

GISW INDIVSTU 4159/5159 Curriculum Design for Career and Technical Education

Instructor Contact Information

Instructor	Kelli Diemer
Email Address	Kd260736@uni.edu
Class Delivery	Online / Blackboard Learn
Preferred Communication	Preferred mode of contact is through the email listed above. For general course announcements, I will use the eLearning announcement link connected to this course.

Course Information

In Curriculum Design for Career and Technical Education (CTE), you will learn the process of developing a course—from determining the need, analyzing the learners and task(s), writing objectives, designing the instruction through sequencing, strategies, message and materials. You will also be asked to read and research requirements for career and technical education on the state and federal levels.

It is very important that you read all the reading assignments. This will enable you to complete guided worksheets that check for understanding. In addition, required external resources (YouTube and TED talks) are important to consider a broader view of concepts that are introduced in this course. Writing assignments for reflection, understanding or summarizing interactions and materials will demand a professional style. Proofread carefully before submitting work. The final project will involve a culmination of all course concepts. Because of this, completing the course in a timely fashion will ease the burden of recalling concepts to build a successful final project.

Credit Hours

Curriculum Design for Career and Technical Education is a 2-credit hour course. The aggregation of time on tasks, assignment, and interactions in an online course will reflect rigor and expectations equivalent to the federal definition of the credit hour—15 hours of direct faculty instruction and a minimum of 30 hours of out-of-class student work for each credit hour awarded.

Learning Objectives

University Level Outcomes

- **Critical Thinking**

Students will demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems.

- **Communication**

Students will display competence in oral, written, and visual communication, as appropriate for their discipline.

- **Program Content Knowledge**

Students will demonstrate discipline-specific knowledge and skills in their major fields of study.

Program Level Objectives

- At the conclusion of the course, the learner will know and be able to apply the concepts to designing curriculum.
- At the conclusion of the course, the learner will be able to explain Perkins V and how to implement the requirements.

Course Level Objectives

Upon completion of this course, learner will be able to:

- Explain the value of instructional design including all the components.
- Explain learner characteristics and contextual analysis and conduct a task analysis.
- Write effective instructional objectives to make instruction meaningful.
- Develop a well-designed instructional message and present instruction that is effective and engaging.
- Explain the role of Perkins including the required components: comprehensive local needs assessment, program of study and Iowa's state plan.

Course Description

- Designing curriculum that aligns with a post-secondary course of study, academic standards, and local program of study needs and constraints. Emphasis on authentic learning and programs of study.

Course Outline

Module 1 – Introduction to Instructional Design Process & Career and Technical Education

Module 2 – Determining the Need for Instruction and Learner & Contextual Analysis

- Module 3 – Task Analysis
- Module 4 – Instructional Objectives
- Module 5 – Designing the Instruction: Sequencing
- Module 6 – Designing the Instruction: Strategies
- Module 7 – Designing the Instructional Message
- Module 8 – Developing Instructional Materials
- Module 9 – Iowa Career and Technical Education & Perkins V

Course Requirements and Evaluation Methods

Required Texts/Readings/Other Content

Morrison, Gary R.; Steven J. Ross, Jennifer R. Morrison, and Howard K. Kalman, *Designing Effective Instruction* 8th Edition. ISBN-13: 978-1119465935 ISBN-10: 1119465931

Instructional Methods and Evaluation of Performance

This course is a guided independent study (GIS) course which means that you can enroll anytime, work at your own pace, and finish within nine months. The course is divided into modules. Each module includes objects as well as an Introduction, Resources, and Evaluation.

Introduction

The introduction lists the objectives of the module including background information as well as a preview of concepts.

Resources

Resources include the readings for each module—chapters from the required text. Online resources such as videos are also required for expanded learning of concepts.

Evaluation

As a check for understanding, all modules include a guided worksheet for the required reading. In addition, writing assignments will be included to further check for clarity of applied information. A final project will demonstrate the understanding of building a course.

Strategies for Formative Assessment

The guided worksheets will serve as the formative assessment for the course.

Evaluation Methods

Any graded assignments can be found in the Evaluation folder within each unit folder. A guided worksheet is required in most modules. In addition, assigned writing assignments demonstrate the application of the content. Grades will be figured on total points.

For graduate credit, a final writing project applying the instructional design model will be required.

Determination of Grades

Points are assigned to each assessment and will be posted in My Grades of the tools link on the Blackboard website.

Guided Worksheets	80
Writing assignments (reflection, explanation, discussion summary)	145
Total Points	225

The total points are figured into a percentage, and the grade is determined by the Grading Scale. Students are expected to monitor their own grades on Blackboard and save all graded work on their own computer. Grades will be reported using the following scale:

Grading scale		Points			Points			Points
93-100%	A	209	80-82%	B-	180	63-69%	D+	142
90-92%	A-	203	77-79%	C+	173	56-62%	D	126
87-89%	B+	196	73-76%	C	164	50-55%	D-	113
83-86%	B	187	70-72%	C-	158	< 50%	F	0

Approved Statements for Non-discrimination and Accessibility

Office of Compliance and Equity Management

The University of Northern Iowa does not discriminate in employment or education. Visit [13.03 Equal Opportunity & Non-Discrimination Statement](#) for additional information.

Student Accessibility Services

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations please contact Student Accessibility Services (SAS), located at ITTC 007, for more information either at (319) 273-2677 or send an email to accessibilityservices@uni.edu. Visit [Student Accessibility Services](#) for additional information.

Diversity and Inclusion Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Academic Integrity

To ensure academic integrity and to follow [UNI policies on Student Academic Ethics](#) (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions).

Course Communication and Technology

Online Component

This course is completely an online utilizing Blackboard for instruction, materials, and communication. This online component can be accessed through the [UNI Blackboard Learn website](#)

All of the handouts and information for this course will be available in Blackboard. Students are advised to check the website and their email for communication. Any changes to the course syllabus or schedule will be announced through Blackboard. Assignments are due as specified in the course schedule and on the course Blackboard page in Blackboard. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard tutorials are also available on the [Blackboard Learn Help website](#).

Communication with Instructor

I will primarily communicate with students via email, but I will be available by appointment as well for discussion by phone or Zoom. Send personal concerns to me to my UNI email address and request appointments with me if you prefer to discuss concerns and questions live by phone or Zoom rather than in an email. Generally, it will take me up to 24 hours to respond to emails, except on the weekends where it may take up to 48 hours. I will provide feedback on assignment submissions, and I will do this as well as grade within two weeks of the submission.

Attendance, Late Work, and Makeup Work

See UNI [Policy on Class Attendance and Makeup Work](#)

Online Netiquette and Classroom Civility

Because this is a fully online class, you will mostly be communicating with me and others through email, discussion forums, and other online communication. It is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through Blackboard and never via email.

Finally, read [Albion's Core Netiquette Rules](#) and always remember to address your professor and other students in a respectful manner.

Technology Requirements

Having reliable equipment and a dependable internet connection is important in online courses. The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and ability to use:

- UNI Gmail account
- Microsoft Office
- High speed internet connection
- Blackboard Learn is supported on Firefox and Chrome (Internet Explorer and Safari do not support Blackboard and users can experience difficulty opening files)
- YouTube, setting videos to "unlisted" in order to share links

- Panopto
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

Technical Support

If you experience any technical problems, contact the **Office of Continuing and Distance Education** at 319-273-7740 (local), 800-772-1746 (toll-free) or cesp-consult@uni.edu.

Please note: Instructors are not the first line of support for technical problems.

For course support, M-F, from 8 a.m. - 4:30 p.m.