

Reviewing Course Design Plans (CDPs)

The CDP that you've been asked to review is linked within the email From Rachel. There are three main sections of the CDP that you will need to pay particular attention to, Outcomes and Assessments, Overall Assessment Strategy, and the Moule Objectives.

Outcomes and Assessments

To complete this section, you may need to review the Course Description and CourseLeaf outcomes (both are listed on the CDP). As you may know, the CourseLeaf Outcomes are set at the curriculum committee level. The outcomes drive the course on a high level. In the table listed in the CDP you will want to pay attention to the Summative and the Formative assessment columns.

The summative assessment column should have high stakes assessments for students to complete to achieve each outcome. The summative assignments should contain enough detail for you as a reviewer to determine if students can achieve the outcome: e.g. "10 minute video presentation project" vs a "mid-term project" -- which assignment description has more detail?

Overall, you will want to gauge whether the assessment's summative are consistent with the credit/contact hours and outcomes.

CourseLeaf Outcomes What will students leaving this course be able to do?	Summative Assessments (OF learning) How will students show they have achieved the course outcomes? Be specific. (e.g., <i>Project, midterm, final exam</i>)
1. Identify models commonly used in planning health promotion programs;	Planning model paper (Approximately 3-4 pages in length. Teams select a health planning model and provide an overview of the model and how they will be using the model to plan their own health promotion programs. Students will find examples from previous programs in peer-reviewed journal articles) Final Exam
2. Conduct a needs assessment within a given population;	Needs assessment paper (Approximately 20-30 pages in length. Teams conduct a qualitative and quantitative data collection to determine the needs of their target audience and to help plan their health promotion program. Students include their results, how they ranked the needs, and charts/graphs of the results). Final Exam

Overall Assessment Strategy

This is the grading breakdown of the assignments by category and estimates based on weighting towards the final grade or a total number of points (e.g. Exams: 20%, Assignments: 15%, etc.).

Overall Assessment Strategy

Please list below the breakdown of the assignments by category and estimates based on weighting towards final grade or total number of points (e.g. Exams: 20%, Assignments: 15%, etc.). This breakdown is an estimate only and may change as the course is developed.

- Participation: 10%
- Discussions: 15%
- Assignments: 45%
- Final Project: 30%

Module Titles and Objectives

In this section, you will be able to determine the flow of the course and the particular topics covered in each module. This process involves breaking down the course outcomes into smaller objectives.

Remember each learning objective should be measurable. “Understand” is not a measurable verb.

Helpful questions to ask yourself as you review this section:

1. Are the modules/objectives progressing in a logical manner?
2. Do the modules make sense when compared to what is being asked in the Formative and Summative cells? *And does the module seem to align with the CourseLeaf outcomes?*
3. *Is the level of Regular and Substantive Interaction sufficient for the module?*
4. Are the modules/objectives reflective of what you think a course within _____ school/college should consist of?

Module 2: Starting the Planning Process		
Summative Assessment(s): Rationale Paper	Module alignment to CourseLeaf outcomes: CO #3 & #6	
Learning Objectives For each objective, describe in one sentence what students will be able to do by the end of the module: (e.g., Upon successful completion of this module, students will be able to use models to analyze current trends.)	Formative Assessments (for learning) In what activities will students participate to practice for and complete the summative assessment(s)? (e.g., Quiz, Discussion, Reflection paper)	Instructional Content What will I provide to help students learn? Assigned Material (Readings, Videos, etc.) (e.g., Textbook pages 1-10, lecture video, Web articles, virtual meeting)
<ol style="list-style-type: none"> 1. Differentiate between community health, public health, health education, health promotion, and priority population. 2. Explain the importance of gaining the support of decision makers. 3. Describe how a health educator might measure a decision makers' support for a health promotion program. 4. Explain why a literature review is an important part of the rationale as well as appropriate resources for the literature review. 5. Describe how one might start a needs assessment while writing a rationale (before gathering primary data). 6. Identify the values or benefits from Health Promotion programs for the community, individuals, and employers. 7. Describe the importance of evidence-based practice. 8. Define social math and how it is used in the rationale. 9. Explain why references are important in a rationale. 	Quiz Case Study Discussion Social Math Assignment	Chapter 1 & 2 of textbook Lecture Video
Regular and Substantive Interaction: Feedback on assignments		
Notes: 1 Week in length.		

Help

Do you need more help with reviewing a CDP or have questions? Please contact Aaron Isom in OTL isomaa@uvu.edu for additional assistance.