

# Subject Matter Curriculum Review Form

## RX Tennessee Grant

**College:** Roane State Community College  
**Program:** Nursing  
**Course Title:** Transitions  
**Reviewed By:** Michele McCarthy  
**Date:** 05/20/2016

**Reviewer credentials: Michele McCarthy**

Currently serving as a Nursing Instructor and Course Coordinator for the Transition LPN-to-RN Program at Chattanooga State Community College, Ms. McCarthy's responsibilities include the syllabus, course content and clinical instruction to incorporate first year nursing program competencies. She also serves as a Labor and Delivery Registered Nurse at Parkridge East Hospital and has over 17 years of professional work and teaching experience. Ms. McCarthy holds a Bachelor of Science in Nursing from Middle Tennessee State University and a Master of Science in Nursing Education from Austin Peay State University.

### 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 Typo #14 student learning outcome. Should it say "describe the nurse", not "describe of the nurse"?				

Course Objectives	Exceptional	Very Good	Good	Ineffective
Appropriate to course level and deliver desired outcomes.		X		
Clearly stated from student perspective.		X		
Measurable.			1. X	
Address/support one or more outcome.		X		
Comments or recommendations:  1. Several objectives are stated with "discuss" as the measurement. Online discussion boards address this to some extent but still remain in an essay type format unless directed well by the instructor. Measurement would be subjective.				

Module or Unit Objectives	Exceptional	Very Good	Good	Ineffective
Clearly linked to course objectives.		X		
Address one or more course objective.		X		
Clearly stated from student perspective.		X		
Measurable.		X		
Comments and recommendations:				

Instructional Materials, including Media (videos, presentations, handouts, etc.)	Exceptional	Very Good	Good	Ineffective
Support stated course and module or unit learning objectives.		X		
Meet/reflect current professional practices and standards.		X		
Provide options for multiple learning styles.			1. X	
Resources/materials are cited properly.		X		
Evidence of innovation to support adult learner success.			2. X	
Comments and recommendations:				
<ol style="list-style-type: none"> <li>1. All the modules are power point and concept map. No videos or auditory presentations which might engage other types of learners.</li> <li>2. It is asynchronous and there are discussion boards and concept maps. Would like to see audio for the adult learner who needs this type of learning support. Many adult learners use audio as a time saver.</li> </ol>				

Learning Activities	Exceptional	Very Good	Good	Ineffective
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			1. X	
Provide options for multiple learning styles			2. X	
Linked to current professional practices and standards		X		
Evidence of innovation to support adult learner success			X	
Comments and recommendations:				
<ol style="list-style-type: none"> <li>1. Again, this is online and uses formats available, the discussion board is the method for interacting which is good but not exceptional.</li> <li>2. Primarily for visual learners who enjoy reading. No videos or audio, kinesthetic is writing only.</li> </ol>				

Assessment Tools/Criteria for Evaluation	Exceptional	Very Good	Good	Ineffective
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				1. X
Sequenced throughout instructional period to enable students to build on feedback		X		
Varied and appropriate to content			2. X	
Provide opportunities for students to measure their own learning progress			3. X	
Comments and recommendations:				
<ol style="list-style-type: none"> <li>1. Would prefer to see rubrics for grading, they are more specific and the student can use them as a guide to complete the assignments.</li> <li>2. There are a couple of different assessments, essays and discussion board, they are appropriate to content but not varied. I would use this format as is though, students prefer a consistent type of assessment technique.</li> <li>3. The students measure their progress by reviewing grades after completion of an assignment. It would depend on feedback from the instructor as to how much they would be able to measure progress. Maybe a project that is progressive would allow students to see improvement that they could measure.</li> </ol>				

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: Overall, this course meets professional standards, addresses the objectives and follows a consistent method that students can follow easily. There is a progression in learning in the course. This would be a good course to use as a base for the instructor to adopt and add some additional methods to address all learning styles.				