

## Washtenaw Community College Comprehensive Report

### UAT 214 Developing and Presenting Effective Lesson Plans Effective Term: Fall 2025

#### Course Cover

**College:** Advanced Technologies and Public Service Careers

**Division:** Advanced Technologies and Public Service Careers

**Department:** United Association Department (UAT Only)

**Discipline:** United Association Training

**Course Number:** 214

**Org Number:** 28200

**Full Course Title:** Developing and Presenting Effective Lesson Plans

**Transcript Title:** Develop and Present Lessons

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Web Page

**Reason for Submission:** Course Change

**Change Information:**

**Course description**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Rationale:** Course update of outcomes and assessments.

**Proposed Start Semester:** Fall 2024

**Course Description:** In this course, students will create a comprehensive course syllabus and construct effective lesson plans. Through a blend of theoretical frameworks and practical applications, students will learn to craft syllabi that articulate clear course descriptions, outline specific learning outcomes, delineate objectives, and establish assessment criteria. Moreover, they will develop scaffolding skills through the design of five consecutive lesson plans with precise objectives, engaging instructional activities, and authentic assessments. Limited to United Association approved program participants.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 1.5

**The following Lecture Hour fields are not divisible by 15: Student Min ,Instructor Min**

**Lecture Hours:** Instructor: 22.5 Student: 22.5

**The following Lab fields are not divisible by 15: Student Min, Instructor Min**

**Lab:** Instructor: 1.5 Student: 1.5

**Clinical:** Instructor: 0 Student: 0

**Total Contact Hours:** Instructor: 24 Student: 24

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

**Audit**

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

## **Requisites**

### **General Education**

#### **Degree Attributes**

Below College Level Pre-Reqs

### **Request Course Transfer**

#### **Proposed For:**

### **Student Learning Outcomes**

1. Create a course syllabus that acts as a detailed guide for the course, featuring a clear course description and outline of course outcomes, objectives, and assessment criteria.

#### **Assessment 1**

Assessment Tool: Outcome-related worksheet (Syllabus)

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: A random sample of a minimum of two full sections

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 80% or higher.

Who will score and analyze the data: U.A. Instructors

2. Create five consecutive lesson plans with clearly defined objectives, instructional lessons, activities, and assessments.

#### **Assessment 1**

Assessment Tool: Outcome-related worksheet (Lesson Plan)

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: A random sample of a minimum of two full sections

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 80% or higher.

Who will score and analyze the data: U.A. Instructors

### **Course Objectives**

1. Identify the components of a syllabus.
2. Create a lesson plan for a course taught at a Local Training Center.
3. Demonstrate effective communication skills by creating a well-structured and organized syllabus that covers all course information clearly and comprehensively.
4. Write clear and measurable course outcomes and objectives guiding student learning and assessment.
5. Compose a clear and concise course description that effectively communicates the course's scope, content, and objectives to students.
6. Collaborate with peers to gather feedback and improve the syllabus incorporating best practices for effective course design and communication.
7. Discuss timeframes and strategic methods in creating schedules for course lesson plans.
8. Create a series of sequential lesson plans including objectives, instructional steps, and assessments, drawing upon knowledge acquired from previous courses.
9. Align each lesson plan to the overarching learning objectives of the course.
10. Scaffold learning experiences across five lesson plans to facilitate progressive skills development and knowledge acquisition.

11. Design instructional activities that prompt students to monitor their progress and reflect upon their learning journey.
12. Collaborate with peers to exchange ideas, resources, and best practices to enhance instructional strategies and improve student outcomes.

### New Resources for Course

#### Course Textbooks/Resources

Textbooks  
Manuals  
Periodicals  
Software

#### Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Tony Esposito</i>	<i>Faculty Preparer</i>	<i>May 31, 2024</i>
<b>Department Chair/Area Director:</b> <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>Jun 11, 2024</i>
<b>Dean:</b> <i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>Jun 18, 2024</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Jun 04, 2025</i>
<b>Assessment Committee Chair:</b> <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Jun 09, 2025</i>
<b>Vice President for Instruction:</b> <i>Brandon Tucker</i>	<i>Approve</i>	<i>Jun 10, 2025</i>

## Washtenaw Community College Comprehensive Report

### UAT 214 Developing and Presenting Effective Lesson Plans Effective Term: Spring/Summer 2019

#### Course Cover

**Division:** Advanced Technologies and Public Service Careers

**Department:** United Association Department

**Discipline:** United Association Training

**Course Number:** 214

**Org Number:** 28200

**Full Course Title:** Developing and Presenting Effective Lesson Plans

**Transcript Title:** Develop and Present Lessons

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Web Page

**Reason for Submission:**

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Rationale:** Update UAT 214 to align with TRL 214

**Proposed Start Semester:** Spring/Summer 2019

**Course Description:** In this course, students will organize and plan a course by developing a situational analysis as well as identifying course outcomes and objectives. Students will also create an assessment plan and schedule while designing rubrics and a course syllabus. Students will then use an eight-step problem-solving model to develop action plans for their own teaching programs. Students will present a short teaching demonstration of a lesson plan and learned material. Limited to United Association program participants.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 1.5

**The following Lecture Hour fields are not divisible by 15: Student Min ,Instructor Min**

**Lecture Hours: Instructor: 22.5 Student: 22.5**

**The following Lab fields are not divisible by 15: Student Min, Instructor Min**

**Lab: Instructor: 1.5 Student: 1.5**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 24 Student: 24**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

**Audit**

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

#### Requisites

#### General Education

**Degree Attributes**

Below College Level Pre-Reqs

**Request Course Transfer**

**Proposed For:**

**Student Learning Outcomes**

1. Use a situation analysis to identify factors that will affect their course.

**Assessment 1**

Assessment Tool: Reflective Teaching Assignment(RTA)

Assessment Date: Spring/Summer 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: Random sample of 50% of all students with a minimum of two sections.

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 4 of 5 (80%) or higher

Who will score and analyze the data: UAT instructors

2. Write outcomes and objectives for a course using measureable verbs.

**Assessment 1**

Assessment Tool: Reflective Teaching Assignment(RTA)

Assessment Date: Spring/Summer 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: Random sample of 50% of all students with a minimum of two sections.

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 4 of 5 (80%) or higher

Who will score and analyze the data: UAT instructors

3. Use an eight-step problem-solving model.

**Assessment 1**

Assessment Tool: Reflective Teaching Assignment(RTA)

Assessment Date: Spring/Summer 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: Random sample of 50% of all students with a minimum of two sections.

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 4 of 5 (80%) or higher

Who will score and analyze the data: UAT instructors

4. Perform a teaching demonstration according to a lesson plan of student's course taught at Local Training Facility.

**Assessment 1**

Assessment Tool: Teaching Demonstration

Assessment Date: Spring/Summer 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: Random sample of 50% of all students with a minimum of two sections.

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 4 of 5 (80%) or higher

Who will score and analyze the data: UAT Instructor

### **Course Objectives**

1. Describe how situational factors affect the course and its design.
2. Identify and create at least two clear objectives for each outcome from a course created by the student.
3. Distinguish among outcomes, assessments, and objectives as they pertain to course material.
4. Explain the characteristics of a good assessment plan.
5. Define the process of creating an assessment plan for a course created by the student.
6. Identify the components of a syllabus.
7. Create a syllabus for a course created by the student.
8. Choose a problem and utilize the eight-step problem-solving model.
9. Create a lesson plan for a course taught at a Local Training Center.
10. Present a 5-minute teaching demonstration from one section of student's lesson plan.
11. Comment on strengths and weaknesses of other students teaching demonstration.

### **New Resources for Course**

#### **Course Textbooks/Resources**

Textbooks  
Manuals  
Periodicals  
Software

#### **Equipment/Facilities**

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Tony Esposito</i>	<i>Faculty Preparer</i>	<i>Apr 26, 2019</i>
<b>Department Chair/Area Director:</b> <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>Apr 26, 2019</i>
<b>Dean:</b> <i>Brandon Tucker</i>	<i>Recommend Approval</i>	<i>Apr 26, 2019</i>
<b>Curriculum Committee Chair:</b> <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>May 17, 2019</i>
<b>Assessment Committee Chair:</b> <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>May 17, 2019</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>May 19, 2019</i>