

I. COURSE DESCRIPTION (CATALOGUE DESCRIPTION)

Should match the Workforce Education Course Manual (WECM). The course description in the TSTC catalog must also match the WECM course description.

II. TASK LISTING FOR COURSE

From the program task matrix, list the tasks covered in the course. The item number of the task correspond to its number on the program task listing.

III. **COURSE OUTLINE**

(Instructional Units)

TOTAL HOURS: _____

	<u>TASKS COVERED</u>	<u>THEORY</u>	<u>LAB</u>
<p><i>List the titles of the instructions units in outline form, using capital letters. Unit 1 is A, Unit 2 is B, and so forth. A unit of instruction is a well-defined portion of a course, centering around a single topic.</i></p> <p><i>NOTE: The unit is divided into lesson topics on the Unit Plan, not on the Course Syllabus.</i></p>	<p><i>Identify by number from Section II the tasks covered in each unit.</i></p>	<p><i>Identify theory hours for each unit. Must be consistent with cover page.</i></p>	<p><i>Identify lab hours for each unit. Must be consistent with cover page.</i></p>

IV. STUDENT LEARNING OUTCOMES (By Units)

This section contains the cognitive, affective, and performance student learning outcomes for each instructional unit. These student learning outcomes should be coded by unit (capital letter) and consecutive numeral within units. For example, if Unit A has five objectives, they would be coded A1, A2, A3, A4, A5. Knowledge outcomes are listed first, followed by performance outcomes within the unit. Some course developers divide the unit student learning outcomes into knowledge and performance with subtitles.

Learning outcomes support task statements and are generally not as broad as task statements. Learning outcomes are educationally-oriented; that is, they state what students (not the teacher) will know and what they will do to be able to perform a task which is occupationally-oriented. Action verbs selected for the outcomes should reflect a progression in the level on thinking and performing from the simple to the complex according to Bloom's taxonomy. Course developers should not use verbs that cannot be measured, such as understand, know, and comprehend. The verb selected should state what the student will do to demonstrate that he/she knows and understands.

V. CORRELATION TO WECM LEARNING OUTCOMES

*In this section the course developer has a choice of two techniques for specifying which learning outcomes from Section IV correlate to the course learning outcomes found in WECM. **Choose one or the other – do not use a mixture of the two following techniques.***

(1) Make a list of the course learning outcomes directly from the WECM. Then in parentheses next to each WECM learning outcome, identify the learning outcome(s) from Section IV by unit letter and outcome number that correlate(s) to each WECM outcome.

OR

*(2) If the course developer incorporates the exact learning outcomes from the WECM into the learning outcomes in Section IV, this section does not have to be completed. **DO NOT LEAVE THIS SECTION BLANK, HOWEVER.** Instead, state that "WECM learning outcomes are identified in Section IV with an asterisk." Then go back to Section IV and place an asterisk (*) next to each WECM learning outcome.*

VI. COURSE SCANS COMPETENCIES

(Use table format with one row for each SCANS competency assigned to the course and the three column headings—Competency Number, Competency Statement, Instructional/Evaluation Methodology.)

The course developer should refer to the program's SCANS matrix to identify the SCANS competencies to be taught and evaluated in the course. After carefully reviewing the substance of each competency, the course developer should decide what activities in the course evaluate the student's performance of that competency and where in the course they will occur. In this section the course developer will construct a table with the headings Competency Number, Competency Statement, and Instructional/Evaluation Methodology (what the student will do one time or several times throughout the course to demonstrate this SCANS competency). If the SCANS competency is to be demonstrated by an activity that takes place within a specific unit, that unit should be identified in parentheses at the end of the appropriate box under "Instructional/Evaluation Methodology." An abbreviated sample of each follows. Note that the activity in the first sample occurs when each of the ten lab reports are written, so there is no need to identify the actual location in the course where the activity occurs. In the second example, the activity occurs specifically in Unit D.

Sample #1. SCANS competency evaluated throughout the course.

Competency Number	Competency Statement	Instructional/Evaluation Methodology
3A	Acquires and evaluates information	During the semester, each student conducts 10 experiments and writes a report for each. The report must contain researched background information about the experiment, describe the work done, and document the results in the laboratory notebook that is handed in to the instructor at the end of the course.

Sample #2. SCANS competency evaluated in a specified unit of the course.

Competency Number	Competency Statement	Instructional/Evaluation Methodology
3A	Acquires and evaluates information.	The student will identify and utilize a minimum of three library sources related to an approved topic for a research paper. (Unit D)

VII. REQUIRED TEXT/MANUALS

Because textbooks change so frequently, the textbook will not be listed here. This section has not been eliminated, however. Instead, the course developer should put the following statement in this section:

See Course Information Sheet for most current textbook adoption.

VIII. REQUIRED STUDENT MATERIALS AND SUPPLIES

List the required student materials and supplies that must be purchased by the student.

IX. GRADING POLICY

A. Grading Criteria

Identify the grading criteria for the course.

B. Grading Scale

Identify the grading scale for the course. Justify if deviates from catalog.

X. DEPARTMENTAL PARTICIPATION POLICY

State the department's official, approved participation policy in this section.