opportunities for interaction (instructor-student, student-student, and content-student where applicable) and support active learning. Please note in your descriptions applicable/appropriate guidelines for instructor feedback and student interactions.*

Assessment Tools
List your assessment tools and criteria for evaluation of student work and/or participation and provide three or four examples or detailed descriptions of these tools. *Remember: Assessments selected should measure the stated learning objectives and align with course activities and resources. Specific and descriptive criteria should be provided for evaluation of student work/participation and tied to the course grading policy described on the syllabus. Assessment instruments should be sequenced (i.e., not all occurring at the end of the term and*

providing time to build on feedback, etc.), varied and appropriate to the content. Students should have multiple opportunities to measure their own learning progress.

Overview Table of Course Components: Course Objectives, Module/Unit Objectives, Activities and Assessments

Develop the table below of course components for each course in the program or for the course in a single-course program.

COURSE OBJECTIVE	MODULE-/UNIT-LEVEL OBJECTIVE	ACTIVITIES	ASSESSMENTS
Sample: Explain the nature, value and requirements of effective public speaking.	*Sample: Explain how effective public speaking affects an audience.*	*Sample: Read *** about the effects of public speaking throughout history.*	*Sample: Discussion forum question.*

Additional Information

Submit any additional information that might inform the review and assist the subject matter expert to better understand the program/course; e.g., the history of the program/course development, any unique or innovative components or challenges, etc.