

Curriculum Design for Career and Technical Education INDIVSTU 4159/5159

Instructor Contact Information

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| 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 Blackboard 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.

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| Guided Worksheets | 80 |
| Writing assignments (reflection, explanation, discussion summary) | 145 |
| Total Points | 225 |
| Graduate Credit Project | 25 |
| Total Graduate Credit Points | 250 |

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. Undergraduate grades will be reported using the following scale:

| Grading scale | | Points | | | Points | | | Points |
|---------------|----|---------|--------|----|---------|--------|----|---------|
| 93-100% | A | 209-225 | 80-82% | B- | 180-186 | 63-69% | D+ | 142-157 |
| 90-92% | A- | 203-208 | 77-79% | C+ | 173-179 | 56-62% | D | 126-141 |
| 87-89% | B+ | 196-202 | 73-76% | C | 164-172 | 50-55% | D- | 113-125 |
| 83-86% | B | 187-195 | 70-72% | C- | 158-163 | < 50% | F | 0-112 |

Graduate credit requires an individualized curriculum project developed through interviews with the instructor. Components will include objectives, timeline, project description and outline, and evaluation. The graduate credit is 10 percent of the total possible points.

| Graduate Credit Grading scale | | Points | | | Points | | | Points |
|-------------------------------|----|---------|--------|----|---------|--------|----|---------|
| 93-100% | A | 233-250 | 80-82% | B- | 200-207 | 63-69% | D+ | 158-174 |
| 90-92% | A- | 225-232 | 77-79% | C+ | 193-199 | 56-62% | D | 140-157 |
| 87-89% | B+ | 218-224 | 73-76% | C | 183-192 | 50-55% | D- | 125-139 |
| 83-86% | B | 208-217 | 70-72% | C- | 175-182 | < 50% | F | 0-124 |

Important UNI Policies

Free Speech Syllabus Statement:

As per the Board of Regents - State of Iowa, the Syllabus Free Speech Statement will be reviewed at the beginning of each course. (Approved by UNI Faculty Senate: April 26, 2021)

The University of Northern Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We encourage the free and responsible exchange of diverse ideas on our campus. The University is committed to open inquiry and the spirited and thoughtful debate of such ideas.

Discrimination, Harassment, and Sexual Misconduct Policy:

The University is committed to achieving fairness and equity in all aspects of the educational enterprise and therefore prohibits discrimination, harassment, sexual misconduct, and retaliation under this policy. This policy applies regardless of the status of the parties involved and includes students, student organizations, visitors, faculty, administrators, and staff. [Discrimination, Harassment, and Sexual Misconduct Policy webpage](https://policies.uni.edu/1302) (<https://policies.uni.edu/1302>).

If you are aware of or witness discrimination, harassment, sexual misconduct, or retaliation **report the incident** to the Title IX Coordinator or designee in accordance with the [policy](#). Refer to safety.uni.edu for additional information on resources and reporting options, including on-line reporting. Please take the time to acquaint yourself with your **mandatory reporting responsibilities**. Reporting

does not launch an investigation but rather allows us to provide resources and options, such as advocacy services. Riverview Center serves as our primary provider of **advocacy services** for survivors of sexual assault and has an on-campus presence.

For those looking for sexual assault **prevention activities**, including classroom speakers and presentations for student organizations, please use the [Request a Presentation link under the Prevention tab at safety.uni.edu](#), call OCEM at 3.2846, or email equity@uni.edu and we will be glad to make arrangements for you.

Our online educational program related to this policy is available at training.uni.edu. Sign in with your CAT ID and pass phrase to view the specific training program(s) assigned to you. It is recommended that you complete the online training or attend an OCEM sponsored training at least once every other year. You will receive an email to alert you of assigned programs.

Non-discrimination in Employment or Education:

Content in this class has the potential to be disturbing to some individuals based on life experiences. If you ever feel the need to step out of the classroom or decline participation in an activity, please request an alternative learning experience.

UNI Policy 13.02 Discrimination, Harassment, and Sexual Misconduct states: "The University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected class, as well as retaliation."

Policy 13.02 outlines prohibited conduct and reporting processes. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or Title IX Deputy Coordinator.

- Title IX Officer Leah Gutknecht, Assistant to the President for Compliance and Equity Management, 117 Gilchrist, 319.273.2846, leah.gutknecht@uni.edu
- Title IX deputy coordinator: Christina Roybal, Sr. Associate Athletic Director Athletics Administration, North DOME 319.273.2556, christina.roybal@uni.edu

If you or someone you know has been harassed or assaulted, you can find the appropriate resources at safety.uni.edu and equity.uni.edu. Resources that provide free, confidential counseling are also detailed at safety.uni.edu.

For additional information, contact the Office of Compliance and Equity Management, 117 Gilchrist Hall, 273-2846, equity@uni.edu.

Equal Opportunity and Non-Discrimination Statement:

The United States Department of Education's Office for Civil Rights (OCR) requires that a notice of nondiscrimination be prominently displayed in any **publications used in connection with recruitment** of students or employees. Please note that this applies to electronic formats as well. Refer to the policy to view the University's

approved statement. [Equal Opportunity and Non-Discrimination Statement webpage](https://policies/uni.edu/1303) (https://policies/uni.edu/1303).

Accommodations of Disabilities Policy:

No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to unlawful discrimination by the University. This policy applies to all aspects of campus activities including employment, education, student programming, and services provided to the community at-large. [Accommodations of Disabilities Policy webpage](https://policies.uni.edu/1315) (https://policies.uni.edu/1315).

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. Students with disabilities experiencing a barrier to access should connect with Student Accessibility Services (SAS) to request accommodations. SAS views disabilities as an integral part of the rich diversity at UNI and works collaboratively with students, faculty, and staff to create an accessible educational environment for students. UNI faculty are not obligated to provide accommodations for students with disabilities without proper notification from SAS and the student. Students may initiate the accommodation process at any time. However, accommodations are not retroactive, and the process for getting connected takes time. Therefore, SAS staff always recommends that students initiate the process as soon as possible rather than wait for academic and social-emotional responsibilities to become overly stressful and/or overwhelming. For more information about the accommodation process, please contact SAS at (319) 273-2677 Relay 711, accessibilityservices@uni.edu, or GIL 118. Additional information is also available at sas.uni.edu. (https://sas.uni.edu/).

Affirmative Action Policy:

The University is committed to a policy of equal opportunity in employment, retention, and advancement of employees without regard to age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal and/or state law, except in rare instances where sex may be a bona fide occupational requirement, and to a policy of affirmative action for protected classes. Affirmative action entails special efforts by the University community to recruit and hire protected class members throughout the University, proportionate to their availability in the relative labor market. These policies apply to all positions in the University. [Affirmative Action webpage](https://policies.uni.edu/1301) (https://policies.uni.edu/1301).

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](https://policies.uni.edu/1303) for additional information. (<https://policies.uni.edu/1303>).

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](https://policies.uni.edu/301) (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). (<https://policies.uni.edu/301>).

The Learning Center @ Rod Library:

The Learning Center @ Rod Library provides free tutoring for a variety of different areas (i.e. writing, math, science, business, Spanish, college reading and learning strategies). The Learning Center @ Rod Library is open for walk-in assistance Monday-Thursday 10am-10pm and is free of charge for all UNI students. If you are unavailable during normal tutoring hours, online tutoring is also available through Smarthinking. You will need your CATID and passphrase to gain access. Access the [Smarthinking platform](https://tlc.uni.edu/online) (<https://tlc.uni.edu/online>). For more information, go to [The Learning Center](https://tlc.uni.edu) website (<https://tlc.uni.edu>), email TheLearningCenter@uni.edu, call 319-273-6023, or visit the TLC desk located on the main floor of Rod Library.

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
- Reliable (High speed) internet connection. An ethernet connection is preferable to a wi-fi 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
- 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.