

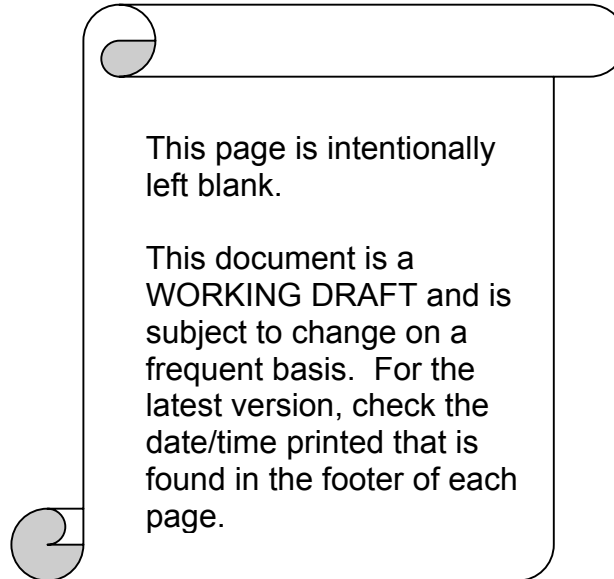
## ***Course Development Template***

Supporting:

[Name the program this course will support]

COURSE NUMBER – **COURSE TITLE**

Module # – **Module Title**



## Document Conventions

Hidden text	Appears in red text normally inside a box. This text is not printed and will not show when the "Show/Hide" button is not selected.
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[Module Note	Appears in blue Comic Sans font surrounded with brackets. This is used to capture notes for the course developer/ CBT developer or others that need to coordinate on this material.]
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### 1.0 Terminal Objective: "The student will."

Sub-Objective	A sub-objective focused at one of the levels of Blooms Taxonomy.
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Module Text	Text associated with the "Set", "Introduction", "Sub-Objective", "Lesson Closure", or "Module Closure".
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Each of these styles is pre-set and can be accessed from the "Style" menu.

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## **COURSE: [TITLE]**

### **MODULE: Module Title**

Initial information provided by SME:

The following was developed by the SME and the [ \_\_\_\_\_ ] Training Manager. This along with the Customer request Form and several e-mails provided the initial information about the need for course revision.

Target Audience:

Prerequisite:

Preliminary Course Objectives

The student will be able to (TSWBAT)

TSWBAT ...

TSWBAT ...

Following initial meeting with SME, the following individual tasks were identified and a general Blooms Taxonomy was identified. These areas were an attempt to chunk activities into logical groupings relating to day to day normal operations.

Identified area of training requested	Taxonomy level

Additional information:

[Additional information that has an impact or could impact the final course.]

- 
- 
-

**Direction:**

**Target Audience:**

- 
- 

**Prerequisite:**

- 
- 
-

**Task Analysis:**

Task	Sub-tasks What will the student be expected to do/know at the end of this section of training?	To what level	Method of delivery / testing
1.0 [Task]	1.1 [sub-task]		
	1.1.1 [sub-task]		
	1.2 [sub-task]		
	1.3 [sub-task]		
	1.4 [sub-task]		
	1.4.1 [sub-task]		
	1.4.1.1 [sub-task]		
	1.4.2 [sub-task]		
	1.4.2.1 [sub-task]		
	1.4.3 [sub-task]		
	1.4.4 [sub-task]		
2.0 [Task]	2.1 [sub-task]		
	2.1.1 [sub-task]		
	2.1.2 [sub-task]		
	2.2 [sub-task]		
	2.3 [sub-task]		
	2.4 [sub-task]		

[Repeat table as necessary]

**Objective Development 1.0 “Objective Statement”**

Task	Sub-tasks What will the student be expected to do/know at the end of this section of training?	To what level	Method of delivery / testing
1.0	1.1		
	1.2		
	1.3		

**1.0 Terminal Objective: “The student will.”**

(observable and measurable) (condition, behavior, standard)

**Set:**

Statement to bring students into focus

**NOTE:** Identify the level of the module/lesson terminal objective. Develop lower level sub-objectives up to the level of the terminal objective. If multiple sub objective of the same level are needed, copy and paste the section relating to that level. Delete higher level sub objectives that are not used.

**INTRODUCTION**

Introduce material

[NOTE: Statements to other developers or for other lessons.]

**1.1 Sub Objective: “The student will”**

Task	Sub-tasks What will the student be expected to do/know at the end of this section of training?	To what level	Method of delivery / testing
1.0	1.1		

**1.1 KNOWLEDGE**

Recalls or locates specific bits of information.

Sub-objective level 1:	
	<p><b>The student will</b> (respond, absorb remember, recognize)</p>
Information:	-
Activity:	<p>Students will (tell, list, define, name, recall, identify, state, know, remember, repeat, recognize)</p>
Questions:	begins with “what, when, can, where, etc.”

**Text to be used in training material**

**1.1 COMPREHENSION**

Understanding of communicated material or information.

Sub-objective level 2:

**The student will**

(explains, translates, demonstrates, interprets)

Information:

-

Activity:

(transform, change, restate, describe, explain, review, paraphrase, relate, generate, summarize, interpret, infer, give main idea)

Questions:

begins with “what, when, can, where, etc.”

**Text to be used in training material**

**1.2 Sub Objective: “The student will.”**

Task	Sub-tasks What will the student be expected to do/know at the end of this section of training?	To what level	Method of delivery / testing
1.0	1.2		

**1.2 KNOWLEDGE**

Recalls or locates specific bits of information.

Sub-objective level 1:	
	<p><b>The student will</b> (respond, absorb remember, recognize)</p>
Information:	-
Activity:	(tell, list, define, name, recall, identify, state, know, remember, repeat, recognize)
Questions:	begins with “what, when, can, where, etc.”

**Text to be used in training material**

**1.2 COMPREHENSION**

Understanding of communicated material or information.

Sub-objective level 2:

**The student will**

(explains, translates, demonstrates, interprets)

Information:

-  
-.

Activity:

(transform, change, restate, describe, explain, review, paraphrase, relate, generate, summarize, interpret, infer, give main idea)

Questions:

begins with "what, when, can, where, etc."

**Text to be used in training material**

**Lesson Closure:**

Text to be used in training material

## **APPENDIX**

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**Customer Request Form**

## Developing Objectives Template

	CONDITIONS		BEHAVIOR		STANDARD	
	VARIABLE *	FIXED	FIXED	VARIABLE*	VARIABLE	FIXED*
<b>OBJECTIVE FRAMEWORK</b>	<b>Given:</b>	<b>of/for:</b>	<b>the student will be able to:</b>	<b>by:</b>	<b>with:</b>	<b>as shown by:</b>
<b>USE PROCEDURE</b>	WORDS MATERIALS EQUIPMENT DEVICE	NAME NEW TASK	DEMONSTRATE	MANIPULATING CALCULATING MEASURING REMOVING	SOME ERRORS  TIMED or UNTIMED	CHECKLIST
<b>USE CONCEPT / RULE</b>	DRAWING PICTURE DEMONSTRATIO N DIAGRAM WORD FIGURE	NAME NEW PROBLEM or EXAMPLE	CLASSIFY, EXPLAIN or PREDICT	WRITING SELECTING POINTING SORTING PREDICTING CALCULATING DRAWING GRAPHICS etc.	SOME ERRORS  SHORT DELAY  UNTIMED	
<b>MEMORY</b>	DRAWING PICTURE DIAGRAM OBJECT WORD SYMBOL DIRECTION	NAME	RECALL  STATE DEFINITION  STATE STEPS  STATE RELATIONSHIP	WRITING DRAWING POINTING CIRCLING SELECTING CHECKING FLOW CHART LISTING ORDERING FORMULA GRAPH etc.	NO ERRORS  NO DELAYS FEW ERRORS SHORT DELAYS	1 point for each correct symbol  within 10 seconds  1 error for each characteristic  1 error each step  1 error each relationship

\*NOTES:

- 1.Variable CONDITIONS refers to representation of stimulus material given to the student.
- 2.Variable BEHAVIOR refers to type of performance used by the student to show capability.
- 3.Variable STANDARD refers to how a particular type of item will be scored.

EXAMPLE: Use Procedure

	CONDITIONS		BEHAVIOR		STANDARD	
	VARIABLE *	FIXED	FIXED	VARIABLE*	VARIABLE	FIXED*
<b>OBJECTIVE FRAMEWORK</b>	<b>Given:</b>	<b>of/for:</b>	<b>the student will be able to:</b>	<b>by:</b>	<b>with:</b>	<b>as shown by:</b>
<b>USE PROCEDURE</b>	WORDS MATERIALS EQUIPMENT DEVICE	NAME NEW TASK	DEMONSTRATE	MANIPULATING CALCULATING MEASURING REMOVING	SOME ERRORS  TIMED or UNTIMED	CHECKLIST
Resulting objective using the objective development template. Given a drawing of the DEDS, the student will be able to demonstrate data input by using the data entry mode with no uncorrected errors as shown by the positional handbook.						