

SYLLABUS

Purpose

The two-fold purpose of **WED 460 - Occupational Analysis and Curriculum Development** is to introduce students to an HPI program development process, and to implement the process through the preparation of the prerequisite developmental worksheets and subsequent writing of selected program administration materials.

Goals

The goals of the course are to have the students:

- ▶ Realize the need for and benefits of an articulated, modularized, competency-based curricular plan which coordinates the occupational and educational aspects of society,
- ▶ Gain a sense of *workplace* and *learningplace* as concepts critical to the development of work preparation programs;
- ▶ Gain a working knowledge of an *HPI program development process*;
- ▶ Analyze an occupation in terms of its *organizational structure, work activities* and *informational content*;
- ▶ Convert the *occupational* data to the organizational structure, student activities and informational content of an HPI program with its courses, units and learning objectives; and
- ▶ *Establish a basis* for the development and implementation of *instructor-led, individualized* and/or *hybrid* learning materials which reflect the HPI program development process.

Prerequisites

To satisfy the prerequisites of the course, the students must:

- ▶ Be coded in the ETD undergraduate specialization (WE3 or C17) or WED master's program.
- ▶ Have a defined occupation or access to a subjectmatter expert (SME).
- ▶ Have documented work experience and technical/professional education and training in an occupation (optional).

Orientation

- ▶ Administrative considerations
- ▶ Class introductions
- ▶ Organization and use of the learner's guide
- ▶ Class meeting format

Units with Learning Objectives

The units and learning objectives of the course are as follows:

Unit One - Workplace Education

- #1. Review the Workplace Education Curriculum Model

Unit Two - Development Process

- #2. Review the HPI Program Development Process

Unit Three - Analysis

- #3. Prepare an Occupational Classification and List of Primary Occupations
- #4. Determine Occupational Specialties and Sub-specialties of the Primary Occupation
- #5. Determine the Areas and Sub-areas of Responsibility of the Primary Occupation
- #6. Write a Task Listing Sheet
- #7. Write Task Analysis Sheets
- #8. Write a Performance Step Analysis Sheet
- #9. Write Technical Information Topics
- #10. Write Career and Occupational Guidance Information Topics

Unit Four - Conversion

- #11. Determine Program, Course and Unit Titles
- #12. Write Learning Objective Sheets
- #13. Write a Competency-based Program Outline
- #14. Write Learning Modules

Unit Five - Implementation

- #15. Write a Course/Unit Syllabus
- #16. Review the Development of Performance Records and Achievement Awards

Course Product

- ▶ HPI Program Development Guide

Guide

Bortz, Richard F. (2005). *“Learner’s and instructor’s guide to occupational analysis and curriculum development.”* Carbondale: Training Systems Designers.

Policies

Rollcall: Roll will be taken at the first of each class meeting for on-campus courses and at the beginning of morning and afternoon sessions of weekend courses. Students who do not respond to the roll call will be considered absent for that class session.

Three points will be deducted from the total score earned in the course each time the student is late to class. It is the student’s responsibility to advise the instructor that he/she is in attendance.

Attendance: For students who are absent, points will be deducted from the total score earned on the course materials. For **on-campus** students, a **two class meeting, grace period**

exists. Beginning with the **third class meeting**, the following number of accumulative points will be deducted, respectively, for each session missed: 4, 8, 12, 16, 20, 24, 28 and 32.

For **weekend** students, a **two one-half day session grace period** exists. Beginning with the third half-day, the above number of points will be deducted for each subsequent half-day session that the student is absent.

Students who leave during the class or attend only the pre- or post-break session will be considered absent for the entire class period.

Project Due Date: Two points per day, not to exceed a total of 14 points, will be deducted from the total number of points earned on projects submitted for evaluation after the assigned due date. Failure to submit the HPI Program Development Guide will result in the failure of the course.

Incomplete Grade: An “INC” will be awarded to students who drop the course on or before the date defined by the university and whose class work is current and satisfactory at that time. The incomplete must be satisfied within a time period determined by the instructor or a failing grade will be assigned. Also, students who do not officially drop on or before the deadline date specified by the university and whose class work does not meet the above criteria will receive a failing grade. Authorization to withdraw from the course for purposes of poor attendance will not be granted.

Individual Projects: Course projects are to be the work of the individual student. With a single exception of the “Classifications” developmental worksheet, there will be no copying or sharing of written material in the final project. However, dialogue or philosophic discourse amongst students concerning their projects continues to be fostered and encouraged.

Backdated Withdrawal: A “backdated withdrawal” will not be signed by the instructor if the student has earned a failing grade in the course. The student has the responsibility to drop the course by the defined withdrawal date of the semester if they are failing and do not think they can improve their grade through additional work and study.

Emergency Procedures: Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop-down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidelines and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Final Grade

The final grade received in the course is based on the number of points earned on the **HPI Program Development Guide, mid-term examination** and **final examination** less those

deducted for absenteeism and/or late project submission. Point totals are converted to percentages and letter grades assigned accordingly. See percentage/point scale below.

Success in attaining the learning objectives of the course, subsequent development of program materials and successful completion of the mid-term and final examinations is dependent on the following activities: completion of assigned readings, participation in class discussions, keeping good class notes, preparing assigned worksheets/curriculum materials and regular submission of the materials for review and comment.

Students are encouraged to have various entries of their guides reviewed by the instructor during the semester. No formal evaluation will be made at that time. Informal checks are intended to give students perspective as to the quality of their work and suggest ways in which it might be improved.

<u>%</u>	=	<u>Letter Grade</u>
91 - 100	=	A
80 - 90	=	B
68 - 79	=	C
57 - 67	=	D
0 - 56	=	F

Note: The instructor will *answer any and all questions* that students might have regarding their project *during the semester*. But the final evaluation of the course project, *en toto*, will not be made until the end of the semester.

Home Page

The following WED 460 items appear on the instructor's home page:

- ▶ Syllabus
- ▶ Course Product Outline
- ▶ Presentation Guides
- ▶ Visuals Index
- ▶ Visuals Record
- ▶ Multiple Choice Test Items
- ▶ Test Index - Mid-term Examination
- ▶ Test Index - Final Examination

Office Hours

Arranged by semester

Instructor

Richard F. Bortz
 Pulliam Hall, Room 215c
 Telephone: 618 453-1905

FAX: 618 453-1909
 E-mail: bortz@siu.edu
 Home Page: www.wed.siu.edu/faculty/bortz

Informational Resources

- American Society for Quality. *Training and education standards: ANSI/ASQ Z1.11* (1996). Milwaukee: American Society for Quality.
- Blank, William E. (1982). *Handbook for developing competency-based training programs*. Englewood Cliffs: Prentice-Hall.
- Bortz, Richard F. (2007). *Work preparation curriculum - A handbook for developing instructor-led, individualized and hybrid learning materials*. Manuscript submitted for publication.
- Bortz, Richard F. (1981). *Handbook for developing occupational curricula*. Boston: Allyn and Bacon
- Bureau of Labor Statistics, <http://www.bls.gov>
- Finch, Curtis R. and Crunkilton, John R. (1979). *Curriculum development in vocational and technical education*. Boston: Allyn and Bacon.
- Fryklund, Verne C. (1956). *Analysis technique for instructors*. Milwaukee: Bruce.
- Job Corps (no date). *Instructional Systems Development Manual*. (Available from the Office of Economic Development, Washington, D.C.).
- Mager, Robert F. and Beach, Kenneth M., Jr. (1967). *Developing vocational instruction*. Palo Alto: Fearon.
- Norton, Robert E. (1997). *DACUM handbook*. Columbus: Ohio State University.
- Southern Illinois University Carbondale, Organizational Structure. <http://news.siu.edu/orgChart/>
- U.S. Census Bureau, Industry and Occupation 2000. <http://www.census.gov/hhes/www/ioindex/overview.html>
- U.S. Department of the Air Force, Air Force Officer Accession and Training School. *Curriculum Catalog*. Alabama: Maxwell AFB, 1998-99.
- U.S. Department of the Army, Combined Arms Center and Fort Leavenworth.

Training the Force - Battle Focused Training FM 25-101. Kansas: Fort Leavenworth, 1990.

U.S. Department of the Navy, *Instructional systems development/systems approach to training and education* [on-line]. Available FTP:<http://www.ott.navy.mil/refs/icw/guide/1379-2.pdf>.

U.S. Department of Labor. <http://www.dol.gov/esa/regs/compliance/whd/wage/main.htm>

U.S. Department of Labor, Bureau of Labor Statistics, *Standard Occupational Classification (SOC) Users Guide*. <http://www.bls.gov/soc/socguide.htm#LINK1>

U.S. Department of Labor, Employment and Training Administration. *O*NET 98 Keeping Pace with Today's Changing Workplace* [CD-ROM]. 1998.

U.S. Department of Labor, Office of Management and Budget. *Standard Industrial Classification Manual*. Washington: Government Printing Office, 1987.

U.S. Department of Labor, Office of Management and Budget. *Standard Occupational Classification Manual*. Washington: Government Printing Office, 1987.

U.S. Department of Labor. *O*NET-The Occupational Information Network* [on-line]. Available FTP:<http://www.doleta.gov/programs/onet.html>.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook* Washington: Government Printing Office, 1998-99.

U.S. Department of Commerce, Economics and Statistics Administration (1995). *Statistical Abstract of the United States 1995*. Bureau of the Census: Author.

U.S. Department of Commerce, Economics and Statistics Administration (1996). *Statistical Abstract of the United States-1996*. Bureau of the Census: Author.

U.S. Department of Labor, Bureau of Labor Statistics (1995). *BLS Releases New 1994-2005 Employment Projections* [on-line]. Available FTP:<http://stats.bls.gov/news.release/ccopro.toc.html>.

U.S. Department of Labor, Bureau of Labor Statistics, Employment and earnings. (1997, December). Author.

(No author or date). *Step 4: Time and Motion Studies* [on-line]. Available FTP:<http://www.courses.ncsu.edu/classes/ted430/msd/msd-104.htm>

February 18, 2008