New Section Examples For Common Syllabus

In order to assist instructors in the achievement of Quality Matters course certification, two new sections were added to the common syllabus. The following are some examples of what instructors may create in those two sections (Course Purpose and Recommended Student Competencies/Skills).

Course Purpose Examples
A course purpose statement will help students understand the reason “why”. The purpose statement must go beyond “it’s required”. Why should a student take this course? How does it make a difference as part of the discipline?

1. The purpose of this course is to prepare the student for estimating projects, change orders, or estimating the concrete needed for a pour is part of the Construction Management professional career. Learning how to perform quantity take-offs the right way is one of the first steps.
2. The purpose of Overhead Distribution Systems is to prepare students by using materials, equipment and other skills common to being a high voltage lineman.
3. The purpose of Introduction to Manufacturing is to provide an overview of some skills, practices and applications that will be an important part of working in manufacturing.
4. Structural Alignment Procedures prepares the student to safely repair minor collision damage commonly found in collision repair shops to industry standards.
5. The purpose of Network Security is to provide the learner real world skills necessary for the ever-changing and increasingly important role of network security.
6. The purpose of Technical Writing I is to help the learner improve their writing skills in real world applications that may separate the learner from others in the increasingly competitive workplace of the future.
7. The purpose of Purchasing is to introduce learners to the critically important role of purchasing in controlling food cost and quality, which often define the success of food service systems.
8. The purpose of Diesel Engine II – Troubleshooting & Repair/Replacement is prepare the learner with the skills necessary to provide customer satisfaction through effective and efficient problem solving and potential failure analysis and repair.
9. The purpose of the Balance of Plant course is to prepare the learner for the increasingly complex need for synchronized operation of electrical production for efficient and environmental operations.
10. The purpose of Upper Extremity Prosthetics is to introduce the learner to the rapidly advancing field of prosthetics with focus on upper extremity amputations and the skills to match client needs with materials, components, alignment and fabrication.
11. The purpose of the course is to familiarize the student with electrical safety work practices as described, as well as enable the student to define hazards and controls specific to their particular job function.

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12. The purpose of this course is to increase participants' understanding of sustainability and sustainable community indicators.
13. This course is designed to provide the student with an opportunity to gain or enhance public health knowledge and to explore an area of interest related to public health research or the delivery and/or administration of health services.
14. The purpose of this class is to familiarize students with basic camera and black and white photographic techniques.
15. The purpose of this course is twofold: 1) to equip future media professionals with sensitivity to moral values under challenge as well as the necessary skills in critical thinking and decision making for navigating their roles and responsibilities in relation to them and 2) honing those same skills and sensitivities for consumers of media and citizens in media saturated societies.

Recommended Student Competencies/Skills Examples

These competencies/skills should be outside of the content from prerequisite course(s). For example, CET 3533 has MATH 2144 listed as a prerequisite. CET 3533 is heavily involved in Excel but does not have CS 1013 as a prerequisite. Therefore, Excel formulas/functions/etc. could be listed under the competencies/skills section.

The competencies/skills list will build on, but not include, previous lists, similar to the current prerequisites section. For example, CET 3533 lists MATH 2144 as a prerequisite. MATH 2144 lists MATH 1513 and MATH 1613 as prerequisites. MATH 1513 lists MATH 0163 or passing the entrance test as prerequisites. CET 3533 doesn’t list all of the earlier prerequisites, only MATH 2144. The competencies/skills list for CET 3533 would only include those that are not included in earlier courses.

1. Read a construction blueprint
2. Utilize Office products effectively, such as Word, Excel, PowerPoint
3. Perform mathematical computations using a calculator
4. Write a five paragraph essay
5. Create a multimedia presentation
6. Perform Excel functions, e.g., basic formulas
7. Manage time effectively
8. Apply mathematical skills such as adding, subtracting, multiplying, and dividing