I. Descriptive Information

Department: Teaching & Learning Principles  
Course Title: Curriculum Development for Industry Training  
Course Number: EVT4169  
Course Credit: 3 hours  
Prerequisites: None  
Intended Audience: Junior standing or CI  
Semester: Spring 2010  
Instructor: Dr. Michelle Snider  
Internet Address: http://education.ucf.edu/teched/  
UCF Secretary: Janet Heiner  
Office: Daytona Beach Regional Campus Suite 300  
Office Hours: Wednesday 10:30 a.m. – 3:30 p.m. – Advising

Catalog Description: “Curriculum Development Techniques for Industry Training: The practical application of fundamental knowledge, important skills, alternative analysis methods, and the critical elements of the trainers analysis tasks.”

II. Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies  
FEAP #1 - Assessment  
FEAP #2 – Communication  
FEAP #3 – Continuous Improvement  
FEAP #4 – Critical Thinking  
FEAP #5 – Diversity  
FEAP #6 – Ethics  
FEAP #7 – Human Development & Learning  
FEAP #8 - Knowledge of Subject Matter  
FEAP #9 - Learning Environments  
FEAP #10 – Planning  
FEAP #11 – Role of the Teacher  
FEAP #12 - Technology
Objectives:
At the completion of this course students will be able to:

1. Identify the System Approach to Training (SAT) (FEAP/PEC 4)
2. Understand the importance of the System Approach to training (FEAP/PEC 4)
3. Describe a typical Technical Training System (FEAP/PEC 2, 4)
4. Explain the definition of training (FEAP/PEC 2, 4)
5. Specify why a systems approach is used for Technical Training (FEAP/PEC 4)
6. Describe SIMILARITIES and DIFFERENCES between Technical Training in business or industry and Vocational Education in public schools (FEAP/PEC 2, 4)
7. Define training system (FEAP/PEC 2, 4).
8. Explain how a systems approach to Technical Training could be used in VOCATIONAL PROGRAMS (FEAP/PEC 4)
9. Summarize the general phases of instructional design (FEAP/PEC 2, 4).
10. Summarize the difference between six well known models of instructional design (FEAP/PEC 4).
11. Demonstrate an understanding of the differences between six well known models of instructional design (FEAP/PEC 4)
12. Describe each of the five general design phases (FEAP/PEC 4).
13. Contrast three instructional design models (FEAP/PEC 4)
14. Apply knowledge of the models to specific situations (FEAP/PEC 4).
15. Describe the DACUM rating scale (FEAP/PEC 4).
16. Analyze the various profiles of performers (FEAP/PEC 4).
17. Describe the rating levels in a typical trade (FEAP/PEC 4).
18. Describe the DACUM chart building process (FEAP/PEC 4).
19. Demonstrate how the DACUM chart can be used in training (FEAP/PEC 4).
20. Define needs assessment (FEAP/PEC 4).
21. Determine when a needs assessment should be conducted (FEAP/PEC 4).
22. Propose a needs assessment (FEAP/PEC 4).
23. Define instructional goal analysis (FEAP/PEC 4).
24. Determine when an instructional goal analysis should be conducted (FEAP/PEC 4)
25. Conduct an instructional goal analysis (FEAP/PEC 4).
26. Examine a training model (FEAP/PEC 4).
27. Design assessment criteria to be used in training models (FEAP/PEC 4).
28. Complete a task analysis (FEAP/PEC 4)
29. Construct a complete training product – Group project (FEAP/PEC 2, 4, 7).
30. Present the product to the other groups in an online environment (FEAP/PEC 4, 7, 12)
31. Evaluate training from others (FEAP/PEC 2, 3, 4).
32. Reconstruct training product, if necessary (FEAP/PEC 3).

III. Required Texts and Readings

Textbook: None required
Supplementary Materials: None required
IV. Academic Course Requirements

1. Activities (80%)
   Your written work must be professional in appearance. It should be free from grammatical and spelling errors.
   It is very important that you work be posted on or before the published due date and on time. You will have until a specific date and time noted for each course (see Schedule). Please see the grading “procedures” provided below.

2. Examination (10%)
   There will be one overall final exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround dates for this varies but are usually one week.

3. Reflection (5%)
   In each course we require a reflection at the very end of the course. It is done to offer you an opportunity to sit and think about the course—any aspect of it—and note your reflections. In addition, you will be asked to add an artifact into the “Live Text” software. The artifact is one of your postings in a course that is reflective of the knowledge you have acquired.

4. Professionalism (5%)
   Part of being a professional in education is modeling behaviors. You are or will be a professional educator/trainer and as such are expected to adhere to quality standards in the (virtual) classroom. Five points will be assigned about midway through the course. Your professionalism in the virtual classroom will be monitored and reviewed as to the extent you:
   - Participate regularly in Discussion Topics
   - Interact regularly with peers and instructor through course mail.
   - Submit completed assignments on time
   - Demonstrate appropriate net-etiquette
   - Provide on-line assistance to peers in the course

V. Administrative Course Requirements

Attendance. This course places a strong emphasis upon the interaction of the students therefore you are expected to attend all class sessions. The failure to attend class will negatively affect your grade.

Late Assignments. Please see the professor if you are turning in an assignment late.

VI. Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

1. The work you do is performance-based, assignments are actual or simulate real world work.
2. There is one opportunity to revise selected work within one week of scored date.
3. Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.

4. Exams, as such, are weighted lower than in most other college courses, hence we attempt to treat adult learners as adult learners. There are no make up exams.

5. A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Listed below is the grading scale used in the course. Points given to each assignment are seen in the course's "Schedule."

**Grading scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
</tr>
</tbody>
</table>

The faculty in this program has chosen NOT to adopt plus or minus policy for grades.

**Grading Procedures:** The following are the grading procedures used in determining your grade in each course.

1. **Late Assignments**

   Assignments need to be posted to Discussions by 11:55 p.m. Eastern Standard Time on the due date. A late assignment is graded as follows:

   - Beginning after 11:55 p.m., 1 point is deducted for every day that the assignment is posted late in WebCT.

   Any time you feel you might be falling behind in the course, it is best to contact the intern or myself to discuss your situation. No assignments will be accepted after the final day of class.

2. **Reposting**

   If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within 5 days after receiving the grades (please see the "Grades" section below). However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s posting after the activities due date. Reposting only applies to a written assignment posting that did not receive full point value (i.e. a posting of a rubric for your course). There is no reposting or make up exams.
3. Posting of Grades

Grades are completed one week after the due date. For example, if your assignment was due on Sunday at 11:55 p.m., then the grades are posted by the following Monday morning OR sooner. You can view your grades by selecting the "My Grades" link from the WebCT homepage. If you do not see your grade after the week, please notify me.

VII. Major Topics of the Course

<table>
<thead>
<tr>
<th>Systems approach to technical training</th>
<th>Propose a needs assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize instructional design models.</td>
<td>Conduct an instructional goal analysis</td>
</tr>
<tr>
<td>Demonstrate knowledge of the DACUM process</td>
<td>Creating a Training Product</td>
</tr>
</tbody>
</table>

VIII. Tentative Course Outline

<table>
<thead>
<tr>
<th>Activities</th>
<th>Release Date</th>
<th>Points</th>
<th>Due Dates Sunday 11:55 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation, Introduction &amp; Sylli Quiz</strong></td>
<td>Date</td>
<td>0</td>
<td>Date</td>
</tr>
<tr>
<td>Activity 1</td>
<td>Date</td>
<td>10</td>
<td>Date</td>
</tr>
<tr>
<td>Systems Approach to Technical Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2</td>
<td>Date</td>
<td>10</td>
<td>Date</td>
</tr>
<tr>
<td>Summarize instructional design models.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3</td>
<td>Date</td>
<td>15</td>
<td>Date</td>
</tr>
<tr>
<td>Demonstrate knowledge of the DACUM process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4</td>
<td>Date</td>
<td>15</td>
<td>Date</td>
</tr>
<tr>
<td>Propose a needs assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Professionalism Grade - Orientation Activity describes this grade</td>
<td>Date</td>
<td>5</td>
<td>Date</td>
</tr>
<tr>
<td>Activity 5</td>
<td>Date</td>
<td>15</td>
<td>Date</td>
</tr>
<tr>
<td>Conduct an instructional goal analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 6 (Group)</td>
<td>Date</td>
<td>15</td>
<td>Date</td>
</tr>
<tr>
<td>Creating a Training Product</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Date</td>
<td>5</td>
<td>Date</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Date</td>
<td>10</td>
<td>Date</td>
</tr>
</tbody>
</table>
IX. Bibliography


Clark, Don. ISD: The Analysis Phase, an online training manual.


Rossett, Allison. Needs Assessment. Chapter 14


Orientation Activity:  http://education.ucf.edu/teched/orientation.cfm

Completion of this activity is critical and required. The benefits to you include:

1. Success using Webcourses, the software program UCF uses, for our online courses.
2. Ability to perform basic word processing skills.
3. Clear understanding at onset of this course of the grading plan and grade scale.
4. Interaction among students in this course in a non-graded manner.

There are NO points attached to this activity, yet it coincides with the beginning of each course. The benefits are many and we feel a need to incorporate this in ALL our courses.

After completion of these Orientation Activity you, the prospective new student will be able to:
1. Identify important aspects of learning on-line.
2. Locate selected buildings on the UCF campus in Orlando.
3. Cite references according to protocol.
4. Follow UCF student conduct policies.
5. Accept grading policies for our courses.

**Learning on-line**

When UCF began using the Web for courses in the summer of 1996, and we adopted it fully for our courses then. There was no infrastructure as we have now. Initially our courses were very technically challenging by today's standards, and yet our students not only survived but thrived. However, because of growth and access by a wider range of skilled students a tutorial was developed. Of course the tutorial is on-line, teaching people how to be on-line using Web-CT and providing refresher training in basic word processing.

Completion of this tutorial can take up to one hour--time well spent up-front, for technical success later. You are asked, urged, cajoled, pressured, and even required to complete the tutorial as soon as possible.

1. Access "Learning on-line"
   Review:
   - Skill Requirements
   - Technical requirements
2. Complete:
   - Orientation Course

**Plagiarism & Turnitin**

Our courses ask of you to visit many web sites, as part of using what has been done at other places and actually reviewing research. It could be very easy to forget to offer a complete citation. Some could also omit entirely a quote or reference. While the former may happen, the latter should never occur. When it does it is plagiarism and is very serious.

The faculty at UCF now has access to a site to which we can submit student work for comparison to previously published work - Turnitin. You do NOT want to plagiarize or not include a complete citation for any reference or quotation. Above all else include the complete citation information when required.

**Ethical policies:**

At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:

- Access the **Golden Rule** on line
- Read thoroughly **Student Rights and Responsibilities**
- **Rules of Conduct**
Student Academic Behavior

This syllabus may be modified at the discretion of the instructor. Changes will be discussed in class and/or via email.

The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

**Integrity**  I will practice and defend academic and personal honesty.

**Scholarship**  I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**  I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**  I will use my talents to enrich the human experience.

**Excellence**  I will strive toward the highest standards of performance in any endeavor I undertake.

Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).
The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

Major Milestones of Program
### Major Assessment Milestones (NCATE)

**Program: Technical Education & Industry Training**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Milestone Description</th>
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| **Program Entry**                  | - Complete the University General Education requirements or its equivalent, i.e. an AA degree from an approved Florida community college or state university  
  - Have a minimum 2.5 overall GPA  
  - Meet the University CLAST or CLAST alternative criteria  
  - Complete prerequisite courses                                                                                                                                  |
| **Midpoint Milestone**             | **Prior to Clinical Practice**  
  Satisfactory completion of all (or 90 %) program courses with a minimum GPA of 2.5                                                                                                                                 |
| **Exit from Clinical Practice**    | Satisfactory completion of Directed Field Experience                                                                                                                                                                   |
| **Program Exit**                   | Web-based Reflective Portfolio                                                                                                                                                                                          |

If the milestones have not been satisfactorily completed a remedial plan to correct weaknesses will be developed by advisor.