

MODEL COURSE OUTLINE TEMPLATE

- 1. Course Title:** The course title should include mention of the occupational area/outcome.
- 2. CBEDS Title:** The title should be followed by the appropriate CBEDS (California Basic Educational Data Systems) occupational cluster title and number. These may be found in the publication *California Vocational Education Codes, Titles, Definitions*.
- 3. CBEDS Number:**
- 4. Job Titles:** This section should list those job titles for which the course prepares students, as identified by the course advisory committee. Included should be D.O.T. (*Dictionary of Occupational Titles*) codes if available. Some new job titles especially in technology areas may not yet have DOT codes but should still be listed, if in common use in the industry.
- 5. Course Description:** The course description should...
 - be understandable by a prospective student
 - identify essential components of the course, including
 - both general workplace skills and industry-specific skills
 - reference jobs/employment for which it prepares students or the pathway of which it is a part
 - include instructional methodologies to be used, including, especially, mention of work-based learning options (community classroom/cooperative vocational education) for eligible students.

If the course is part of a defined sequence/pathway of courses, these should be identified within or following the course description, either narratively or graphically.

6. Hours: Total course hours should be indicated, including work-based learning hours (community classroom and cooperative vocational education). These may be listed separately or included in the course description.

7. Prerequisites: Prerequisites should be listed, including desired academic skills. *Recommended* prerequisites may also be listed to alert students to optimal skill level to maximize learning.

8. Date: Somewhere the date of the creation/revision should be indicated.

9. Course outline:

The course outline proper should include two major components: *essential employability skills* (skills needed for success in all occupational areas) and *content area skills* (occupationally specific skills).

a. Essential employability skills (or Career Preparation Standards) should include those identified in the SCANS and other documents:

- ☞ personal development (ethics, attendance, grooming, self-management, etc.)
- ☞ lifelong learning and industry-appropriate academic skills
- ☞ communication (listening, speaking, writing)
- ☞ problem-solving
- ☞ interpersonal/team skills
- ☞ information and technology skills
- ☞ ability to identify and manage resources
- ☞ understanding of systems, both organizational and industry-specific
- ☞ employment literacy (job search and career development skills)
- ☞ all aspects of the industry, including safety, diversity, sexual harassment, labor- community relations

Also recommended in this section are technical reading and writing skills, as well as entrepreneurship, where appropriate, to help students launch their own small business endeavors.

b. Content area skills (also known as occupationally specific or subject-specific skills) are the skills needed for technical competence in a given field. Content area skills listed in the course outline should reflect industry standards and

should include all required skills for entry-level employment OR requisite skills for the next step in the career pathway if the course does not lead directly to entry-level employment. Skills should be grouped logically within units that are titled. An outline or hierarchical numbering system should be used.

c. Expected student proficiencies (statements of what the student will be able to do upon completion of the course) should be listed somewhere in the course outline. It is recommended that the *entire* course outline be written in this competency-based format; in other words, all skills to be taught should be listed as statements of what the student *will be able to do*, rather than as topics. This ensures consistency of standards from one teacher to the other, assists with lesson planning and development of ITPs and certificates, and is more reflective of industry skills standards.

d. Hours of instruction for each unit should be indicated. In classes where there is, in addition to classroom instruction, a lab, community classroom, and/or cooperative vocational education component, hours of instruction for a particular competency area should be divided among these categories, as appropriate.

10. Additional recommended/optional items

a. Articulation: Formalized articulation agreements should be mentioned.

b. Academic credit: Indicate whether the course may be used for academic credit in any subject areas, and identify in which districts.

c. Instructional strategies: List or describe methodologies to be employed, including simulations, demonstration, lab.

d. Instructional materials: Identify recommended/approved texts, videos, software.

e. Certificates: Identify requirements to receive certificates. In longer courses, where several certificates/records of competency may be obtained, course units/competencies needed for each should be identified.