HIGHER
EDUCATION
COORDINATING
COMMISSION
3225 25th Street SE, Salem, OR 97302
www.oregon.gov/HigherEd

ADDING NEW PROGRAMS AFTER INITIAL LICENSURE

The process to add new programs to your existing private career school license, is very similar to the information your school provided in Step 2 and Step 6 of the new school process. The following information is required for HECC to review for **EACH** new program to be added:

1. Supplemental Questions
2. Program Outcome Summary
3. Program Map
4. Core Abilities
5. Standards & Competencies
6. Syllabus
7. $1000 New Program Fee *(Check or money order)*

PLEASE NOTE: Schools are not allowed to advertise, recruit or enroll students prior to receiving program approval from the HECC (for Oregon students).

Submit program application fee and supporting documentation to:

Oregon Higher Education Coordinating Commission
Office of Academic Policy and Authorization
3225 25th St., SE
Salem, OR 97302

Per OAR 715-045-0007 (11):

"Applications for a new program must be accompanied by a nonrefundable application fee of $1000 for each new program submitted for review and approval which was not offered at the time of the career school's initial application to the Commission."

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SUPPLEMENTAL QUESTIONS:

School Name: _____

Please address and comment separately for each program
(add additional pages as needed):

1. **Explain the need for this new program:**

2. **Labor market information**:
   (indicate current employment, replacement, and expansion data for regional, state and national [and international, if applicable] labor markets for the occupational area being served):

3. **Earning potential for those working in this field** -
   (locally/nationally/internationally -whichever is most applicable).

NOTE: While we do not require advisory committee evaluations to be submitted for program approval, your advisory committee should review and evaluate the quality, content, duration and curriculum sequencing of the program of study, Per OAR **715-045-0009** (2). Their evaluations shall be made available for review by the HECC, if requested, per OAR **715-045-0009** (2) (b). If your current advisory committee members do not adequately represent the new program field, you may need to appoint members to serve in an advisory capacity for this new program.

REQUEST TO ADD THE FOLLOWING INSTRUCTIONAL

School Name: _____

List the title of each ==instructional program== the school requests to be added to their license.

Complete the following **for ==EACH program==** (*create PDF copies as needed):*

1. A Program Outcome Summary form
2. A Program Map
3. Program Standards / Competencies / Core Abilities charts
4. Curriculum for each course, including Learning Plans, Performance Assessment Plans, and all checklists and rubrics used.

*PROGRAMS TO APPEAR ON SCHOOL LICENSE   *CIP CODE
(Use additional sheets if necessary)   *Link to CIP code Lookup*
*REQUIRED INFORMATION

	PROGRAMS TO APPEAR ON SCHOOL LICENSE	CIP CODE
1.		
2.		
3.		
4.		
5.		
6.		
7.		

*It is important to remember to be ==**consistent and use the program title identified above**== when completing **ANY AND ALL** forms where the title of the program is requested.*

PROGRAM OUTCOME SUMMARY

*(Use a separate set of forms for **EACH** instructional program*; attach additional pages as necessary)*

School Name: _____

Program Title: _____

Job title for which this program prepares students:	
Level of occupation for which this program prepares students:	

Is student required to take a state licensing exam or other certification exam upon completion of the program?	☐ **Yes** ☐ **No**	Which state licensing exam or certification will the student be eligible to take?	

Type of Program:	☐ Resident Instruction	☐ Distance Learning	☐ Distance Learning / Self Directed	☐ Combination Resident / Distance Learning

Unit of measurement *(select one):*	☐ Clock-Hour	☐ Credit Hour	☐ Lesson-Based	

CLOCK HOUR*			
Number of hours per day		**TOTAL PROGRAM HOURS:**	
Number of days per week			
Number of weeks (without Holidays/Vacations)			
Total number weeks include Holidays/Vacation breaks.			

CREDIT HOUR*		
TERMS ARE OFFERED ON A ☐ QUARTER **OR** ☐ SEMESTER BASIS		
	Hours	**Credits**
Number of clock-hours for **Lecture** classes equal to 1-credit		
Number of clock-hours for **Lab** classes equal to 1-credit		
Number of clock-hours for **Internships/Externships** equal to 1-credit		
Total number of Lecture Hours/Credits (Specify if hours or credits)		
Total number of lab Hours/Credits (Specify if hours or credits)		
Total number of Internship/Externship Hours/Credits (Specify if hours or credits)		
TOTAL PROGRAM CREDITS/HOURS:		

LESSON BASED*							
Number of Modules/Sections						**TOTAL NUMBER OF LESSONS:**	
Number of Lesson per Module/Section							
Totals:							

*If the same program is offered with two different time schedules (i.e., day program and night program),
it is considered a **different program;** complete a set of forms for each.

Program Outcome Summary *(Pg 2 Continued)*

Describe the characteristics of the student population you expect to enroll in this program:

Entrance requirements or prerequisite skills, knowledge, or training needed for enrollment in this program:

Describe the guidance and placement assistance information or training provided to students:

Describe your plan for evaluating the effectiveness of your program. Include the outcomes you expect to see, and describe how you will measure those outcomes. *(Use additional pages as needed.)*

Does your program include an internship / externship component?	☐ Yes ☐ No	**Type of completion award:**	☐ Certificate ☐ Diploma
Maximum number of students per course enrollment period *(course section):*	#	**Minimum / Maximum time allowed for program completion:**	Min: Max:
Do you have any articulation agreements with other institutions of higher learning? *If Yes, include a copy of agreement*	☐ Yes ☐ No	**Do you charge an application fee?** ☐ Yes ☐ No	**If Yes, how much:** $
Students can enroll:	☐ Daily ☐ Other ☐ Weekly	*If Other, please Specify:*	

CHARGES FOR PROGRAM:
Not to exceed 15% of tuition cost, or $150.00, whichever is less.

***Enrollment fee:**	$
Tuition cost:	$
Books:	$
Supplies:	$
Student Activity Fee:	$
Other (please specify):	$
Total program cost:	$

Step 2 – Curriculum Rev. 4/2024

PROGRAM MAP

School Name: _____

Program Title: _____ **Program Length:** _____

Course Name: _____	
Sequence in program: _____	
Module / Unit Name: _____	
Topics:	**Hours/Ops:**
Total Hours:	

Course Name: _____	
Sequence in program: _____	
Module / Unit Name: _____	
Topics:	**Hours:**
Total Hours:	

Course Name: _____	
Sequence in program: _____	
Module / Unit Name: _____	
Topics:	**Hours:**
Total Hours:	

Course Name: _____	
Sequence in program: _____	
Module / Unit Name: _____	
Topics:	**Hours:**
Total Hours:	

Step 2 – Curriculum Rev. 4/2024

CORE ABILITIES

The following templates provide a format for you to use to identify your core abilities, standards and competencies for **EACH** *program.*

School Name: _____

Program Name: _____

Core abilities are not specific to the programs being taught. It is a skill your students will take with them to use in life; personally or for any job or role in their career. Start with an action verb.

Examples:

> *Work effectively in small groups*
>
> *Deliver effective verbal and written presentations*
>
> *Utilize time management strategies*
>
> *Conduct yourself with professionalism*

Please list the core abilities your students will gain that are embedded in your program:

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

STANDARDS & COMPETENCIES

School Name: _____

Program Name: _____

Contact the regulating body of your profession for required Standards & Competencies for your industry. (See sample of Standards/Competencies in Reference Materials)

Standards and Competencies

Standard 1:
➢
➢
➢
➢
➢
➢
➢
Standard 2:
➢
➢
➢
➢
➢
➢
➢
Standard 3:
➢
➢
➢
➢
➢
➢
➢

Standards and Competencies (continued)

Standard 4:
➢
➢
➢
➢
➢
➢
➢

Standard 5:
➢
➢
➢
➢
➢
➢
➢

Standard 6:
➢
➢
➢
➢
➢
➢
➢

Standard 7:
➢
➢
➢
➢
➢
➢
➢

Add additional pages as needed.

PERFORMANCE ASSESSMENT PLAN

You may use this template to format your performance assessment plans; however, you are not required to use this format. Any format is acceptable provided all the required components indicated in this template are present.

School:	
Program:		**Course:**	
Performance Assessment Plan: *(insert #)*		**Learning Plan:** *(insert #)*	
Title:	
Environment:	
Strategy:	
Evaluators:	

Target Competency *(list below)*

Linked Core Abilities *(list below)*

(If you have more than one target competency to be assessed in this performance assessment plan, insert additional lines and repeat the information from "Target Competency" to here.)

Directions to the Student

Directions to the Evaluator

Scoring Standard

Rating Scale *(if used; checklists do not require a scale explanation)*

1	
2	
3	

Scoring Guide

	Criteria	Ratings
1		
2		
3		

Student Signature:		**Date:**	**Total Points:**	
Evaluator Signature:		**Date:**	**Grade:**	

Comments:	

Step 2 – Curriculum Rev. 4/2024

LEARNING PLAN

You may use this template to format your performance learning plans; however, you are not required to use this format. Any format is acceptable provided all the required components indicated in this template are present.

School:	
Program:	**Course:**
Learning Plan: *(insert number)*	
Title:	

Overview

Target Competency

Linked Core Abilities

Performance Standards *You will demonstrate your competence by:*

Your performance will be successful when:

Learning Objectives

(If you have more than one competency included in this learning plan, insert lines to repeat the information contained from "Target Competency" down to here. All learning activities for all competencies within the learning plan are included in one list of learning activities below.)

Learning Activities	
1.	
2.	
3.	

Assessment Activities	
1.	
2.	
3.	

How To Create a COURSE SYLLABUS

A syllabus is not intended to be as detailed as the Learning Plans. It is intended to be an overview of the expectations that students must meet, as well as what they can expect from the instructors. In effect, it constitutes a written agreement between students and instructors about how a course will proceed and what the responsibilities of each party are. There are seven components that are required to be in your syllabus. You may add additional information to suit your school's individual needs. OAR 715-045-0009(1)(b)(H).

Basic Information
- The name of the course (and when used, the course number) as well as the year (e.g., 1/2007);
- Number of clock hours, credits, or lessons (corresponding to how the program is measured);
- Syllabus revision date information (if you have revised policies after the start of the course, be sure to include the date the policies were revised and the syllabus reissued);
- Meeting times and days for the course;
- Where classes will meet (building name and / or room number or name);
- The instructor's name and location of his / her office, if any;
- Times when instructor is available for questions outside of class time;
- Method of contact to schedule time with the instructor outside of class time or to ask questions;
- If the syllabus or other course material is available on the Internet, include the URL address;
- Statement of prerequisites.

Course Description or Overview
Course descriptions can vary. Typically they are one paragraph in length and are meant to give students an idea of the goals, and scope and depth of information offered in the course. Repeat here the list of any prerequisites that are required or recommended.

Texts / Materials
List the texts that will be used for the course, making sure to clearly mark which are required and which are recommended. List text material by the International Standard Book Number (ISBN number) (if applicable) as well as by title, author(s), and edition. Include all other materials and supplies required for the course. Indicate who is responsible for furnishing what, and provide sourcing information as applicable.

Performance Assessment Information
Include a summary of the number of competencies to be assessed during this course, a synopsis of the methods of assessment, and one or more statements regarding the use of criterion-referenced grading, e.g., performance is not averaged, one competency does not compensate for another, all competencies must be passed satisfactorily to pass the course, etc.

Grading Plan

Explain your grading system for the course. Use charts or tables as necessary to show how grades are assigned. Provide a description of what each level in the grading system means. Explain your retesting policy; include time between assessments, required learning activities before attempting a retest, any limitations put on retest scores, etc.

Course Expectations

In this section restate your minimum satisfactory progress standard for the course, your attendance policy and standard, and any policies you have for the course regarding participation, lab, shop, or worksite procedures, small group procedures, personal conduct, cheating, meeting deadlines, use of technology, etc.

General Policies and Information

Any other policies you may have regarding topics such as equity / inclusiveness, disabilities services, philosophy of core abilities or performance-based instruction, a reference bibliography or other supporting materials of interest, or any other information pertinent to the progress or materials of the course go here.

Schedule / Calendar of Assignments

This schedule is a description of what is happening weekly during the course. The activities listed may or may not be the same as what is listed in the Learning Plans, they may be just a summary. Include those activities that have due dates. Make sure to **bold**, underline, or *highlight* significant due dates for learning activities, projects, formative assessments, and competency performance assessments. Also include in your syllabus dates of special events or guest speakers and school holidays. Keep in mind that if you want your students to perform well, it is best to give them a clear and stable sense of due dates so that they can plan their time accordingly. One example of a course schedule is presented below:

SAMPLE COURSE SCHEDULE				
Week	**Date**	**Topic**	**Activity**	**Due Date**
1	1/12/XX-1/17/XX	Introduction	**READ** Introductory materials	
			RESPOND to Discussion Questions	**1/17**
			PREPARE Project Choice Collage (Project Assignment #1)	**1/19**
2	1/19/XX-1/24/XX	Project Preparation	**PRESENT** Project Choice Collage	
			READ Chapter 1, 2, and pgs. 153-172	**1/22**
			RESPOND to Discussion Questions	**1/24**
			COMPLETE Module 1: Tools, Equipment, & Materials	**1/24**
3	1/26/XX-1/31/XX	Client Consultation	**READ** Chapter 5 &6	**1/29**
			RESPOND to Discussion Questions	**1/31**

			CONDUCT research for client request	**1/27**
			PREPARE client file and supporting materials	**1/28**
			PARTICIPATE in mock client consultation	**1/31**

This sample is provided to assist schools in developing a syllabus for approval by the Private Career Schools Licensing Unit. Please note that while schools may develop their own syllabus, the following sample contains the minimum information to be present in order to obtain approval.

If you are planning to use this form, please insert your school's identifying information and relevant content where indicated. Be advised that this sample is only a suggestion for format.

This sample has been adapted from the University of Central Florida's Syllabus Template.

http://www.fctl.ucf.edu/teachingandlearningresources/coursedesign/syllabus/templates/

Course Number: Course Title
Department Name
School Name

SAMPLE COURSE SYLLABUS

Instructor:	Instructor Name	Term:	Spring 2013
Office:	Office Number	Class Meeting Days:	Days
Phone:	Phone for Office	Class Meeting Hours:	Time
E-Mail:	Instructor Email	Class Location:	Building and room
Website:	Instructor's personal website, if applicable	Lab Location:	Building and room
Office Hours:	Date and time		

Welcome!

If desired, address your students directly with a statement of welcome or a call to learning.

University Course Catalog Description

Paste the description from the online catalog

Course Overview

Short description of the course. Also, you can include the departmental description, and your personal description of the course.

Course Objectives

What will they know, what will they be able to do, what will they create as they progress through the course? This can be under bullets, listing, outlines, as detailed as you would like. Objectives should be specific rather than general, speaking to skills and performance rather than knowledge. Objectives should also be clearly measurable. Often, objectives use the phrasing "by the end of this course, students will be able to…"

Course Prerequisites

What do you expect your students to know coming into this course? Include skills, and course pre-requisites

Course Credits

List number of course credits

Required Texts and Materials

Full text citations of all required materials
Guidelines for achieving desired level of understanding
Required library/library-accessible resources can be described here

Supplementary (Optional) Texts and Materials

Full text citations of any supplementary materials

Basis for Final Grade

Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring "authentic" assessments, which are based as closely as possible to real world experiences.

Assessment	Percent of Final Grade
e.g., Essay 1	20%
e.g., Midterm	15%
e.g., Group Project	15%
e.g., Essay 2	30%
e.g., Final Exam	20%
	100%

Insert grading scale (with plus/minus scaling, if applicable) here. We have provided templates for your grading scale, including one for plus/minus grading, and the general grading scale. Feel free to use either one of these, adjusted for your own grading scale, if different:

Grading Scale (%)	
90-100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Or

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+

Grading Scale (%)	
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

Grade Dissemination

Explain how students will learn of their grades from assignments and assessments.

Example:
Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "myGrades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing your grades, see the online tutorial:

Second Example:
Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

Course Policies: Grades

Late Work Policy: Offer specifics about your policy on late work.
Example:
There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Extra Credit Policy: Offer specifics about your policy on extra credit.
Example:
There is only one extra credit assignment: building a wiki of course content (see "course wiki " below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

Grades of "Incomplete": Offer specifics about your policy on incomplete grades.
Example:
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy: Offer specifics about your policy on rewrites.
Example:

Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Essay Commentary Policy: Offer specifics about your policy on essays.
Example:
Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Webcourses. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

Group Work Policy: Offer specifics about your policy on group work.
Example:
Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Course Policies: Technology and Media

Email: how it will be used, who will communicate with whom, who answers technology questions, expected response time, will you check it on weekends, etc.

Webcourses: If your course includes Webcourses, describe how you will use it in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc

Laptop Usage: Describe your policies for using laptops throughout your course. Whether you dislike the use of laptops during your lecture, or whether you encourage using a laptop during discussion, feel free to state it here.

Classroom Devices: Describe your policies for using calculators, tape recorders, other audio & technology devices for your course

Classroom Response Clickers: If your course includes the use of student response devices, provide specifics about the usage and how to get started.
Example:
We will be using iClicker in class on a regular basis. You will need to purchase an iClicker pad (commonly called a "clicker") from the bookstore or computer store and bring it with you to every class session. It would be wise to bring extra batteries as well, as we will be using the pads in activities that count for class points. The purchase of a clicker is NOT optional; it will be used as an integral part of this course. I will provide a short demonstration of how to use it in class. Note: the clicker can be used in other classes if it is the same version/generation. Check with your other instructors to be sure. After you purchase your clicker, you must register your clicker online for this class. It is imperative that every student register their unit no later than the first week of class. Instructions for the registration process can be found on the handout. Purchase your clicker at the

Computer Store or the Bookstore. Make sure you buy the clicker that looks like the image above.

Course Blog: If your course includes a blog, provide specifics about its location and usage.
Example:
Your participation grade depends upon your communication in class sessions and online. In addition to message boards in Webcourses, you may also communicate via 'comments' on the course blog, where the instructor will post news items and provocative questions related to our content. The URL for our course blog is XXX or you may access the blog via RSS.

Course Wiki: If your course includes a student-created wiki, provide specifics about its location and usage.
Example:
If you choose to participate in the Extra Credit activity, you must help the class build a 'knowledge base' or communal notes about our course content. Think of this as a repository of all the class information, the kind of thing you could study from. This will be housed on a 'wiki', or a webpage that any of you can update. The wiki is found here: XXXX, though you will not have 'write' access to the page until I grant you access. Email me your request to be added as a member of that wiki, if you are interested. As instructor, I have access to the logs and history that show how much each individual contributes to the wiki.

Course Policies: Student Expectations

Disability Access: Offer specifics about the UCF policy on disability access.
Example:
The school is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, before requesting accommodations from the professor.

Attendance Policy: Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here.

Professionalism Policy: Offer specifics about your policy on professionalism or late arrivals.
Example:
Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy: Offer specifics about your policy on cheating or plagiarism. You may wish to refer to the Golden Rule handbook, which governs all student behavior even when specifics are not mentioned in a syllabus. An alternative is to call specific attention to plagiarism, perhaps even defining it for your students.
Example:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further

details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Turinitin.com: If you are using this plagiarism-detection service, it is recommended that you clearly state so on the syllabus.
Example:

> In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit XXX. Essays are due at turnitin.com the same day as in class.
>
> **Class ID: 1904483**
> **password: chooseapassword**

University Writing Center: Offer information about the Writing Center.
Example:
The school is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the school website at.

Important Dates to Remember

Add a short statement that describes that all the dates and assignments are tentative, and can be changed at the discretion of the professor.

Example:

Deop/Swap Deadline:	Thu, Jan 10th 20XX
Grade Forgiveness Deadline:	Mon, Mar 11th 20XX
Mid – Term Examination:	Tue, Feb 26th 20XX
Withdrawal Deadline:	Mon, Mar 11th 20XX
Spring Break:	Mon, Mar 4th – Sat, Mar 9th
Final Examination:	Tues, April 30th 20XX

Religious Observances

Faculty should include in their syllabi procedures for resolving conflicts between the normal class schedule and major religious observances. Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office at XXX.

Schedule

Date	Finish This Homework Before Class	Topics to be Discussed in Class
1/9	First day of class; no homework is due	List the main learning objectives or topics covered during this class period. Example: Overview of Fluid Dynamics Fluid Properties Fluid Properties, Pressure
1/16	List readings or homework assignments that are to be finished BEFORE students arrive at this class period. It may also useful to include reminders about due dates for important assessments. Example: Read Chapter 1 (Textbook pp. 36-73) Read Manometers handout ([pdf](#)) Listen to audio recording #1 ([mp3](#)) Browse website www.wingtheory.com Homework #1 is due in class on 1/16	Example: Turn in HW #1 Manometers, Fluid Statics Fluid Statics
1/18	Holiday (No Class)	
1/20	Example: Read Chapter 2 (Textbook pp. 74-92) Answer problems #13-36 at chapter's end Find three entries in Fluidex Abstracts Database Homework #2 is due in class on 3/14	Example: Turn in HW #2 Forces on Curved Bodies Eueler's Equation Bernoulli's Equation
	(continue with this pattern for the remainder of the term)	
4/23 Wed.		**Final Exam, 7:00pm-10:00pm** *bring raspberry ScanTron*

* Note: The Schedule is subject to revision

Essay and Project Assignments

You may wish to list each assignment and what characterizes this assignment from all others. You made add reference text page numbers, the topics needed to complete this project, brief problem specification, etc

Example:
Project: Hovercraft Creation
Due Date: February 29
Working in teams of three, design and build a hovercraft made out of blow dryers (hair dryers) provided in class. Teams will compete for furthest distance traveled. Your project must consist of an abstract, design drawings, and a discussion paper that includes the theories used and their applications in your design.