William Carey University
School of Education
Department of Career and Technical Education
CTE 443 Design of the Occupation Based Instructional Program
Section 28 – Summer 2012

Professor of Record: Dr. Karen R. Juneau
Associate Professor & Chair
Career and Technical Education

Office: William Carey University
Tradition Campus
Administration Building A335
19640 Hwy 67
Biloxi, MS 39532
Office Phone (228) 702-1865
Cell Phone (228) 282-0470

Meeting Location and Time:

Fully online

Contact Information:

Preferred Contact Method: E-mail or cell phone is the best method of reaching me since I work at a variety of locations and campus sites.

Office hours:
Monday: 10:00 until 11:00 at Tradition
1:00 until 3:00 at Tradition
(Classes and directed readings at Keesler 4:00 -9:40)

Tuesday: 10:00 until 12:00 at Keesler AFB
1:00 until 5:00 at the Keesler AFB
(night class 5:55 -9:46 Keesler AFB)

Wednesday: 10:00 until 12:00 at Tradition
1:00 until 4:00 at Tradition
(night class 5:55 -9:46 Tradition )

Thursday: 10:00 until 12:00 at Tradition
1:00 until 5:00 at Tradition
(May be in Hattiesburg- Hattiesburg hours are by appointment-call to confirm location before you come by.)

Friday: By appointment – call to set up a location and time that will work for us both.
Supporting Faculty for Course: N/A

Course Prerequisites: N/A Course Web

Site: Through D2L

Number of Hours for Course: 3 hrs

Nature of Course: Required

Nature of Students: Undergraduate

Format of Course: All content is provided through D2L.

Catalog description: Occupational analysis-based design and sequencing of instructional components, and the development of appropriate support material (3 hrs).

Course Generally Scheduled: 18 month rotation

Relationship of this course to the curriculum/program sequence: This course is a requirement in the Career and Technical Education program and is one of the six required courses for Trade/Technical Licensure in Mississippi. It supports Area 2 for the GS 1750 Instructional Standards for government service.

Textbooks (required):


Beyond readings from the textbook, additional online library and internet accessible reading assignments may be given to you during the class week and will be posted in D2L.

Conceptual Framework Addressed in Course: The overarching theme of the School of Education and Unit conceptual framework is “Building caring, reflective decision makers.” The Unit’s conceptual framework is by design aligned with the university’s mission.

Course Goals: The overall goal for this course is to empower career and technical teachers to effectively engage in the promotion and discussion of the issues that affect current issues in career and technical education by understanding the origins of these issues. These goals support the conceptual framework of the School of Education.
**Expanded Description:** This course is intended to increase skills in career & technical education course development and in all areas including secondary education, post-secondary education and training and development. It includes introductory need and task analysis, instructional design models, objective taxonomies, lesson plan development and introductory student assessment models.

**Course Objectives:** The purpose of this course is to focus upon selected objectives that are common to career and technical educators as well as academic educators. Through participation and hands-on training, students will:

1. Define curriculum terminology
2. Identify factors to consider in the planning of courses
3. Identify suitable material for academic/vocational integration
4. Write course rationale and goals
5. Write effective instructional objectives
6. Write simple lesson/session plans
7. Select appropriate methods of evaluation

**Technology Competencies:** This course provides the student with the opportunity to utilize a wide range of technology (internet, online library databases, academic search engines, etc.) as research tools to investigate the current literature and to develop professional quality lesson plans and to utilize technology in analyzing, designing, and developing, and evaluating career and technical courses.

**Other Requirements:** A computer equipped with a high speed internet connection and MS Word is recommended for this course.

**Teaching Techniques/Methods Used in Course:** Media presentations, discussions, required readings and individual assignments will be the instructional methods employed in the course.

All class requirements and activities are set upon an individual basis so that maximum instruction can be provided for each student. The student is responsible for budgeting his/her own time and completing class work progressively throughout the term.

**Field Experience Requirements:** N/A

**Course Requirements/Grading Scale:**

<table>
<thead>
<tr>
<th>Requirement(s)</th>
<th>Weight</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments</td>
<td>60%</td>
<td>6 graded assignments (10% each)</td>
</tr>
<tr>
<td>Examination</td>
<td>10%</td>
<td>Mid-Term Exam</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
<td>Design Project</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>10%</td>
<td>Presentation</td>
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</tbody>
</table>
Grades are calculated using a weighted average. The grading scale for this course is:

- A = 90 - 100 points
- B = 80 - 89.9 points
- C = 70 - 79.9 points
- D = 60 - 69.9 points
- F = 0 - 59.9 points

Please note that you must earn the full point to make the cutoff score; 89.9 is a B in this course.

**Incomplete Grades**

All of the following criteria must be met in order for a student to receive an incomplete (I) grade:

- Class (and university) attendance requirements must have been met;
- 80% of the required work for the class must have been done;
- The student must be passing the class at the time the incomplete is granted;
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades;
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e.g., accident reports, medical records, etc.).

The Dean of Education must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

If any one of the above conditions is not met, a student cannot receive an incomplete for the course. If you fail to complete the course before the end of the following trimester the I grade will be replaced with an F.

**Attendance (from The Red Book)**

Students are expected to attend class. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Undergraduate students must attend 75% of the class meetings in order to receive credit for the course. Graduate students must attend 80% of their class meetings in order to receive credit for the course. The total number of absences is reported for each class by each faculty member at the time of filing trimester grade reports.

**Professor Attendance Policy:**

*Since this is an online course, attendance is assessed by the logon records in D2L.* It is expected that you will log onto the course website at least once every eight (8) days (this number was selected to excluded Sundays). Failure to log into the course for more than (8)
days will be considered a course absence. Failure to log into the course for more than sixteen (16) days consecutively or for two separate periods of more than eight (8) days will counted as two sessions you were absent. *If you miss more than two sessions, you will fail this course.*

**Assignment Due Dates and Late Policy:**

**Due Dates:**
For this course, assignments are due one week from date the assignment is given unless otherwise noted. Assignments should be submitted before Midnight Central Time each week; assignments submitted after Midnight Central Time are considered late. Late assignments will accepted for one week following the *original deadline* and will be penalized 10 percent. No assignments will be accepted for credit more than one week after the original due date. No late assignments will be accepted after completion of the final exam.

All assignments are to be typed and should be submitted in electronic format in D2L.

**Weekly Sequence for Assignments and Readings:**

Every week you are provided resources and assignments. The sequence for working with these resources is:

1. If provided for the week, watch the Media Presentation.
2. If provided for the week, read the text reading.
3. If provided for the week, read, and study the Study Outlines and Reviews.
4. If a required outside reading is provided, read that reading.
5. If optional readings are provided, you may want to read these next. Remember that these are not required reading assignments. They are helpful in reinforcing any areas in which you may want additional explanation.
6. If a discussion board question is provided, post your initial comment to the discussion board question. (Note: you are to complete the required readings, PRIOR to posting your initial comments.)
7. If provided for the week, work on the assignment for the week.
8. Respond to any postings on that week’s discussion question.
9. Submit that week’s completed assignment prior to the due date at midnight Central Time.

**Class Participation:**

*Since the course enrollment is very low, responses to required readings will posted in the dropbox board rather than the discussion board.*

- Evidence of reflection on the posted topic
- Consideration of the ideas posted by others
- Number of postings (must post as required in the assignment)
Statement on academic integrity

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Red Book.

ADA statement

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact the appropriate person at the campus closest to their location.

For the Hattiesburg campus, please contact Ms. Brenda Waldrip at 601-318-6188, Student Services Office in Lawrence Hall.

For the Tradition campus, please contact Mr. Jerry Bracey at 228-702-1802 in Administration building.

For the Keesler AFB teaching site, please contact Ms. Amanda Knesal at 228-376-8480 at Sablich Center.

For the New Orleans campus, please contact Ms. Joy Arredondo at 504-286-3296 in the William Carey University Nursing Building.

Disaster Plan Statement

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.
TK20 Subscription Information for All Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state’s schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi’s children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A, M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.
2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including test data, units, and teaching artifacts, etc.
3. Have a fully documented record of artifacts from your university classes and school. Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button. Please contact your program manager, Ms. Amy Herchenhahn, for additional information and support (601-318-6088). Tk20 questions can be sent to Tk20@wmcarey.edu.

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and
benefits, I am sure that you will be pleased.

Barry Morris, Ph.D.
Dean, School of Education
William Carey University
### Tentative Course Assignments

Subject to Change

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of final grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Developing a plan</td>
<td>10%</td>
<td>Planning for your program</td>
</tr>
<tr>
<td>Assignment 2: Needs Assessment/survey instrument</td>
<td>10%</td>
<td>Establish the need for your training/education program</td>
</tr>
<tr>
<td>Assignment 3: Task Analysis</td>
<td>10%</td>
<td>Task analysis to determine content</td>
</tr>
<tr>
<td>Assignment 4: Developing a Syllabus</td>
<td>10%</td>
<td>Determining instructional levels, content and sequence</td>
</tr>
<tr>
<td>Assignment 5: Developing Lesson Plans</td>
<td>10%</td>
<td>Write objectives; develop course outline, instructional sheets, and activity planning. Establish the method(s) of delivery</td>
</tr>
<tr>
<td>Assignment 6: Evaluation Plan</td>
<td>10%</td>
<td>Determine the process of assessing students’ competencies against the course objectives</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>10%</td>
<td>Objective assessment</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
<td>Unit Plan Project</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>Lesson Presentation</td>
</tr>
</tbody>
</table>

Product to Verify Technology Application Competency:

<table>
<thead>
<tr>
<th>Assignment/Objective addressed</th>
<th>Description of the Nature of the Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Project</td>
<td>The final project for this course is a unit plan for instruction in a specific career &amp; technical subject, including a course rationale, course outline, task analysis, instructional schedule and session or lesson plan.</td>
</tr>
<tr>
<td>Week</td>
<td>Lecture/Topic</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| Week 1 | **Topic:**  
  o Instructional Analysis and Course Development Principles  
  o The course design process  
  o Introduction to needs assessment and analysis. | **Assignment 1:** Subject description is due in D2L.  
**Project and project presentation** are assigned – you will develop this project over the course of the term. The project will be submitted at the end of the course in TK20 and D2L Dropbox. The final version of the project is due Week 9. Presentations will be on Week 10.  
**Assignment 1:** Write a two-page description of a narrowly defined subject area for which you would like to develop a course or unit plan. See D2L for specific details. |
| Week 2 | **Topic:**  
  o Needs Assessment  
  o Interviews  
  o Focus groups  
  o Questionnaires  
  o Review research studies, reports, and records  
  o Case studies | **Textbook Readings**  
**Mager:**  
Chapters 1-5  
**Lee & Neslon:** Chapter 3  
Needs Assessment  
**Assignment 2:** Develop a survey instrument for needs assessment. See D2L for specific details |
| Week 3 | **Topics:**  
  o Job task Analysis  
  o Needs Assessment Process  
  o Systems analysis concepts  
  o Conducting the needs assessment | **Textbook Reading:**  
**Lee & Neslon:** Chapter 4 Performance Task Analysis  
**Assignment 3:** Job task analysis reviews.
| Week 4 | Topics:  
|       | o Goals and Objectives o  
|       | Part of objectives o  
|       | Common errors o  
|       | Domains and Levels o  
|       | Assignment 3: Job task reviews are due  
|       | Textbook Readings:  
|       | Mager: Chapter 6, 7, 8  
|       | Study assignment - Work through Chapter 9 – Content of this non-graded assignment will be covered on mid-term exam. |
| Week 5 | Topics:  
|       | Midterm Exam  
|       | Instructional Design o  
|       | Principles of instructional design o  
|       | Systems approach to instructional design (ADDIE) o  
|       | Instructional design models o  
|       | Course syllabus o  
|       | Course Goal(s) o  
|       | Course Description o  
|       | Course Objectives o  
|       | Course content outline o  
|       | Special considerations o  
|       | Evaluation o  
|       | Units of instruction o  
|       | Assignment 4: Create a syllabus  
|       | See D2L for specific details  
|       | Textbook Readings:  
|       | Lee & Nelson: Chapter 6: Instructional design |
| Week 6 | Topics  
|       | Lesson Plan preliminaries o  
|       | Lesson Plan Organization o  
|       | Performance Objectives o  
|       | Planning Objectives (for instructor) o  
|       | Instructor-Developed Resources o  
|       | Instructional sheets o  
|       | Media o  
|       | Demonstration o  
|       | Assignment 4: Syllabus is due  
|       | Textbook Reading:  
|       | Lee & Nelson:  
|       | Chapter 8 Instructional Development |
|       | Assignment 5:  
|       | Lesson Plans  
|       | See D2L for specific details and template |
|       | Presentation Assigned:  
|       | See D2L for specific details due week 10 |
| Week 7 | Topic:  
|       | Evaluation methods o  
|       | Observation checklist o  
|       | Project rubrics o  
|       | Objective formats o  
|       | Difference between o  
|       | Assignment 6: Evaluation plan  
|       | Textbook Reading:  
|       | Lee & Nelson:  
|       | Chapter 9 Program Evaluation |
| Week 8 | **Topics:**  
| o What are curriculum frameworks and how are they used in course design?  
| Assignment 6: Evaluation Plan is due |
| Week 9 | **Topics:**  
| o Course Summary and Review  
| o Putting it all together  
| o Gagne's Nine Events of Instruction: An Overview  
| Project is due and must be submitted into TK20 and D2L Dropbox) |
| Week 10 | **Topic:**  
| Project Presentations |

| Week 8 | **Assignment 5:** Lesson plan due | Is due |
| Week 9 | Web Reading: [http://emedia.leeward.hawaii.edu/teachtech/documents/WebCT/WebFunTrackC/](http://emedia.leeward.hawaii.edu/teachtech/documents/WebCT/WebFunTrackC/) |

summative and formative assessment | See D2L for specific details |