

Washtenaw Community College Comprehensive Report

UAT 211 Planning, Teaching and Assessing Effective Lessons - Beginning 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: 211

Org Number: 28200

Full Course Title: Planning, Teaching and Assessing Effective Lessons - Beginning

Transcript Title: Planning and Teaching Beginner

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: Updating course outcomes and assessments.

Proposed Start Semester: Fall 2024

Course Description: In this course, students will identify the fundamentals of effectively teaching adult learners through lesson plans designed to recognize and accommodate learning styles. Students will foster a culture of shared accountability for course learning outcomes and promote a barrier-free educational experience by establishing a culture of inclusive learning. Students will create a lesson plan with clear objectives, assessments, and procedures. 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

No Level Required

Requisites

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Develop a plan of inclusive learning by prioritizing student needs and promoting a diverse, participatory, and barrier-free educational experience.

Assessment 1

Assessment Tool: Outcome-related worksheet (Student Survey)

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

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 students will score 4 out of 5 (80%) or higher.

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

2. Identify classroom routines and procedures for fostering a learning atmosphere using a culture of shared accountability for learning outcomes.

Assessment 1

Assessment Tool: Outcome-related worksheet (classroom norms)

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

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

3. Create a lesson plan with clear objectives, instructional steps, and assessments to ensure student learning.

Assessment 1

Assessment Tool: Outcome-related demonstration

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

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. Write exit card survey questions and interpret feedback for in-class teaching.
2. Discuss adult learners' unique diverse backgrounds, experiences, and learning preferences within the educational setting.

3. Examine assessment tools and techniques to gather information about students' learning styles, strengths, challenges, and preferences.
4. Construct a student survey to be used when teaching to collect individual student needs, backgrounds, experiences, and learning preferences.
5. Identify and establish clear routines and expectations to create a structured and predictable learning environment.
6. Develop learning norms that foster a culture of peer support and collaboration.
7. Discuss the benefits of students learning from each other.
8. Discuss the value and benefits of diverse perspectives and experiences they bring to the learning community.
9. Develop clear and measurable learning objectives aligned with learning outcomes.
10. Design detailed instructional activities that promote student engagement, comprehension, and retention of the material.
11. Develop and align assessment criteria with learning objectives.

New Resources for Course

1001 Instructor Notebook

Course Textbooks/Resources

Textbooks

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Tony Esposito</i>	<i>Faculty Preparer</i>	<i>May 28, 2024</i>
Department Chair/Area Director: <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>May 31, 2024</i>
Dean: <i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>Jun 07, 2024</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Jun 04, 2025</i>
Assessment Committee Chair: <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Jun 09, 2025</i>
Vice President for Instruction: <i>Brandon Tucker</i>	<i>Approve</i>	<i>Jun 10, 2025</i>

Washtenaw Community College Comprehensive Report

UAT 211 Planning, Teaching and Assessing Effective Lessons - Beginning Effective Term: Spring/Summer 2019

Course Cover

Division: Advanced Technologies and Public Service Careers

Department: United Association Department

Discipline: United Association Training

Course Number: 211

Org Number: 28200

Full Course Title: Planning, Teaching and Assessing Effective Lessons - Beginning

Transcript Title: Planning and Teaching Beginner

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 master syllabus to align with TRL 211.

Proposed Start Semester: Spring/Summer 2019

Course Description: This is an introductory course for students to become familiar with skills needed to effectively teach adult learners, as well as accommodate and identify different learning skills and levels. 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

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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

No Level Required

Requisites

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Student instructors will prepare and deliver teaching lessons incorporating the principles of adult learning theory.

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: All

How the assessment will be scored: Departmentally-developed rubric

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

Who will score and analyze the data: UA faculty

2. Identify and write clear learning objectives for student's instructional course at local training facility.

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: All

How the assessment will be scored: Departmentally-developed rubric

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

Who will score and analyze the data: UA faculty

3. Use the teaching cycle to plan, teach, assess, reflect and apply/revise lesson plans.

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: All

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: UA faculty

Course Objectives

1. Compare and contrast common characteristics of apprentices to effective adult learners.
2. Identify the difficulties in classroom instruction when dealing with different age groups and learning abilities.
3. Plan instructional lesson, based on learning goals (backward design).
4. Plan and complete a sequencing activity.
5. Write learning objectives that describe student learning.
6. Identify and describe three learning styles.
7. Identify forms of active learning.
8. Plan instruction lesson plan that includes visual, auditory, hands-on, minds-on and collaborative learning.
9. Identify and write "know and apply" type assessment questions.
10. Write exit card questions and interpret feedback for in-class teaching.

New Resources for Course**Course Textbooks/Resources**

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Tony Esposito</i>	<i>Faculty Preparer</i>	<i>Apr 23, 2019</i>
Department Chair/Area Director: <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>Apr 23, 2019</i>
Dean: <i>Brandon Tucker</i>	<i>Recommend Approval</i>	<i>Apr 23, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>May 17, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>May 17, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>May 19, 2019</i>