**CAHME Syllabi Checklist - SVT**

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| Syllabus and/or LMS: The program can**Assumption:** Any course that includes competencies from the Program competency model (as designated in Figure 12: Competency Coverage across the Curriculum) will have all of the following elements and that syllabus will be included in the self-study**Assessment/Proficiency Scale*** Every program will have a defined scale they utilize to define the level of competency attainment
* The program chooses the scale (ex. 1-5; 1-10; beginner/intermediate/advanced; met/not met; introduce/emphasized/reinforce/assessed). CAHME does not require or endorse any specific scale.
* Each level/number of the proficiency scale will be defined. The definition is accessible to students, faculty, and others who assess (ex. Preceptors).

**Competency Model*** Every program will have a competency model that was developed & and defined based on the Program’s mission (target audience, program outcomes, and student placements).
* Each course, where program competencies (those defined in Figure 12) are included and/or measured will have the competencies identified in the syllabus
* Competencies linked to course lessons and assignments will be identified in the syllabus

**Taxonomy for Teaching and Learning Methods:*** The syllabus demonstrates the appropriate graduate-level **teaching methods** for the course, content, target audience, and desired program outcomes
* The syllabus demonstrates the appropriate graduate-level **learning methods (assignments)** for the course, content, target audience, and desired program outcomes
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| **Review Element:** | **Yes** | **No** | **Description** |
| **Competencies** |  |  | List Program competencies that are assessed and/or addressed (according to Figure 12) in the courseAligns with Program’s mapping |
| Competencies assigned to the course are listed in the syllabus. |
| The level of competency attainment is described in the syllabus and matches Figure 12. |  |  | * At what proficiency level will this course prepare students to reach?
* The proficiency scale must be defined somewhere so students and faculty know the measurement criterion (does not need to be in the syllabus. The location must be communicated)
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| **Learning Objectives** |  |  | Learning objectives provide direction for what will be accomplished in the course. Each competency must be connected to a learning objective so the student can see the linkage. |
| Learning objectives are linked to competencies in the syllabus.  |
| Learning Objectives are linked to sessions/modules/classes etc. |  |  | The sessions/modules/classes etc. will have specific objectives defined |
| **Teaching Methods** |  |  | Teaching methods (how we teach the knowledge and skills) are defined in the syllabus |
| Teaching Methods are identified in the syllabus and/or LMS |
| The syllabus demonstrates the appropriate graduate-level **teaching methods** for the course, content, target audience, and desired program outcomes |  |  | The teaching methods defined align with the needs of the course and how it fits in the curriculum. |
| **Learning Methods (Assignments)** |  |  | Student assignments will be described in the syllabus or the LMS in enough detail that the SVT can determine its curriculum fit as it relates to the Program’s mission |
| Assignments (learning methods) are described in the syllabus and/or LMS. |
| The syllabus demonstrates the appropriate graduate-level **learning methods (assignments)** for the course, content, target audience, and desired program outcomes |  |  | Assignment descriptions provide specific detail that demonstrates how it meets the course objectives and Program mission |
| **Overall Assessment** |  |  | * Does the course content, teaching methods, and learning methods depict the complexity of a graduate-level course?
* Are students expected to learn at appropriate lower and higher levels and demonstrate their understanding of concepts aligned with healthcare administration?
* Does this course meet the student’s needs: knowledge and skills that lead to post-graduate placements?
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| Is this a “graduate” level course appropriate for the degree(s) offered? |