

# Subject Matter Curriculum Review Form

## RX Tennessee Grant

**College:** Roane State Community College  
**Program:** Non-Credit Stacked Credentials  
**Course Title:** IV Therapy  
**Reviewed By:** Jeffery Roberts  
**Date:** May 2016

**Reviewer credentials: Jeffery Roberts**

Currently serving as an Assistant Professor and Director of the Emergency Medical Services (EMS) Program at Chattanooga State Community College, Mr. Roberts is responsible for EMT, AEMT, Paramedic and Critical Care Paramedic training. Additional duties include the oversight of national accreditation and compliance. He earned a Bachelor of Arts degree from Western Illinois University and has extensive training in several areas of emergency medical practice. In addition to his work at Chattanooga State, Mr. Roberts is also a Paramedic for Warren County, Tennessee and functions as their Quality Improvement Coordinator.

### 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.		X		
Outcomes aligned to occupational focus (professional skills and standards).		X		
Outcomes clearly stated.		X		
Outcomes introduced/reinforced effectively.		X		
Comments or recommendations:				
Concise, to-the-point. No recommendations.				

Course Objectives	Exceptional	Very Good	Good	Ineffective
Appropriate to course level and deliver desired outcomes.		X		
Clearly stated from student perspective.		X		
Measurable.		X		
Address/support one or more outcome.		X		
Comments or recommendations:				
Concise, to-the-point. No recommendations.				

<b>Module or Unit Objectives</b>	<b>Exceptional</b>	<b>Very Good</b>	<b>Good</b>	<b>Ineffective</b>
Clearly linked to course objectives.		X		
Address one or more course objective.		X		
Clearly stated from student perspective.		X		
Measurable.		X		
Comments or recommendations:				
Concise, to-the-point. No recommendations.				

<b>Instructional Materials, including Media (videos, presentations, handouts, etc.)</b>	<b>Exceptional</b>	<b>Very Good</b>	<b>Good</b>	<b>Ineffective</b>
Support stated course and module or unit learning objectives.		X		
Meet/reflect current professional practices and standards.		X		
Provide options for multiple learning styles.		X		
Resources/materials are cited properly.		X		
Evidence of innovation to support adult learner success.		X		
Comments and recommendations:				
Appropriate to course objectives and content. No recommendations.				

<b>Learning Activities</b>	<b>Exceptional</b>	<b>Very Good</b>	<b>Good</b>	<b>Ineffective</b>
Promote achievement of stated module or unit objectives		X		
Materials/resources (to include equipment, tools and software) are presented in a way that students understand purpose and use in healthcare settings.		X		
Provide opportunities for interaction and active learning		X		
Provide options for multiple learning styles		X		
Linked to current professional practices and standards		X		
Evidence of innovation to support adult learner success		X		
Comments and recommendations:				
Appropriate to learner level. No recommendations.				

<b>Assessment Tools/Criteria for Evaluation</b>	<b>Exceptional</b>	<b>Very Good</b>	<b>Good</b>	<b>Ineffective</b>
Measure stated learning objectives and link to professional standards		X		
Align with course activities and resources		X		
Include specific and descriptive criteria for evaluation of student work/participation		X		
Sequenced throughout instructional period to enable students to build on feedback		X		
Varied and appropriate to content		X		
Provide opportunities for students to measure their own learning progress		X		
Comments and recommendations:				
Concise, to-the-point. No recommendations.				

Innovative or enhanced strategies	Exceptional	Very Good	Good	Ineffective
Evidence professional input/standards in course design.		X		
Evidence of program enhancements to support adult learner		X		
Comments and recommendations:  Appropriate to course. No recommendations.				