

Washtenaw Community College Comprehensive Report

UAT 212 Planning, Teaching and Assessing Effective Lessons - Intermediate 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: 212

Org Number: 28200

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

Transcript Title: Intermediate Effective 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 for outcomes and assessments.

Proposed Start Semester: Fall 2024

Course Description: In this course, students will learn to enhance student engagement and accommodate diverse learning styles. Students will focus on crafting open-ended questions, incorporating visual aids, activating prior knowledge, aligning objectives with Bloom's Taxonomy, implementing effective instructional strategies, assessing learning outcomes, planning group work, and integrating group work into lesson plans. Students will create a comprehensive lesson plan incorporating these pedagogical approaches to foster learning experiences that are collaborative and require critical thinking. 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. Create open-ended questions and visual aids within lesson plans to activate prior knowledge, engage students effectively, and support diverse learning styles.

Assessment 1

Assessment Tool: Outcome-related worksheet (Prior Knowledge)

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 a lesson plan with measurable objectives aligned with Bloom's Taxonomy, incorporating instructional steps and assessment strategies that support active engagement.

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

3. Develop effective strategies for planning group work within a lesson to foster collaboration, communication, and critical thinking skills while ensuring equitable and meaningful learning experiences.

Assessment 1

Assessment Tool: Outcome-related worksheet (Strategies)

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. Create a lesson plan that includes the appropriate use and knowledge of course materials.

- 2. Integrate open-ended questions within the lesson plan, aligned to instructional strategies to facilitate student engagement.
- 3. Incorporate visual aids within the lesson plan to enhance comprehension, facilitate conceptual understanding, and reinforce key learning objectives to promote student engagement and support diverse learning styles.
- 4. Identify ways to activate prior knowledge at the start of a lesson.
- 5. Formulate specific learning objectives that are measurable and aligned with Bloom's Taxonomy levels.
- 6. Identify instructional strategies such as differentiation, scaffolding, and active learning techniques to engage learners effectively.
- 7. Create assessment strategies that align with Bloom's Taxonomy levels, ensuring comprehensive evaluation of student learning outcomes.
- 8. Identify scenarios where using a jigsaw grouping strategy is advantageous.
- 9. List ways group work within a lesson promotes collaboration, communication, and critical thinking.
- 10. Identify strategies for managing group dynamics and facilitating productive interactions.

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>May 31, 2024</i>
Department Chair/Area Director: <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>Jun 11, 2024</i>
Dean: <i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>Jun 18, 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 212 Planning, Teaching and Assessing Effective Lessons - Intermediate Effective Term: Spring/Summer 2019

Course Cover

Division: Advanced Technologies and Public Service Careers

Department: United Association Department

Discipline: United Association Training

Course Number: 212

Org Number: 28200

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

Transcript Title: Intermediate Effective 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: Updates UAT 212 to align with TRL 212

Proposed Start Semester: Spring/Summer 2019

Course Description: In this intermediate course, students continue to develop skills to effectively teach adult learners. Students create lesson plans for various student learning styles and develop key instructional strategies such as requiring group work and incorporating visuals. In addition, they write clear and measurable objectives and design ways to assess them. 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

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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. Develop measurable learning objectives.

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

2. Create and incorporate visual aids into a lesson plan.

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. Assess student learning using review sheets.

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

Course Objectives

1. Use action verbs when creating learning objectives.
2. Identify achievement and assessment for learning objectives.
3. Complete instructional plan using learning objectives.
4. Develop and demonstrate a learning objective using visual aids.
5. Identify the advantages of using groups with adult learners.
6. List the prerequisites and tasks required to perform structured learning functions.
7. Complete activity using test questions to measure comprehension of the objectives.
8. Identify ways to sequence, evaluate, and improve instruction.
9. Identify attributes of a quality test and the process of test construction.
10. Write lesson plan that includes the appropriate use and knowledge of course materials.

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>