

**Department of Teaching and Learning**  
**Inquire. Educate. Innovate.**

**Course Information**

<b>Prefix &amp; Number</b>	EDW 733
<b>Title</b>	Workforce Education Curriculum and Program Development
<b>Credits</b>	3
<b>Semester</b>	
<b>Instructor</b>	
<b>Office/Phone/Email</b>	
<b>Class Location</b>	
<b>Office Hours</b>	
<b>Prerequisites</b>	
<b>Course Description (Course Introduction)</b>	<p>The major purpose of this course is to acquaint students with principles, techniques and procedures essential to curriculum development in career and technical education at the secondary and/or post-secondary levels. Emphasis is placed on the competency based approach and competencies needed by career and technical education personnel who delegate the responsibility of developing and implementing a curriculum in career and technical education. Consideration is given to organization, principles, objectives, student needs, learning experiences, methods and instructional materials in career and technical education programs. Particular attention is given to occupational analysis and its role in curriculum development.</p>
<b>SPA Standards Addressed:</b> <b>Standard Domain Areas Addressed in this Course</b>  <b>INTASC Principles Addressed in this</b>	<ol style="list-style-type: none"> <li>1. <b>Learner Development:</b> Understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</li> <li>2. <b>Learning Differences:</b> Understanding of individual differences and diverse cultures and communities.</li> <li>3. <b>Learning Environment:</b> Create environments that support individual and collaborative learning.</li> </ol>

<p><b>Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions</b></p>	<ol style="list-style-type: none"> <li>4. <b>Content Knowledge:</b> Understanding of the central concepts, tools of inquiry, and structures of Career and Technical Postsecondary Education and selected disciplines.</li> <li>5. <b>Application of Content:</b> Understanding of the context of learning and development within a multicultural and diverse society.</li> <li>6. <b>Assessment:</b> Understanding and uses multiple methods of assessments to engage learners in their own growth.</li> <li>7. <b>Planning for Instruction:</b> Planning for instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas.</li> <li>8. <b>Instructional Strategies:</b> Uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas.</li> <li>9. <b>Professional Learning and Ethical Practice:</b> Engages in ongoing professional learning and uses evidence to evaluate practice.</li> <li>10. <b>Leadership and Collaboration:</b> Seeks appropriate leadership roles and opportunities to take responsibility for student learning.</li> </ol>
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## COURSE OBJECTIVES

Upon completion of this course, students would have derived the following competencies/performance:

- Define terms used in curriculum development and CTE program.
- Identify and know the principles of curriculum development.
- Examine and evaluate curriculum models for CTE.
- Describe an approach to developing and organizing a curriculum in secondary and/or post-secondary schools.
- Demonstrate knowledge and understanding of national, state and local factors affecting curriculum development.
- Identify and describe forces that shape curriculum development in CTE.
- Describe issues in education and implications for curriculum development.
- Identify and apply principles and techniques used to evaluate curricula.
- Develop a curriculum in a selected area of CTE.
- Develop instructional materials.
- Demonstrate higher-order learning process skills such as researching topics, analyzing and synthesizing information, solving problems, and many other critical mental processes.

## **ESSENTIAL KNOWLEDGE**

- Understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes (1d).
- Understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible (1g).
- Understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions (2j).
- Knows how to help learners work productively and cooperatively with each other to achieve learning goals (3j).
- Understands how learner diversity can affect communication and knows how to communicate effectively in differing environments (3l).
- Has a deep knowledge of student content standards and learning progressions (4n).
- Understands how current interdisciplinary themes connect to core subjects (5j).
- Understands creative thinking processes and how to engage learners in producing original work (5o).
- Knows where and how to access resources to build global awareness and how to integrate them into the curriculum (5p).
- Understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals (6k).
- Understands the positive impact of effective descriptive feedback for learners (6n).
- Understands content and content standards and how these are organized in the curriculum (7g).
- Knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks (8l).
- Knows how to use learner data to analyze practice and differentiate instruction accordingly (9h).
- Understands schools as organizations within a historical, cultural, political, and social context (10l).
- Knows how to work with other adults, and has developed skills in collaborative interaction (10n).

## **PERFORMANCE SKILLS**

- Creates developmentally appropriate instruction that takes into account individual learners' strength, interests, and needs that enables each learner to advance (1b).
- Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work (3c).
- Uses a variety of methods to engage learners in evaluating the learning environment and collaborate with learners to make appropriate adjustments (3e).
- Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness (4f).

- Develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from cross-disciplinary skills (5a).
- Designs assessments that match learning objectives with assessment methods (6b).
- Collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards (7a).
- Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill (7c).
- Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs (8b).
- Engages in meaningful and appropriate professional learning experiences aligned with needs of the learners, school, and system (9b).
- Takes on leadership roles at the school, district, state, and /or national level, and advocates for learners, the school, the community, and the profession (10k).

### **CRITICAL DISPOSITIONS**

- Respects learners' differing strengths and needs, and is committed to using this information to further each learner's development (1h).
- Believes that all learners can achieve at high levels and persists in helping each learner reach his/her potential (2l).
- Makes learners feel valued and help them learn to value each other (2n).
- Committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively, and independently, and engage in purposeful learning (3p).
- Thoughtful and responsive listener and observer (3r).
- Values flexible learning environments that encourage learner exploration, discovery, and expression across content areas (5s).
- Takes responsibility for aligning instruction and assessment with learning goals (6r).
- Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances (7q).
- Takes responsibility for contributing to and advancing the profession (10s).

### **REQUIRED TEXTBOOK(S)**

Finch C. R., & Crunkilton, J.R. (1999). *Curriculum development in vocational and technical education: Planning, content, and implementation* (5<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

### **RECOMMENDED TEXT**

Ornstein, A. C., & Hunkins, F. P. (2016). *Curriculum: Foundations, principles, and issues* (7<sup>th</sup> ed.). Boston, MA: Pearson.

## ASSIGNMENTS AND EVALUATION PERFORMANCE

The following learning activities are required for successful course completion:

1. Critiques of selected **case studies**
2. Using the occupations in your field of study and the community in which you presently reside, define the scope of a proposed **occupational analysis**. This will include the following steps:
  - a. Tentatively select an occupation to analyze;
  - b. Gather information about the occupation from the following sources (insofar as is possible in your present situation): community surveys, member of the community, employers, employment projections, reference books, journals, and other sources;
  - c. Identify an occupation or occupational cluster based on information gathered;
  - d. Identify as many of the occupations commonly found within the occupational cluster as possible (if a cluster is to be analyzed);
  - e. Develop a brief but comprehensive written job description for the occupation or for at least two of the occupations in an occupational cluster.
3. Design a **curriculum** for your subject/content area. This project should include several components important to curriculum development (see information below).

### **Curriculum Project**

Your curriculum should include the following:

1. Philosophy or Mission /Vision (Organization, School, or Agency)
  2. Purpose and Objectives of Curriculum
  3. Instructional Staff and Facilities
  4. Population to be served
  5. Courses to be offered (list and description)
  6. General Objectives of each course
  7. Instructional Objectives of each course
  8. Teaching Techniques and Learning Activities
  9. Student/Trainee needs to be met in each course
  10. Instructional Materials that will be used in each course
  11. Evaluation Techniques during the process of each course
4. **Lesson Plan.** You are to prepare a lesson that represents a portion of the overall curriculum you are designing. Research has indicated that there is no higher form of learning and retention than to have to teach a topic to others. The lesson plan must include learning objectives and performance objectives.

## GRADING POLICY

1. Attendance. Class attendance is extremely important. Absences or tardiness significantly interfere with your ability to attain stated course objectives. **Final grades will be lowered on grade level for excessive absences (2 or more times during the semester).**
2. Class Participation. This reflects reading, writing, and discussion. In order to obtain the most from this class, you must actively participate in the class activities and discussions.
3. Assignments. **All assignments are due by 11:59 p.m. (Pacific Time) on the respective dates indicated below.** Assignments submitted after due date will be considered as *Late Assignments*, which receive only 80% of original points. **No written assignments will be accepted after Dec. 1<sup>st</sup> 2016 except the final curriculum development project.** All assignments should follow the guidelines provided, be informative, and well-researched.
4. Resubmission (only for assignments Occupational Analysis & Lesson Plan). *Resubmission does not apply to everyone. For those who submit these two assignments on time, you are eligible to revise and resubmit your work once during the semester for a higher grade. The final due date for resubmission is Dec. 1<sup>st</sup> 2016.*
5. Email Communication. Please use your **Rebelmail** for questions and/or assignments submission with email **Subject** “EDW733 Topic” (e.g. “EDW733 Questions” & “EDW733 Assignment Submission”. Assignments submitted electronically should use MS Word and be named as “EDW733\_Lastname\_Assignment name”, e.g. “EDW733\_Smith\_Reading syllabus”. You are also welcome to submit your assignments in paper copy.

### Grading

Activity	Points	Due Date
Reading Syllabus	10	Sep. 8
Searching the Web	20	Sep. 15
Occupational Analysis	25	Oct. 20
Lesson Plan	75	Nov. 17
Worksheets and Case Studies	120	Flexible dates
Presentation of Curriculum Project	50	Dec. 1 & 8
Curriculum Development Project (Final Project)	200	Dec. 8

### Grading Scale

465 – 500 = **A**; 450 – 464 = **A-**; 435 – 449 = **B+**; 415– 434 = **B**; 400 – 414 = **B-**; below 400 = **F**

## CLASS SCHEDULE

- Week 1**    **Date:** September 1 – Course Overview and Assignments/Introduction to Curriculum Development
- Week 2**    **Date:** September 8 – Curriculum Development Foundation
- Week 3**    **Date:** September 15 – Community Analysis
- Week 4**    **Date:** September 22 – Occupational Analysis
- Week 5**    **Date:** September 29 – Curriculum Strategic Planning
- Week 6**    **Date:** October 6 – Elements of the Curriculum
- Week 7**    **Date:** October 13 – Elements of the Curriculum (continued)
- Week 8**    **Date:** October 20 – Identifying and Developing Curriculum Materials
- Week 9**    **Date:** October 27 – Establishing the Curriculum Content
- Week 10**    **Date:** November 3 – Establishing the Curriculum Content (continued)
- Week 11**    **Date:** November 10 – Establishing the Curriculum Content (continued)
- Week 12**    **Date:** November 17 – Evaluating the Curriculum
- Week 13**    **Date:** November 24 – **Thanksgiving Recess**
- Week 14**    **Date:** December 1 – Presentations 1/Late assignments & *resubmissions* due
- Week 15**    **Date:** December 8 – Presentations 2/Final curriculum project due

### **SPECIAL NOTE**

#### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in

a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

### **Copyright**

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

### **Religious Holidays Policy**

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

### **Transparency in Learning and Teaching**

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:  
<https://www.unlv.edu/provost/teachingandlearning>  
<https://www.unlv.edu/provost/transparency>



### **Incomplete Grades**

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

### **Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling [702-895-3908](tel:702-895-3908). The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

### **Rebelmail**

By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). Emailing within WebCampus is acceptable.

### **Final Examinations**

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library Resource**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Any other class specific information**

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)