

ABMP Curriculum Checklist

- Syllabus:** An outline of the topics, meeting times, and due dates in a course of study.
 - School name, course name, term, course number if applicable, year
 - Instructor name, office hours, and contact details
 - Course description: One or two paragraphs that explain the purpose of the course, how it fits in with other courses, and why students want to learn this material.
 - Course learning outcomes: Learning outcomes are broad statements in specific and measurable terms that describe expected learner integration of knowledge and skills resulting from multiple learning experiences or classes.
 - Required textbooks including the title, author, edition, and publisher.
 - Supplemental or optional books and reading including title, author, edition, and publisher or website titles and links.
 - Required supplies such as massage sheets, oil, notetaking paper, pens, etc.
 - Course schedule including class meeting dates, topics for each date, due dates for homework, and examination types and dates (e.g., quiz, practical evaluation, etc.).
 - Policies
 - Attendance, late arrivals, early departures, notifying instructors when a class will be missed, etc.
 - Grading procedures and point allotment for homework, exams, participation, etc. Policies regarding late or incomplete work and extra credit opportunities.
 - Classroom rules and decorum such as no eating, no cell phones, etc.
 - Student services
 - Student library hours and location
 - Computer lab library and location (process to reserve a computer)
 - Student counseling hours, contact, and location

- Tutoring and requesting a tutor
- **Lesson Plan:** An instructor’s detailed description of content and instructional strategies for one class.
- Class topic/title
 - Learning objectives: Focused statements in specific and measurable terms that describe what a learner will know or be able to do as a result of a learning experience.
 - Teaching methods that will be used during the lesson including things like lecture, guided practice, demonstration, peer activities, journaling, etc. This section sometimes includes sections related to particular learning models. For example, a “Set” is the way in which learners are set up for a lesson. A teacher would describe her “set” here.
 - Prerequisites: Anything the student should have already accomplished that relates to the particular lesson such as a reading assignment or the completion of an online learning module, etc.
 - Equipment and supplies such as PowerPoint projectors, laptop, videos, massage tables, whiteboard markers, etc.
 - Materials: A list of necessary materials such as student handouts, activity sheets, exchange checklists, etc.
 - Time overview: An overview of how time is spent, e.g., 9:00 a.m. – 10:00 a.m. Lecture on the “Benefits of Massage for Clients”, and so on so that the lesson can be previewed at a glance.
 - Resources: Additional resources such as websites, books, or videos the teacher might want to explore to develop broader understanding of the topic material.
 - Instructor prep: A checklist of activities the instructor can undertake to prepare for the lesson such as reading the required textbook pages, watching a particular video, planning for an activity, etc.
 - Time breakout: This is often a table that lists a time frame, and a description of what’s happening in the classroom in an outline format (e.g., lecture, ice-breaker activity, peer-learning activity, demonstration, guided practice, student exchange, etc.), and a notes section that includes references to handouts, materials, or textbook reference pages.

- Evaluation section: a blank area where the teacher can write him or herself notes about how the lesson went, what could be done to improve the lesson, and other notes that may prove helpful in the future.

Lecture Materials

- Lecture outline: An overview of a lecture showing the hierarchy and progression of key terms, concepts, facts, and examples.
- Lecture notes: Detailed written materials that provide specific and complete information on the key terms, concepts, facts, and examples provided during the lecture.
- Slide presentations: Graphic visual aids that provide imagery to illuminate the key terms, concepts, facts, and examples provided during the lecture.
- Other visual aids that might enhance a lecture such as anatomy models, skeletons, etc.
- Student handout for the lecture
 - Key words and their definitions
 - Key points
 - Sample examination questions
 - References to textbook pages

Demonstration Plans

- Demonstration outline: An overview of the techniques the instructor will show and the order in which they will be shown.
- Demonstration notes: Detailed written materials that provide specific and complete directions for the application of the techniques the instructor intends to demonstrate.
- Demonstration guide: Written material that provide points of reference for students and a place for notes when watching teacher demonstrations.

- Exchange Checklist or Guide:** A document that includes a list of the hands-on and/or language and behavior skills the student should practice during a peer-exchange (e.g., massage exchange) including important points to remember for selected techniques. It should match or be an extension of the demonstration guide.

- In-Class Activities:** Planned educational events in which a learner experiences something that results in a change in his or her thinking, understanding, skills, values, or behaviors. Examples include a discussion activity with specified discussion questions, or team work to conduct a posture assessment and plan a massage session using the results.
 - Activity outline with specific learning goal(s)
 - Activity directions for the instructor
 - Student handout related to the activity that provides guidance or structure

- Rubrics:** A preparation and evaluation tool that provides guidelines to help students meet a consistent set of criteria. Rubrics might be written to provide guidance and grading on a written project or for hands-on skill assessment.

- Projects:** Group or individual work that takes place outside of classes.
 - Project purpose
 - Learning objectives
 - Roles and responsibilities of team participants
 - Outline of expectations
 - Evaluation and scoring of completed work

- Reviews:** Class time dedicated to reviewing material from previous classes.
 - Items such a review lectures or review games and their associated materials.

- Written Examinations:** Written tests including quizzes, midterms or finals, and their keys.

- Practical Examinations:** Materials to go with hands-on, language, and behavior evaluation including rubrics and grading forms.

- Student Handouts:** Any materials given to students in a written format that provide structure, improve comprehension, or give clarity to classroom learning including note forms, graphic organizers, vocabulary forms, guidelines, and others.