



The University of Akron
College of Education
Educational Foundations and Leadership
 [5400:430/530] [Systematic Instructional Design in Postsecondary Education] [3]

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I. COURSE DESCRIPTION

Systematic Curriculum Design focuses on the procedure of breaking down an occupation to determine curriculum for laboratory and classroom, developing the content into an organized sequence of instructional units.

Prerequisites:

II. RATIONALE

To provide participants with the opportunity to develop and practice the skills for successful teaching/training.

III. REQUIRED/OPTIONAL TEXTS

Lee, H.D. & Nelson, O.W. (2006) Instructional analysis and course development. Homewood, IL: American Technical Publishers, Inc. <http://www.go2atp.com/>

IV. COURSE GOALS/OBJECTIVES

Objectives	UA Conceptual Framework Proficiencies	Standards *	Assignments/Assessments
Exhibit high self-esteem through positive communication.	K1,4	A;B;C	Homework; Curriculum Project
Accept responsibility	K1,4;E	A;B;C	Weekly on-line discussion

for learning process.			
Exhibit professional work ethics, integrity, and honesty in all communication modes.	E1;D2	A;B;C	Homework; Curriculum Project
Internalize application for cultural diversity.	D1, D2	A;B;C	Homework; Curriculum Project
Utilize common terminology associated with the workplace.	K1	A;B;C	Homework; Curriculum Project; On-line class discussion
Model lifelong-learning through application and adaptation to new knowledge.	K1,4	A;B;C	On-line class discussion
Utilize prior knowledge and coursework knowledge to draw logical conclusions.	K1,4	A;B;C	Homework; Curriculum Project
Cooperate with others and support colleagues.	K1,4	A;B;C	On-line class discussion
Be aware of resources associated with educational and training systems.	K1,4	A;B;C	Homework; Curriculum Project
Allocate materials and facility resources.	K1,4;T1,2	A;B;C	Homework; Curriculum Project
Acquire, evaluate, and synthesize necessary information.	K1,T1,2	A;B;C	Final; Homework; Curriculum Project
Select and troubleshoot technology in educational and training sessions.	T1, T2	A;B;C	Homework; Curriculum Project
Teach and train others.	K1	A;B;C	

Serve adult learners.	K1	A;B;C	
Exercise leadership.	K1	A;B;C	On-line class discussion
Apply systems theory to teaching and training.	K1	A;B;C	Homework; Curriculum Project
Utilize formative and summative evaluation.	K1	A;B;C	Homework; Curriculum Project
Think creatively, make decisions, and solve problems independently.	K1	A;B;C	Homework; Curriculum Project
Illustrate the role of performance-based instruction in the teaching and learning process.	K1,4	A;B;C	Homework; Curriculum Project
Assess employee-training needs.	K,4,1	A;B;C	Homework; Curriculum Project
Assess labor market for technical workforce education needs.	K1	A;B;C	Homework; Curriculum Project
Examine advisory committees to develop, review, and evaluate technical programs.	K1,4;E2,3	A;B;C	Homework; Curriculum Project
Examine national and state legislation and regulations in technical program development.	K1	A;B;C	Homework; Curriculum Project
Examine professional accrediting guidelines in technical program development.	K1,4;E2	A;B;C	Homework; Curriculum Project
Examine course competencies and their properties.	K1	A;B;C	Homework; Curriculum Project

Examine performance standards for each competency.	K1,4	A;B;C	Homework; Curriculum Project
Examine learning objectives for competencies.	K1,4	A;B;C	Homework; Curriculum Project
Examine core abilities.	K1	A;B;C	Homework; Curriculum Project
Examine course descriptions and course goals.	K1,4	A;B;C	Homework; Curriculum Project
Examine sequence of course competencies.	K1,4	A;B;C	Homework; Curriculum Project
Examine plans for curriculum evaluation.	K1,4	A;B;C	Homework; Curriculum Project
Disseminate information to peers through classroom activities.	K1,4	A;B;C	Homework; Curriculum Project

* **Standards**-Skill Standards for Professional-Technical College Instructors and Customized Trainers

V. COURSE OUTLINE

1. ISD Process

1. Models and Theories of ISD

1. History and Philosophy of Technical Education
2. Organizing the Curriculum
3. Relationship of curriculum to instruction
4. Contemporary Design Models
 1. Analysis
 2. Design
 3. Development
 4. Implementation
 5. Evaluation

2. Needs Analysis

1. Collecting and Assessing organizational data
2. Collecting and Assessing local related data
3. Learner and Context analysis

2. Design, Development and Implementation
 1. Job/Task Analysis
 2. Determining Curriculum Content
 3. Sequencing Instructional Content
 1. Decision Making Models
 4. Curriculum vs. Instruction
 5. Materials and Facilities planning
 1. Textbook evaluation
3. Evaluation
 1. Evaluation Models
 2. Formative and Summative Evaluation
 3. Accreditation
4. Project/Curriculum Management
 1. Lab organization
 2. Safety/Legal

VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

Description	Points
8 Homework Assignments @ 10 pts.	80
Project Part A	46
Project Part B	71
Project Part C	56
Class participation (3 points per week for on-line discussion participation, see rubric); including end of module evaluations	24
Final Examination (Comprehensive)	80
TOTAL UNDERGRADUATE POINTS	357
Graduate Requirement: Assessment of Peers Project (30 points each)	90
TOTAL GRADUATE POINTS	447

Graduate Students: Graduate students must do three additional project worth 90 points. See the Assignment Directions area. Graduate students are also held to a higher level of quality in the products that they generate.

See the Class Schedule and Rubric Documents for details.

VII. EVALUATION/STUDENT ASSESSMENT

See specific assignments and the associated Performance Based Assessment

Instruments (PBAI's which include the Directions and Scoring Guides) for each task listed in Section VI. Each assignment will have a specific PBAI (directions plus a scoring guide rubric) associated with the requirements for the assignment. Students will be evaluated using the corresponding scoring guide rubric. Total points for the course will be calculated and a percentage calculated for a letter grade.

A	93-100%
A-	90-92%
B+	86-89%
B	83-85%
B-	80-82%
C+	76-79%
C	73-75%
C-	70-72%
D+	66-69%
D	63-65%
D-	60-62%
F	BELOW 60%

VIII. CONCEPTUAL FRAMEWORK PROFICIENCIES

The University of Akron, College of Education has identified **Educator as Decision Maker** as the theme of our conceptual framework, which has been developed around the core components of professional practice and scholarship identified in the mission statement of the college: **Knowledge, Technology, Diversity, and Ethics**. The theme and components provide direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is our goal to provide opportunities to candidates to develop a solid foundation in the identified proficiencies for each of the core components through well-planned coursework. This foundation then transfers into knowledge-based decision making as it applies to **Standards Setting Programs, Research and Inquiry, and Outreach**. Descriptions of the proficiencies are provided at <http://www.uakron.edu/colleges/educ/COE/cf-proficiencies.php>.

As you progress through your program, you will find the **conceptual framework** aligned with course objectives. You will also find the **conceptual framework** theme and core components reflected throughout the College of Education. This reflects our commitment to these central tenets and our vision that all of our graduates will be effective **decision makers** throughout their professional careers.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:
<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>, then select "General

Information" (academic honesty); or <http://www.uakron.edu/studentlife/sja/codecon.php> (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult <http://www.uakron.edu/access> and the Office of Accessibility at (330) 972-7928.

University Policies

Academic Dishonesty

Students at The University of Akron are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. The University community is governed by the policies and regulations contained with the **Student Code of Conduct** available in the Office of Student Conduct, Gardner Student Center 104, (330) 972-7021, <http://www.uakron.edu/studentlife/sja/index.php>.

The University of Akron considers academic integrity as essential part of each student's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at The University of Akron.

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- 1 Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- 2 Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- 3 Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- 4 Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- 5 Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- 6 Observing or assisting another student's work, when not part of a group activity.
- 7 Violation of the procedures prescribed by the professor to protect the integrity of the

examination.

8 Cooperation with a person involved in academic misconduct.

9 Handing in the same assignment in two different classes

Plagiarism and Academic Integrity. The following University of Akron, University Libraries website is an excellent source to help you, the student, understand plagiarism and how to avoid it. It is also an excellent resource for you as a future trainer.

A student who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean. If the matter is referred to the Office of Student Conduct, an informal meeting will occur and, if substantial evidence exists, the office has the authority to take formal action against the student including, but not limited to, suspension or dismissal from the University. A more detailed discussion of these procedures can be found in the Student Code of Conduct.

ADA Statement

Any student who has a disability that substantially limits learning in a higher education setting may contact the Office of Accessibility (formerly known as Services for Students with Disabilities) for information regarding their eligibility for reasonable accommodations. The office telephone number is (330) 972-7928 (Voice) or (330) 972-5764 (TDD), or <http://www3.uakron.edu/access/> .

Adding Courses—Registration

A student must register for a course before the end of the fifth day of a fall or spring term or the second day of a summer session. Additions to the student's official schedule may be made after that date, but before the 15th calendar day, only with the permission of the student's adviser, instructor, and dean or dean's designee. Students who have not registered and paid by this deadline may not attend classes to receive credit for the course.

For updates and changes in the “adding courses” policies contact the Office of Registrar. It is your responsibility to keep updated. Questions regarding your registration can be addressed by the Office of the Registrar, 330-972-5400, <http://www.uakron.edu/registrar/> .

Withdrawal Policy

A student may withdraw from a course without an advisor's or course instructor's signature through the 15th day of a semester or comparable dates during summer sessions, intersession, etc. After the 15th day of a semester, and up to the midpoint of a semester, a

student may withdraw from a course with the signature of the student's adviser.

After the midpoint of a semester, a student may have the signature of both the course instructor and the adviser. Such authorization must be dated and processed through the office of the Registrar no later than the last day of the 12th week of classes or comparable dates during summer session, intersession, etc.

An approved withdrawal after the 15th day of the term will be indicated on the University official academic record by a "WD." A student who leaves a course without going through the withdrawal procedure will be given an "F" in the course. Questions regarding your registration can be addressed by the Office of the Registrar, 330-972-5400, <http://www.uakron.edu/registrar/> . Drop/add forms are located at the following website <http://www.uakron.edu/registrar/Forms.php> .

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another we endorse a cultural of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration.

This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited. Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.

Incompletes

Incompletes indicate that the student has completed passing work but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the "I" to an "F." When the work is satisfactorily completed within the allotted time the "I" is converted to whatever grade the student has earned.

In-Progresses

In-progresses indicate that the student has not completed the scheduled course work during the term because the nature of the course does not permit completion within a single term, such as work toward a thesis.

University Closing Policy

The president, or designee, upon the recommendation of the Director of Public Safety and Chief of Police, will determine when conditions--such as severe weather or a state of emergency--necessitate closing the entire University or canceling classes at the main campus and/or Wayne College in Orrville.

The Director of Public Safety and Chief of Police will promptly notify other designated University officials and members of the Department of University Communications, who will contact area media. University colleges/departments are encouraged to establish a method for communicating the closing decisions to department personnel. Closing information will be announced as early and as simply as possible to avoid confusion. Cancellation of classes and closure announcements will be made as early as possible in the day and will clearly state the affected campus(es). Call 972-SNOW or 972-6238 (TDD/Voice) for updated information. You can also request to be on a listserv for information. For information concerning cancellation of campus based classes and web-based courses (those closing and cancellations that only affect your particular scheduled class), see course policies.

Writing Lab

U of Akron provides support services for students regarding their writing. Please feel free to contact the Writing Lab to help you with writing assignments. Staff from the writing lab will assist University of Akron students with writing assignments. Location: Carroll Hall 212, Phone: 330.972.6548, [Review This Site](#) .

Course Policies

Responsible Attendance and Absences

As an adult learner you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance means that you will plan your schedule so that you can be present for scheduled class sessions and manage your time so that you can complete

your assignments and assessments on or before the date they are due. A syllabus has been provided with a schedule listing class sessions and due dates for assignments and assessments. The timeline is tentative and might need to be changed because of feedback that occurs during the course implementation. If adjustments are necessary in the schedule, a written notice will be provided.

ALL course sessions are mandatory whether they are face-to-face or virtual class sessions. ALL session absences must be approved prior to the class session.

If you miss a class session unexpectedly:

- 1 You are responsible for identifying what you have missed and for obtaining handouts or other learning materials that were distributed during your absence from class colleagues.
- 2 If the learning plan indicates that you missed interactive, in-class, or group learning activities, discuss alternative learning activities with the instructor. It is preferred that you propose an alternative.)
- 3 Contact the instructor in person, via email explaining how you intend to make up missed work.
- 4 In order to receive full credit for work missed during your absence, you must complete it within **one week** of the due date. Any work not made-up within one week will be considered late and deducted by 10% each session it is late.

If you know you will miss a class session:

- 1 Plan ahead to submit assignments or complete assessments that will be due during your absence **prior** to your absence. (Refer to the syllabus schedule.)
- 2 Notify the instructor in person, via email prior to your absence, explaining how you intend to make up missed work.

Class Cancellations

Check the entry page of D2L (Springboard Course) for any notices concerning class (campus-based or web-based) that have been made by your instructor. Students will also be e-mailed any information.

Course Concerns

If you have any concerns, whatsoever, about any of the assignments or your performance, please contact me. Do not wait until the assignment is due or the performance cannot be rectified.

Deadlines

It is your responsibility to meet all of the deadlines for every class session, assignments, and assignment task. Assignments will be given deadlines--ANY assignments not turned in on the designated due dates and times will be considered late and deducted by 10% each day they are late. Late assignments will not be

accepted 72 hours after the due date, they will be marked zero.

EVERY assignment in must have a document of “some sort” submitted via the dropbox to OBTAIN A GRADE unless otherwise notified (check each assignments directions to see what needs to be submitted). All documents submitted should contain your last name and a brief description of the product (e.g., jensrudreflection.doc, jensrudmethods.ppt, etc.). You will be given the “brief description” for each assignment. If students do not submit the correct documents by the duedate/time, the product will be considered late and will be 10% each day they are late, up to 3 days.

Duplicates

All assignments will be the student’s own work and need not be submitted in duplicate unless indicated by your instructor. However, it is strongly suggested that the student retain all graded materials as a copy in case it is needed.

Ethics

Students are expected to display ethical behavior at all times. Cheating, plagiarism, etc., will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, an 'F' for the class, dialogue with administrators, and dismissal from the college.

Grades

A required scoring guide or document must be submitted for each assessment activity for it to be graded. Students must receive a C or better in each of your 5400 courses. If a C or above is not achieved, the course must be taken over again before moving forward in Technical Education.

The only “official grades” are those that you obtain from your transcripts and/or the grades posted on the Web after grades are due. You should monitor and record your grades in each class as the semester goes along so that you know your status in each class on a daily basis.

Student grades will be submitted to the appropriate department at the end of the semester (due dates for grades are determined by The University of Akron). Students can obtain their final grades via the Internet/WWW from The University of Akron's Home Page <http://www.uakron.edu/registrar/UGradepage.php> .

Incompletes

Incompletes are given only under extenuating circumstances and must have the instructor's approval prior to the last class session. DO NOT wait until it is too late to remedy this situation--check University Policies for definition of Incompletes.

Incomplete grades automatically turn into “F’s” if the student does not complete their work by the agreed date with the instructor. All incomplete work must be completed by the middle of the next semester, excluding summers. Instructors are not required to give incompletes

Professionalism

All assignments must be submitted in a professional manner (typed, neat, organized, headings, sub-headings as appropriate, etc.). Each assignment will have an evaluation checklist (scoring guide) that will be returned with the product/assignment.

Respect

Class participants will undoubtedly express different opinions on subjects discussed during the course of the semester. Different opinions and professional critiques of ideas are welcomed in class and should be discussed to gain further knowledge of the varied schematics individuals use to pattern and understand environmental factors.

Technology

Be patient with technology. If a technological difficulty is experienced, you are required to be available during the time of contact indicated on the syllabus or as indicated by your instructor (e.g., if the server goes down during a chat and the chat is scheduled from 5:20 to 7:50, make yourself available from 5:20 to 7:50 in case the server comes back up.

Also, technology does go down periodically, therefore it would behoove you to submit your assignments in plenty of time before the due date/time in the dropbox. If you are unable to submit your assignment before the time allotted for the due date, it will be counted as late. There is no leeway in the dropbox for submitting assignments by the due date/time. You will not be able to submit the assignment even 1 second late.

If you have technical questions, [please call the helpdesk: 330.972.6888](tel:330.972.6888).

Miscellaneous

Sign up early for the 5400 courses so that they are not cancelled. Many courses are not offered every semester, therefore, if a course is cancelled it might not be offered again in a convenient semester.

The Technical Education web site is located on the COE site <http://www.uakron.edu/colleges/educ/COE/programlist.php>. Check this web site

frequently for updates, advising information, and to access products (e.g., applications, etc.) that may help you coordinate your Technical Education program.

How to Get the Most from This Learning Experience

- 1 Take charge of your own learning. Raise questions, probe, explore, and go after what you need.
- 2 Be open. Use your imagination, consider new possibilities, and create something new for yourself.
- 3 Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.
- 4 Have fun. Plan to thoroughly enjoy this opportunity to learn and to grow in your professional competence and satisfaction.

I look forward to working with you!!

X. BIBLIOGRAPHY

ATTACHMENT: Conceptual Framework Proficiencies

Candidate proficiencies related to expected knowledge, skills, and professional dispositions have been identified for each of the core components of professional practice.

Core Component: Knowledge

Candidates will . . .

1. demonstrate knowledge of the content necessary for optimum practice and/or research in their respective employment settings (content knowledge)
2. demonstrate an understanding of students' and individuals' cognitive, social, academic, linguistic, physical, and emotional development to explain and present content in multiple ways that facilitate cognitive, academic achievement, linguistic, physical and affective development (pedagogical knowledge)
3. demonstrate knowledge of the interaction of subject matter and effective strategies to make cognitive, academic achievement, linguistic, physical and affective growth attainable for all students and individuals (pedagogical content knowledge)
4. demonstrate an understanding of professional, state and institutional standards, the role of assessment, and the use of formative and summative assessments, and data to facilitate learning and provision of effective professional services.

Core Component: Technology

Candidates will . . .

- 1.demonstrate an ability to integrate appropriate technology to facilitate learning and development for all students and individuals.
- 2.demonstrate an ability to use technology for assessment, analysis of data, and research to support and enhance student learning and individual development.

Core Component: Diversity

Candidates will . . .

- 1.demonstrate knowledge, skills and dispositions necessary to meet the individual needs of students and individuals based on gender, socioeconomic status, racial, ethnic, sexual orientation, religion, language and exceptionalities (both disabilities and giftedness).
- 2.demonstrate dispositions that value fairness and learning for all students and individuals.

Core Component: Ethics

Candidates will . . .

- 1.demonstrate an ability to collaborate and communicate with other educators, administrators, community members, students and parents to support student learning.
- 2.demonstrate knowledge of and adherence to the roles and responsibilities of the profession and to respective professional ethics and codes of conduct including the Ohio Educator Code of Ethics.
- 3.demonstrate ability to reflect on their effectiveness in helping all students or individuals learn and develop to their fullest potential.