

# WYOMING COMMUNITY COLLEGE COMMISSION

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## Syllabus Template & IET Quality Indicators for Adult Education (Extracted from AIR: Advanced Design Camp)

### Introduction:

Over the past couple of years, many of Wyoming's Adult Education programs have expanded and have begun to offer Integrated Education and Training (IET) Programs which align to the most in-demand industries in the State. Many of the resources provided through various federally supported training initiatives are being utilized by local programs in the design of individual IET programs of study. However, in order to standardize these types of resources for IET's in Wyoming, the State is supplying all Adult Education service providers with two very valuable tools to help develop, launch, review, and implement IET's in local programs: **IET Quality Indicators and an IET syllabus**. These tools are to be used to help streamline IET's in the State and to offer a standardized, integrated syllabus template which aligns to federal requirements for an IET.

In order to provide a comprehensive overview of IET's in Wyoming, a State IET team developed a Wyoming vision for IET's as shown to the right:



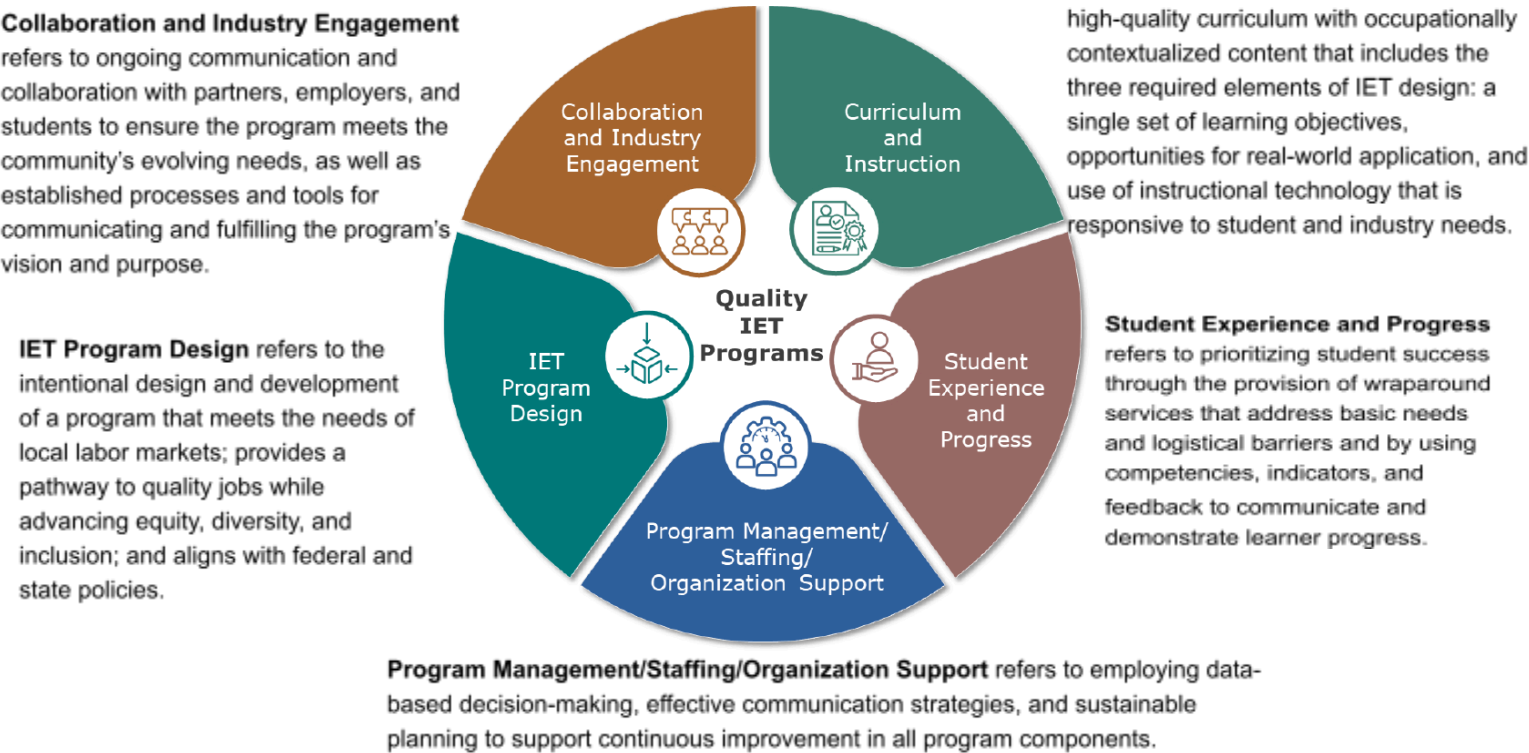
• Casper College • Central

• Laramie County Community College • Sheridan College

• Northwest College • Western Wyoming Community College

Section I: IET Quality Indicators

Developing a quality IET begins with careful planning and a thoughtful process that incorporates multiple factors. One of these factors are nationally known as IET Quality Indicators. The IET Quality Indicators constitute a tool for supporting program development and continuous improvement in IET programs. They are organized into five categories, as shown in the graphic below.



The indicators are to be used by local Wyoming programs which offer (or plan to offer) an IET to review existing IET programs and plan new ones, identify priority areas for improvement over time, develop action plans to incorporate best practice strategies, and promote shared learning. Efforts to improve quality will likely not address each of the indicators at any given time and programs should attempt to make progress against the indicators rather than treat each indicator as specifying a “complete” or final desired state.

QUALITY INDICATORS	
	<p><b>IET Program Design</b> refers to the intentional design and development of a program that meets the needs of local labor markets; provides a pathway to quality jobs while advancing equity, diversity, and inclusion; and aligns with federal and state policies.</p> <ol style="list-style-type: none"><li>1. Meets local labor market needs, as evidenced by labor market information (LMI), research, and employer validation; and creates a pathway to quality jobs.</li><li>2. Is part of a career pathway that provides articulated opportunities for students to advance to additional workforce training, postsecondary education, and career advancement.</li></ol>

3. Advances equity, diversity, and inclusion by increasing access to and success in in-demand workforce training and career advancement opportunities for historically underserved communities.
4. Has a developed set of learner, program, and partner goals and objectives to establish a common vision and to ensure that program results align with intended student and partner outcomes.
5. Aligns with state IET guidance and with career pathway activities, as required under the Workforce Innovation and Opportunity Act.
6. Has an articulated marketing and outreach plan to reach potential students in the community, with a focus on the most vulnerable and historically underserved populations.
7. Provides intake and orientation services to help students onboard successfully and has supports in place to help students persist and succeed.
8. Considers multiple funding sources to resource the planning, development, delivery, and follow-up of the IET program.



**Collaboration and Industry Engagement** refers to ongoing communication and collaboration with partners, employers, and students to ensure the program meets the community's evolving needs, as well as established processes and tools for communicating and fulfilling the program's vision and purpose.

9. Holds regular and ongoing meetings to collaborate with partners, employers, and students to ensure the IET meets community needs (during planning, implementation, and evaluation of the IET program) and adjusts appropriately to changing interests and priorities of partners.
10. Has an established process and tools for communicating the vision and purpose of the IET program with various postsecondary education and training partners, employers, and students.
11. Has an established process and tools for communicating with and working with industry and education sector partners, with clarity around roles and needs, and includes industry input into curriculum, student engagement, and hiring.



**Curriculum and Instruction** refers to high-quality curriculum with occupationally contextualized content that includes the three required elements of IET design: a single set of learning objectives, opportunities for real-world application, and use of instructional technology that is responsive to student and industry needs.

12. Has a curriculum that includes the three required, concurrent elements of IET—adult education and literacy, workforce preparation, and workforce training—using high-quality content, activities, and materials that are occupationally contextualized.
13. Provides opportunities for students to connect and apply learning to real-world and work-related situations.

14. Has a single set of learning objectives (SSLO) that consists of individual learning objectives that integrate the adult education content/state-level standards, occupational skills, and workforce preparation activities to guide integrated instruction.

15. Uses instructional technology and digital platforms to meet diverse students' needs, ensure work readiness, and enhance delivery of IET components.

16. Identifies, implements, and updates instructional materials from evidence-based research or promising practices that are responsive to student and current industry needs.

17. Has an integrated curriculum that reflects the essential knowledge, skills, and credentials required for employment in the sector, as identified by industry and employer experts.



**Student Experience and Progress** refers to prioritizing student success through the provision of wraparound services that address basic needs and logistical barriers and by using competencies, indicators, and feedback to communicate and demonstrate learning progress.

18. Engages all IET partners in providing wraparound services to address students' basic needs and logistical barriers at each phase of programming to strengthen IET program persistence.

19. Provides wraparound services to address students' basic needs and logistical barriers at each phase of programming in support of IET program persistence.

20. Uses adult literacy, workforce training, and workforce preparation competencies; performance indicators; and student and partner feedback to communicate learner success at each phase of programming.



**Program Management/Staffing/Organization Support** refers to employing data-based decision-making, effective communication strategies, and sustainable planning to support continuous improvement in all program components.

21. Provides multiple opportunities for collecting, analyzing, and using data-driven and outcome-based decision-making in support of continuous improvement in all program components.

22. Employs effective communication strategies with students, faculty, employers, and partner organizations to support continuous improvement for the program.

23. Provides staff support for meetings, co-planning, and continuous program improvement and also provides professional development to enhance knowledge of IET policy, program design, and instructional practice.

24. Addresses IET sustainability and scaling needs with state systems, local programs, collaborators, employers, and learners (e.g., in planning for new IET programs, seeking funding, and implementing innovative strategies).

## Section II: IET Quality Indicator Assessment

Local providers in Wyoming who offer an IET or are in the planning stages of developing an IET, should complete this IET Quality Indicator Assessment on a yearly basis. Once completed, a copy should be emailed to the State office for Adult Education along with a completed syllabus. (See below)

**Program Name:**\_\_\_\_\_ **Date:** \_\_\_\_\_



**Submitted by:**\_\_\_\_\_ **Title**\_\_\_\_\_

**Purpose:** This tool will help you assess how well your program applies the 24 IET Quality Indicators in the five key components of IET: Program Design, Collaboration and Industry Engagement, Curriculum and Instruction, Student Experience and Progress, and Program Management/Staffing/Organization Support. This assessment is intended to help you identify areas of strength and areas in which there may be challenges.



**Identify your IET program practices.** Read the 24 IET Quality Indicators in the first column of the table below, and in the second column use the scale to rate how your program applies the practice in your program's IET planning.

1. Pre-initiation Stage (My IET team has not applied this practice.)
2. Beginning Stage (My IET team is actively planning to apply this practice.)
3. Developing Stage (My IET team is utilizing this practice, but we are unsure if it has been successful.)
4. Sustaining Stage (My IET team utilizes this practice regularly and has been able to measure success.)



QUALITY INDICATORS		Application of Quality Indicators
 <b>IET Program Design</b> refers to the intentional design and development of a program that meets the needs of local labor markets; provides a pathway to quality jobs while advancing equity, diversity, and inclusion; and aligns with federal and state policies.		How well are you applying this practice?
1. Meets local labor market needs, as evidenced by labor market information (LMI), research, and employer validation; and creates a pathway to quality jobs.	①      ②      ③      ④ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Is part of a career pathway that provides articulated opportunities for students to advance to additional workforce training, postsecondary education, and career advancement.	①      ②      ③      ④ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Advances equity, diversity, and inclusion by increasing access to and success in in-demand workforce training and career advancement opportunities for historically underserved communities.	①      ②      ③      ④ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Has a developed set of learner, program, and partner goals and objectives to establish a common vision and to ensure that program results align with intended student and partner outcomes.	①      ②      ③      ④ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Aligns with state IET guidance described in the Unified State Plan, and with career pathway activities, as required under the Workforce Innovation and Opportunity Act.	①      ②      ③      ④ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Has an articulated marketing and outreach plan to reach potential students in the community, with a focus on the most vulnerable and historically underserved populations.	①      ②      ③      ④ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Provides intake and orientation services to help students onboard successfully and has supports in place to help students persist and succeed.	①      ②      ③      ④ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. Considers multiple funding sources to resource the planning, development, delivery, and follow-up of the IET program.	①      ②      ③      ④ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
 <b>Collaboration and Industry Engagement</b> refers to ongoing communication and collaboration with partners, employers, and students to ensure the program meets the community's evolving needs, as well as established processes and tools for communicating and fulfilling the program's vision and purpose.		How well are you applying this practice?

<p>9. Holds regular and ongoing meetings to collaborate with partners, employers, and students to ensure the IET meets community needs (during planning, implementation, and evaluation of the IET program) and adjusts appropriately to changing interests and priorities of partners.</p>	<div>①      ②      ③      ④</div> <div><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></div>
<p>10. Has an established process and tools for communicating the vision and purpose of the IET program with various postsecondary education and training partners, employers, and students.</p>	<div>①      ②      ③      ④</div> <div><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></div>
<p>11. Has an established process and tools for communicating with and working with industry and education sector partners, with clarity around roles and needs, and includes industry input into curriculum, student engagement, and hiring.</p>	<div>①      ②      ③      ④</div> <div><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></div>
<div data-bbox="110 730 228 852"></div> <p><b>Curriculum and Instruction</b> refers to high-quality curriculum with occupationally contextualized content that includes the three required elements of IET design: a single set of learning objectives, opportunities for real-world application, and use of instructional technology that is responsive to student and industry needs.</p>	<p><b>How well are you applying this practice?</b></p>
<p>12. Has a curriculum that includes the three required, concurrent elements of IET—adult education and literacy, workforce preparation, and workforce training—using high-quality content, activities, and materials that are occupationally contextualized.</p>	<div>①      ②      ③      ④</div> <div><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></div>
<p>13. Provides opportunities for students to connect and apply learning to real-world and work related situations.</p>	<div>①      ②      ③      ④</div> <div><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></div>
<p>14. Has a single set of learning objectives (SSLO) that consists of individual learning objectives that integrate the adult education content/state-level standards, occupational skills, and workforce preparation activities to guide integrated instruction.</p>	<div>①      ②      ③      ④</div> <div><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></div>
<p>15. Uses instructional technology and digital platforms to meet diverse students' needs, ensure work readiness, and enhance delivery of IET components.</p>	<div>①      ②      ③      ④</div> <div><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></div>
<p>16. Identifies, implements, and updates instructional materials from evidence-based research or promising practices that are responsive to student and current industry needs.</p>	<div>①      ②      ③      ④</div> <div><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></div>
<p>17. Has an integrated curriculum that reflects the essential knowledge, skills, and credentials required for employment in the sector, as identified by industry and employer experts.</p>	<div>①      ②      ③      ④</div> <div><input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></div>

 <b>Student Experience and Progress</b> refers to prioritizing student success through the provision of wraparound services that address basic needs and logistical barriers and by using competencies, indicators, and feedback to communicate and demonstrate learning progress.	<b>How well are you applying this practice?</b>
18. Engages all IET partners in providing wraparound services to address students' basic needs and logistical barriers at each phase of programming to strengthen IET program persistence.	<div> <input type="radio"/> ①         <input type="radio"/> ②         <input type="radio"/> ③         <input type="radio"/> ④       </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
19. Provides wraparound services to address students' basic needs and logistical barriers at each phase of programming in support of IET program persistence.	<div> <input type="radio"/> ①         <input type="radio"/> ②         <input type="radio"/> ③         <input type="radio"/> ④       </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
20. Uses adult literacy, workforce training, and workforce preparation competencies; performance indicators; and student and partner feedback to communicate learner success at each phase of programming.	<div> <input type="radio"/> ①         <input type="radio"/> ②         <input type="radio"/> ③         <input type="radio"/> ④       </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
 <b>Program Management/Staffing/Organization Support</b> refers to employing data-based decision-making, effective communication strategies, and sustainable planning to support continuous improvement in all program components.	<b>How well are you applying this practice?</b>
21. Provides multiple opportunities for collecting, analyzing, and using data-driven and outcome-based decision-making in support of continuous improvement in all program components.	<div> <input type="radio"/> ①         <input type="radio"/> ②         <input type="radio"/> ③         <input type="radio"/> ④       </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
22. Employs effective communication strategies with students, faculty, employers, and partner organizations to support continuous improvement for the program.	<div> <input type="radio"/> ①         <input type="radio"/> ②         <input type="radio"/> ③         <input type="radio"/> ④       </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
23. Provides staff support for meetings, co-planning, and continuous program improvement and also provides professional development to enhance knowledge of IET policy, program design, and instructional practice.	<div> <input type="radio"/> ①         <input type="radio"/> ②         <input type="radio"/> ③         <input type="radio"/> ④       </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
24. Addresses IET sustainability and scaling needs with state systems, local programs, collaborators, employers, and learners (e.g., in planning for new IET programs, seeking funding, and implementing innovative strategies).	<div> <input type="radio"/> ①         <input type="radio"/> ②         <input type="radio"/> ③         <input type="radio"/> ④       </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>



## Section III: Planning an IET: Syllabus Design

### A. Rationale for and Benefits of an IET Syllabus

Students	Instructors	Program Leaders
<ul style="list-style-type: none"><li>• have clear expectations</li><li>• understand unique goals and design of the IET model</li><li>• make explicit connections to industry/workplace</li><li>• understand available support services</li><li>• gain college readiness skills</li></ul>	<ul style="list-style-type: none"><li>• engage in collaborative processes that increase curricula and lesson integration</li><li>• present a unified plan (one voice), if co-teaching</li><li>• promote student engagement</li></ul>	<ul style="list-style-type: none"><li>• provide accountability</li><li>• ensure federal/state requirements are included &amp; to engage in continuous improvement</li></ul>

### B. Designing Quality IET Programs

This video explains why quality and equity are essential to advancing IET in adult Education. Practitioner examples from both state and local contexts highlight strategies for integrating quality and equity into the IET planning process.

#### **Video Objectives:**

By the end of this video, you will be able to:

- \*describe the relationship between quality and equity in IET programs and
- \*recognize strategies to promote equity in IET programs at the state and program levels



[Designing Quality IET Programs with Equity in Mind \(youtube.com\)](https://www.youtube.com/watch?v=...)  
(youtube.com)

Open hyperlink and watch video.

Questions to consider after watching the video.

- 1) In your experience, what are the most common barriers learners face in accessing your IET program or IET programs in Wyoming?
- 2) What practices does your program have in place to address those barriers? OR, what could be done to address these barriers?
- 3) Based on the examples shown in the video, what ideas might you want to borrow or adapt?
- 4) Who can you approach to further explore your ideas?
- 5) What data sources are critical?

### C. Syllabus Design

As noted in the shared ‘Vision’ for IET’s in Wyoming, one future aspect of our IET program in the State is the ability to share IET’s across the State. To this end, it is critical that local providers begin to utilize a standardized syllabus template that can be distributed to students enrolled in a local IET program of study. This template serves as a roadmap for IET students across the state and all AE providers in the State are asked to develop an IET syllabus for FY 24/25 using the template found on subsequent pages of this document.

In developing this syllabus, it is essential to incorporate both the foundational elements necessary for a strong syllabus and the IET-specific elements that convey to students the unique goals, structure, expectations, and requirements of the IET program. Once programs have completed a syllabus, it should be reviewed against the checklist shown below to ensure that both Foundational and IET Elements are incorporated into the syllabus.

Foundational Elements <sup>1</sup>		
Does the syllabus include the foundational information students need to succeed in the course?		
	Yes	No
1) Learning objectives (what students will learn and take away from the course)	<input type="checkbox"/>	<input type="checkbox"/>
2) Basic information (course logistics, instructor contact information, office hours)	<input type="checkbox"/>	<input type="checkbox"/>
3) Course content (schedule, outline, meeting dates major topics and subtopics)	<input type="checkbox"/>	<input type="checkbox"/>
4) Student responsibilities (expectations, assignments, due dates, attendance/missed work policies)	<input type="checkbox"/>	<input type="checkbox"/>
5) Grading method detailed description of assessment information and criteria)	<input type="checkbox"/>	<input type="checkbox"/>
6) Material and access (required texts, equipment, tools, technology, and how to get them)	<input type="checkbox"/>	<input type="checkbox"/>
IET Elements		
Does the syllabus include the IET-specific information students need to succeed in the course?		
	Yes	No
1) Are the benefits of the integrated instructional approach made clear to students?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is it clear that two instructors are teaching the integrated course/program (if applicable)? Is it clear what students can expect from instructor(s), what their roles are, and how they work together (if applicable)?	<input type="checkbox"/>	<input type="checkbox"/>
3) Is the syllabus written appropriate for and in language accessible to the intended adult learner audience?	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> “Syllabus Design” Derek Bok Center for Teaching and Learning. <https://bokcenter.harvard.edu/syllabus-design>.

4) Are the learning goals and outcomes integrated? (i.e. reflective of a single set of learning objectives, as required by federal guidelines)	<input type="checkbox"/>	<input type="checkbox"/>
5) Are the three required IET components identifiable (adult education and literacy, workforce training and workforce preparation)? Are they offered concurrently and contextually?	<input type="checkbox"/>	<input type="checkbox"/>
6) Is the occupation and/or industry clearly identified? Is it clear which credential(s) are to be attained? (if applicable) Are the industry or occupational standards evident? For workplace literacy programs, are employer expectations clearly outlined?	<input type="checkbox"/>	<input type="checkbox"/>
7) Are occupationally relevant materials referenced on the syllabus?	<input type="checkbox"/>	<input type="checkbox"/>
8) Does the syllabus describe support services, including ADA information, available to learners?	<input type="checkbox"/>	<input type="checkbox"/>
9) Is there a statement that addresses inclusiveness and accessibility?	<input type="checkbox"/>	<input type="checkbox"/>

### Sample Syllabus

#### **Patient Care Technician (PCT) IET Sample Syllabus Wyoming Community College**

#### **Name of Course:**

Patient Care Technician (PCT)

#### **Course Schedule:**

Aug. 19, 2024-Nov. 8, 2024 (12 weeks)

#### **Instructor(s):**

- Professor Robert Smith, RN, MSN, PCT Instructor; [aSmith@rhs.iet.edu](mailto:aSmith@rhs.iet.edu); 307-235-0578
  - o Office hours: Fridays, 2:00-4:00 pm at Wyoming Community College, Rm 35
- Jessica Brown, AE, HSE Instructor; [jbrown@wyomingcommunitycollege.edu](mailto:jbrown@wyomingcommunitycollege.edu); 307-765-2545
  - o Office hours: Mondays, 9:00-11:00 am and 2:00-4:00 pm, by appt on Zoom

#### **Student Success Counselor/Digital Navigator/Career Navigator**

Name: Mr. Patel, Career Navigator

Contact: [cPatel@rhs.iet.edu](mailto:cPatel@rhs.iet.edu), 307-434-9955

Location: Wyoming Community College Rm. 5

Office Hours: 9:00 am–1:00 pm (MWF), 2:00–4:00 pm (Th), by appt. on Zoom

#### **ADA Contact**

Name: Jim Maffey

Contact: [jim.maffey@wyomingcommunitycollege.edu](mailto:jim.maffey@wyomingcommunitycollege.edu)

Location: Wyoming Community College, Rm. 245

Office Hours: 9:00 am–1:00 pm (MWF), 2:00–4:00 pm (Th), by appt. on Zoom

#### **Course Format:**

- Mondays, Jessica Brown (HSE class), Wyoming Community College Rm. E-232
- Tuesdays and Wednesdays, Professor Smith and Jessica Brown (PCT class), Wyoming Community College, Bldg. E, Lab 2
- Thursdays, clinical rotations, Unity Health Center, 7607 Allen Pkwy. (clinical instructors TBD)

- Weekly assignments and online class discussions can be found on our course website [wyomincommunitycollege.iet.edu](http://wyomincommunitycollege.iet.edu).

## Course Description

This course prepares you to be a patient care technician (PCT) and to pass the [NCCT Patient Care Technician Certification](#). It is also designed to help you develop your academic skills in preparation for the GED exam.

By the end of this course, you will be able to:

1. provide direct patient care,
2. perform basic patient care tasks,
3. take vital signs,
4. communicate with healthcare team and patients,
5. assist with activities of daily living (ADLs),
6. comply with confidentiality requirements, and
7. utilize your math, reading, and writing skills to prepare for a career in healthcare and to pass the GED exam.

You will attend lectures and labs and complete clinical rotations. You will complete weekly assignments on our online class platform, where you can view and submit all assignments and participate in our weekly online discussions. It's a fast-paced and rigorous program designed to develop academic, technical, and job skills.

You have the benefit of two instructors who will team-teach this course. Professor Haas teaches on Mondays. Professors Smith and Haas co-teach on Tuesdays and Wednesdays. Your professors will work together to deliver instruction, monitor your progress, and support you throughout the course. Having two instructors provides extra support and helps you make clear connections between your academic and PCT learning, with the added benefit of making classes interesting and fun. Mr. Patel is your student success counselor and is available to help you with any challenges affecting your ability to complete this course successfully. This team is here to support your academic, personal, and career growth.

## Student Expectations

To be successful in this class, you will need to attend all classes, participate actively in class discussions, and complete all in-class and at-home assignments.

**Attendance:** Attendance is required for all classes (lecture, lab, and clinical). If you miss more than two (2) classes, you will be placed on probation and may be withdrawn from the course.

**Class Participation:** You are expected to contribute to class discussions, both online and in person. **Weekly online class discussion prompts can be found on our course website at [rhs.iet.edu](http://rhs.iet.edu).** You are responsible for posting and responding to add depth to the conversation. We encourage your active participation and open communication. There are many perspectives, backgrounds, and experiences represented in this class, and it is essential for all the students to show respect for each other.

**Assignments:** You are expected to complete all assignments on time. You can make up a missed exam within two class days. During the last week of the course, any missed exams or assignments will be scored as zero (0). Labs can be made up with advanced approval, but clinical time cannot be made up. If you have a physical or learning disability and need accommodations, please contact [studentservices@rhs.iet.edu](mailto:studentservices@rhs.iet.edu). Free tutoring is available to assist you in learning the material.

**Evaluation:** To pass the course, you must meet all course requirements satisfactorily. This includes demonstrating PCT skills competency in simulations. If you do not demonstrate a sufficient level of competency initially, you will be given up to two more attempts. If your third attempt still doesn't meet faculty expectations, you will be withdrawn from the course.

**Grading:** Weekly quizzes (25%), class participation (25%), midterm simulation (20%), final simulation (30%).

**Required Course Materials (will be provided or require purchase):**

1. Syllabus
2. Online course log-in information (for assignments and discussions)
3. PCT uniform (provided by program)
4. Textbook – *Mosby's Essentials for Nursing Assistants*, 7<sup>th</sup> edition  
(ISBN #978-0-323- 11317-5)
5. Supplemental readings
6. GED account and practice tests (provided by program)
7. GED exam (provided by program)
8. PCT certification exam (provided by program)

## Course Outline

Weekly Topics & Assignments	Skills Focus
<p><u>Week 1: Introduction to Healthcare and School Expectations</u></p> <p>No quiz this week</p> <p>Complete weekly discussions in online course</p>	<p><b>PCT Skills:</b> Learning medical terms, understanding important body structures, and recording information in medical charts</p> <p><b>Academic Skills:</b> Comprehending the meaning of words and phrases using context; interpreting meanings; and workplace writing</p> <p><b>Work Skills:</b> Collaborative teamwork and communication in a healthcare setting (HIPPA)</p>
<p><u>Weeks 2–3: Infection Control and Safety Measures</u></p> <p><b>Quiz Topics:</b> Infection control procedures, safety drills, and hygiene inspections</p> <p>Complete weekly discussions in online course</p>	<p><b>PCT Skills:</b> Mastering infection control, following safety procedures, and practicing proper handwashing</p> <p><b>Academic Skills:</b> Finding the main ideas in a passage, understanding inferences, and summarizing healthcare-related materials</p> <p><b>Work Skills:</b> Stress management techniques and taking responsibility</p>
<p><u>Weeks 4–5: Patient Assessment and Vital Signs Monitoring</u></p> <p><b>Quiz Topics:</b> Role-playing patient check, taking a pulse, and documentation</p> <p>Complete weekly discussions in online course</p>	<p><b>PCT Skills:</b> Looking at patients, checking their heart, and documenting your findings</p> <p><b>Academic Skills:</b> Using the appropriate terms, documenting notes, and converting numbers relevant to PCT role</p> <p><b>Work Skills:</b> Communicating patient wellness, problem-solving, planning, and organizing</p>
<p><u>Weeks 6–7: Basic Life Support and Emergency Procedures</u></p> <p><b>Quiz Topics:</b> CPR and AED, emergency simulations, and responding to patient discomfort</p> <p>Complete weekly discussions in online course</p> <p>Midterm PCT Skills Simulation Exam (Week 7)</p>	<p><b>PCT Skills:</b> CPR and AED (automated external defibrillator) and recognizing patient discomfort</p> <p><b>Academic Skills:</b> Locating evidence in readings to explain scientific theory, solving real-world healthcare problems, and identifying variables in a healthcare setting</p> <p><b>Work Skills:</b> Leadership, communication skills, conflict resolution, and decision-making</p>
<p><u>Weeks 8–9: Patient Care Techniques and Procedures (Part 1)</u></p> <p><b>Quiz Topics:</b> Skill demonstrations, giving medication, and helping patients move</p> <p>Complete weekly discussions in online course</p>	<p><b>PCT Skills:</b> Patient care procedures, giving medication, and helping patients move</p> <p><b>Academic Skills:</b> Using specific words for complex topics and converting units of measurement in everyday healthcare situations</p> <p><b>Work Skills:</b> Time management, social skills, and responding to customer needs.</p>



<p><u>Weeks 10–11: Patient Care Techniques and Procedures (Part 2)</u></p> <p><b>Quiz Topics:</b> Written assessments and practical evaluations of medication administration and wound care procedures</p> <p><b>Complete weekly discussions in online course</b></p>	<p><b>PCT Skills:</b> Advanced patient care techniques, medication administration, and wound care</p> <p><b>Academic Skills:</b> Using clear words, deciding if there is enough evidence, and explaining why one thing causes another in a healthcare environment</p> <p><b>Work Skills:</b> Attention to detail, professionalism, and social skills</p>
<p><u>Week 12: Clinical Practicum and Capstone</u></p> <p><b>Quiz Topics:</b> Application of academic knowledge and industry-specific skills</p> <p><b>Complete weekly discussions in online course</b></p> <p><b>Final PCT Skills Simulation Exam (Week 12)</b></p>	<p><b>PCT Skills:</b> Review of academic knowledge and industry-specific skills</p> <p><b>Academic Skills:</b> Using clear evidence from the healthcare readings to reach conclusions and explaining your understanding of the evidence</p> <p><b>Work Skills:</b> Critical thinking, personal readiness, and collaboration</p>
<p><b>Post Class:</b> Official GED Practice Exams and the NCCT Patient Care Technician Certification Exam (to be scheduled by the program)</p>	

## Template for Wyoming's Adult Education IET Programs of Study

Directions: Using the Sample Syllabus given above as a guide, please complete the Syllabus template found on the following pages for each IET project the local provider plans to run in FY 24/25. Upon completion and/or before December 31, 2024, please submit a copy of the completed Syllabus Template and the Quality Indicator Assessment to the Wyoming Community College Commission's Office for Adult Education at:

Diane McQueen, State Director for Adult Education  
diane.mcqueen@wyo.gov

Insert your program's  
logo

# Syllabus

Name of IET Program: \_\_\_\_\_

Adult Education Provider: \_\_\_\_\_

Name of Course:

Course Schedule:

## Instructor(s):

- 1) Adult Education Instructor & Contact information:
- 2) Training Instructor and Contact information (if applicable):
- 3) Training contact person (for workplace literacy programs):

## Student Success Counselor/Digital Navigator/Career Navigator

Name:

Contact:

Location:

Office Hours:

## ADA Contact

Name:

Contact:

Location:

Office Hours:

## Course Format & Location of Classroom(s):

- Adult Education:
- Training:

## Course Description

*(Provide a short description of the course. Include a synopsis of the local program's Career Service Course, course credits and name of College course, if applicable)*

By the end of this course, you will be able to: *(course objectives)*

- 1)
- 2)
- 3)
- 4)
- 5)

**Referrals & Support Services**

*(Provide information on the types of student support services that are available to students enrolled in an IET program of study. Be sure to include contact information or a note as to where contact information can be found for each type of service)*

**Student Expectations**

*(Provide a description of the local provider's expectations from students who are enrolled in the IET project).*

**Attendance:**

*(Provide a description of the local provider's attendance policy)*

**Class Participation:**

*(Define classroom expectations and class participation requirements)*

**Assignments:**

*(Define assignments and how course completion can be achieved)*

**Testing, Evaluation and Grading:**

*(Describe how participants will be evaluated and how measurable skill gains are to be measured {and reported to the employer for workplace literacy programs} during the course)*

**Required Course Materials (will be provided or require purchase):**

*(Clearly outline the materials required for this course for both the AE component and the training component.)*

*(Explain where/how financial resources can be obtained to support student efforts in the IET, such as from WIOA core partners, community service providers, employers, colleges, etc.)*

**Course Outline**

Weekly Topics and Assignments	Skills Focus		
	Training Skills	Academic Skills	Work Skills
