Florida Agricultural and Mechanical University

Professional Education Unit
Tallahassee, Florida 32307

COURSE SYLLABUS	
Course Number: EIA 5140 **Prerequisite(s):** Graduate Standing	**Course Title**: Curriculum Planning in Technology Education
Course Credit: 3	**Course Hours**: 3
College Education **Department**: Workforce Education and Development	**Required Text(s)**: **Online resources** **American Psychological Association. (2006).** *Publication manual of the American psychological association*, **(6th ed.). Washington, DC: Author.** **Supplies**: TBA and TaskStream
Faculty Name: Dr. David White	**Term and Year**: Fall 2009 **Place and Time**: TBA
Office Location: MST 119	**Telephone**: 599-3406 **e-mail**: david.white@famu.edu

Office Hours	Monday 10:00am-2:00pm	Tuesday 4:00pm–5:00pm	Wednesday 4:00pm–5:30pm	Thursday 10:00am–12:30pm 4:00pm–5:00pm	Friday	Saturday

Course Description

This course delves into curricular organization and design of Technology and Workforce Education programs in specific community situations.
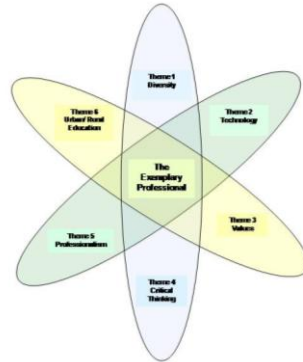
Overall Goals of the Course

The goals of this course are to acquaint the graduate student with the basic rules for developing and implementing an effective curricular structure in technological education settings in accordance with current state and specific community requirements.

TASKSTEREAM CODE: ZZUMY9

Professional Education Unit Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term "exemplary" refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

Theme 1
Diversity

Theme 6
Urban/Rural
Education

Theme 2
Technology

The
Exemplary
Professional

Theme 5
Professionalism

Theme 3
Values

Theme 4
Critical
Thinking

DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

CF: 1.1 (K)	Understand diverse backgrounds of individuals.	F: 5,6,7	I: 3

TECHNOLOGY

•CF 2
•Through this focal area, the FAMU professional education candidate will:

CF: 2.1 (S)	Use of available technology and software to support student learning.	F: 4,12	I: 6
CF: 2.5 (S)	Use fundamental concepts in technology.	F: 12	I: 6

CRITICAL THINKING

•CF4
•Through this focal area, the FAMU professional education candidate will:

CF: 4.1 (K)	Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.	F:4,7	I: 4
CF: 4.3 (D)	Value critical thinking and self-directed learning as habits of mind.	F: 4	I: 1,4

PROFESSIONALISM

- **CF 5**
- **Through this focal area, the FAMU professional education candidate will:**

CF: 5.4 (K,S)	Use major concepts, principles, theories & research related to the development of children and adults.	F: 7	I: 2

URBAN/RURAL EDUCATION

•CF6
•Through this focal area, the FAMU professional education candidate will:

CF: 6.3 (K)	Understand the conditions of both rural and urban students and families.	F: 5, 11	I: 2,3

Specific Behavioral Objectives

Matrix for Alignment with Standards and the
The Florida Agricultural and Mechanical University
College of Education Conceptual Framework

Standards with which the course is aligned are sanctioned by:

- The Florida Agricultural and Mechanical University College of Education and Human Services Conceptual Framework (FAMU CF)
- Florida Educator Accomplished Practices (FEAP)
- Florida Subject Area Competencies (FSAC)
- International Technology Education Association (ITEA)
- Interstate New Teacher Assessment and Support Consortium (INTASC)

Objective	INTASC	ITEA (I)	FAMU CF (CF) FEAP (FE)	Assessment Activity
Knowledge/Content				
Identify and explain the influencing factors that have shaped past technology education programs, curriculum development and course planning.	3	FS: 1.3 I: 1	CF: 1.1 FE: 5, 6, 7	• Readings and class Discussions • Reflective Paper1
Describe and discuss the structural and organizational variations that exist in the technology education curriculum at local, state and national levels and the reasons for such variations.	6	FS: 12.6 I: 6	CF: 2.1 FE: 4, 12	• Readings and class Discussions • Reflective Paper2
Make presentations based on research of some of the innovative curricula programs in existence today.	6	FS: 1.3 I: 8	CF: 2.5 FE: 12	• BlackBoard Curriculum Design
Create and maintain academic focus by using verbal, non-verbal, and/or visual motivational devices.	4, 7	FS: 13.3 I: 6	CF: 4.1 FE: 4	• BlackBoard Curriculum Design
Develop and present an oral report in outline or narrative form based on her research of selected contemporary technology education programs.	4	FS; 12.1 I: 4	CF: 4.3 FE: 2, 7	• Curriculum Exploration Project • Reflective Papers 1&2
Skills/Performance				
Undertake a current curriculum-planning problem that is facing a specific community.	2, 3	FS: 3 I: 9, 10	CF: 6.3 FE: 5, 11	• BlackBoard Curriculum Design
Dispositions/Professionalism				
Implement knowledge and skills to produce relevant activities in future educational settings.	2	FS: 12.7 I: 6	CF: 5.4 FE: 7	• BlackBoard Curriculum Design
Continue to develop a professional portfolio	6, 9	FS: 14.5 & 6 I: 4	CF: 2.1, 5.3 FE: 3, 4, 7, 12	• TaskStream Artifacts

Academic Learning Compact

This course falls under the courses offered in the Department of Workforce Education and Development and is thus covered by the associated Academic Learning Compacts (ALCs). ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? For details regarding the Department of Workforce Education and Development, ALCs, go to: http://www.famu.edu/assessment and click on Academic Learning Compacts.

Overall Goals of the Course

The overall goal of this course is to prepare candidates to become creative problem solvers and reflective practitioners within the content area of Technology Education provided within the course.

Topical Outline

1. Terminology in technology education curriculum planning
2. Where do we draw the substance to improve curriculum development and practices?
3. Evaluation of the secondary school curriculum
4. Curricular sequences of technological changes
5. Dynamics of curriculum design and development
6. Identifying the curricular leadership in technology education
7. Emotional and psychological basis of teaching and learning
8. Current emphasis in developing a discipline
9. What the professional teacher needs in writing
10. Organizing a course study
11. Curricular patterns in technology education
12. Selecting and organizing units for courses
13. Selecting methods, aids and teaching techniques
14. Presentation of instruction materials and class management techniques
15. Evaluation procedures and instruments

Teaching Methods

Instructional strategies consist of discussions, research, oral reports, handouts, final project, and practicum.

Evaluation Methods

Evaluation will be based on the following parameters.

1. Extent of reading as evidenced by class discussions	10%
2. Completeness of research as evidenced by the oral reports	20%
3. Reflective Reports	20%
4. Final project	50%

Course Policies

Policy Statement on Non-Discrimination: It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy: The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance: To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

Additional Class Policies:

1. **Attendance:** Attendance is required for all class meetings. It is the responsibility of the student to make up any work/assignments missed due to illness or personal excuses. The student's final grade will be reduced one letter grade for each absence beyond one unexcused absence. All excused absences must be reported to and verified through the FAMU College of Education.

2. **Computer/Web/Email Applications:** A variety of graded activities in this course will be conducted using email, the web and BlackBoard. Students are required to use their FAMU email/Blackboard account and to know how to use file attachment features. Also, students must use Microsoft© Word© for all word-processed files, must be able to use Microsoft© Excel©, and will prepare a Microsoft© PowerPoint© presentation, and must be able to use an Internet browser. Some web-based resources will be formatted as PDF files. Students should have access to and know how to use Adobe© Acrobat Reader©. Grades will be posted on BlackBoard. Computer access for students is provided at a number of locations on campus. Students may access their FAMU email from other email accounts or computer systems that are not on the FAMU campus. However, it is the student's responsibility to make sure the email and other computer systems are operational.

3. **Spelling:** Correct spelling is required for all work. Spelling a word incorrectly on any graded item will result in a loss of one-half point for each time the word is misspelled.

4. **Writing Assignments:** Students will complete several writing assignments. Writing assignments must be word-processed using Microsoft© Word©.

5. **Portfolio:** College of Education students are required to purchase a TaskStream account. Three assigned artifacts must be uploaded to your TaskStream portfolio to pass this class.

6. **Professionalism:** Students are expected to conduct themselves in a professional manner at all time while in class. Evaluation of the student's professionalism will be an important part of the assessment program in this course.

7. **Reading:** Students are expected to read handouts, web pages, web-based documents, etc. to prepare for lectures, quizzes and tests; as well as prepare for research and writing activities through reference reading.

8. **Research:** Several evaluated activities require the student to conduct research. Under normal conditions, the University library resources will meet all the student's research needs. Internet research activities will also be conducted.

9. **Deadlines:** All evaluated activities must be submitted on the deadlines identified. Ten percent (10%) will be deducted from the student's grade for each day the activity is submitted late.

10. **Plagiarism and Ethical Behavior:** Students are expected to do their own work and act respectfully to each other and most importantly, the instructor. If student are caught cheating in any way, they may receive a failing grade for the course, dismissal from the program or dismissal from the University.

Course Calendar

	Topics	Assignments and Readings
Week 1	**Introduction to the Course** **Introduction to Blackboard** **Lecture: Professionalism**	**Reading:Maslow's Hierarchy of Needs. (Available via Blackboard)** **Be prepared to discuss this topic in class**
Week 2	**Lecture: Curriculum Elements** **Class Discussion**	**Curriculum Exploration Project**
Week 3	**Curriculum Elements, Cont.** **Class Discussion**	**Curriculum Exploration Project**
Week 4	**Designing Curriculum** **Class Discussion**	**Reading:Articulating and Aligning the Elementary School and Middle School Curriculum. (Available via Blackboard)** **Be prepared to discuss this topic in class** ***Reflective Paper 1**
Week 5	**Articulating Curriculum Intentions**	**Review the Website:** **http://www.adcet.edu.au/Cats/Teaching_and_Assessment/Course_Design.chpx. Be prepared to discuss this topic in class**
Week 6	**Course Unit Design** **Course Rational Group Project**	**Reading: Computing Program Curriculum Assessment: The Emergence of a Community Practice.(Available via Blackboard)** **Be prepared to discuss this topic in class**
Week 7	**Assessment Factors**	**Reading: Critical Issue: Multiple Dimensions of Assessment That Support Student Progress in Science and Mathematics. (Available via Blackboard)** **Be prepared to discuss this topic in class**
Week 8	**Dimensions of Student Assessment**	**Major Research Paper Criteria**
Week 9	**Instructional Factors**	**Reading: The Multiple Menu Model for Developing Differentiated Curriculum (Available via Blackboard)** **Be prepared to discuss this topic in class**
Week 10	**Conceptual Learning**	**Introduction to Lab: Blackboard Curriculum Design Project**
Week 11	**Interdisciplinary Approaches**	**Reading: Interdisciplinary Curriculum Design.(Available via Blackboard)** **Be prepared to discuss this topic in class** **Lab: Blackboard Curriculum Design Project**
Week 12	**Industry Implications in Curriculum Design**	**Reading: Computer Science Curriculum Assessment (Available via Blackboard)** **Be prepared to discuss this topic in class** ***Reflective Paper 2** **Lab: Blackboard Curriculum Design Project**
Week 13	**Workshop Curriculum Design**	**Reading: How to design a training curriculum. (Available via Blackboard)** **Be prepared to discuss this topic in class** **Lab:Blackboard Curriculum Design Project**
Week 14	**No Lecture**	**Lab:Blackboard Curriculum Design Project**
Week 15	**No Lecture**	**Lab:Blackboard Curriculum Design Project**
Week 16	**No Lecture**	***Major Research Paper Due**
Week 17	**Class Presentations**	

*Denotes TaskStream Artifact Submission

References

International Society for Technology Education. (2005). National Educational Technology Standards for Teachers [WWW document].National Educational Technology Standards Projects. Np: ISTE. Retrieved May 2006 from the World Wide Web: http://cnets.iste.org/teachers/t_stands.html

English, F. W. (2000). *Deciding what to teach and test: Developing, aligning, and auditing the curriculum.* Thousand Oaks, CA: Corwin Press.

Finch, C. R., & Crunkilton, J. R. (1999).*Curriculum development in vocational and technical education: Planning, content, and implementation* (5th ed.). Boston: Allyn and Bacon.

Flinders, D. J., & Thornton, S. J. (Eds.). (1997). *The curriculum studies reader.* New York: Routledge.

Glatthorn, A. A. (1994). *Developing a quality curriculum.* Alexandria, VA: Association for Supervision and Curriculum Development.

Henson, K. T. (2001). *Curriculum planning* (2nd ed.). Long Grove, IL: Waveland Press.

Levy, A. (Ed.). (1991). *The international encyclopedia of curriculum.* New York: Pergamon Press.

Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

National Research Council. (2001). *Knowing what students know: The science and design of educational assessment.* Washington, DC: National Academies Press.

Pearson, G. & Young, A. T. (Eds.) (2002). Technically speaking: Why all Americans need to know more about technology. Washington: National Academy Press.

Pratt, D. (1980). *Curriculum design and development.* New York: Harcourt Brace Jovanovich.

Sowell, E. J. (2005). *Curriculum: An integrated approach* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Rose, D. H. & Meyer, A. (2002). *Teaching every student in the Digital Age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved September 6, 2005, from http://www.cast.org/teachingeverystudent/ideas/tes/

Turner, D. & Turner, L. (1995). *Curriculum development: Theory into practice* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Unruh, G. G., & Unruh, A. (1984). *Curriculum development: Problems, processes, and progress.* Berkeley, CA: McCutchan Publishing.

College of Education
Student Professional Dispositions
Fall 2009

Candidate's Name: _____ **Student ID:** _____ **Program Area:** _____

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	**3**	**2**	**1**
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance. (90–100 %)	The candidate *usually* and *extensively* demonstrates indicators of performance. (89-80%)	The candidate *sometimes* and *adequately* demonstrates indicators of performance. (79-70%)	The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Professionalism : The Teacher Candidate demonstrates professionalism (Please use a ✓ to indicate level of performance.)	Outcome			
	F (4)	**A (3)**	**M (2)**	**U (1)**
Punctuality				
• Does not exceed three unexcused absences, per university catalog 2009-2010				
• In class at or before specified time, per Registrar				
• Attends class, field experiences, meetings				
• Appropriate dress and grooming				
• Completes assignments on or before due date				
• Emotional Management				

o Handles feeling appropriately
   o Reacts reasonably to situations
   o Finds a healthy balance between emotions				

• Demonstrates the appropriate use of personal technology during class				
• Follows established protocol and procedures				
• Follows established procedures and policies				

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	**3**	**2**	**1**
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance. (90–100 %)	The candidate *usually* and *extensively* demonstrates indicators of performance. (89-80%)	The candidate *sometimes* and *adequately* demonstrates indicators of performance. (79-70%)	The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Effective Communication: The Teacher Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)	Outcome			
	F (4)	**A (3)**	**M (2)**	**U (1)**
• Uses standard English language in various settings				
• Uses appropriate tone of voice for the setting				
• Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay)				
• Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)				
• Avoids confrontational behavior				

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	**3**	**2**	**1**
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance. (90–100 %)	The candidate *usually* and *extensively* demonstrates indicators of performance. (89-80%)	The candidate *sometimes* and *adequately* demonstrates indicators of performance. (79-70%)	The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Respectful Behavior: The Teacher Candidate demonstrates respectful behavior (Please use a ✓ to indicate level of performance.)	Outcome			
	F (4)	**A (3)**	**M (2)**	**U (1)**
• Considers opinions of others with an open mind (respects diversity)				
• Listens to others in a variety of settings				
• Provides equitable learning opportunities for all				
• Considers background interests and attitudes				
• Reacts reasonably to situations (avoids verbal confrontational behavior)				

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	**3**	**2**	**1**
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance. (90–100 %)	The candidate *usually* and *extensively* demonstrates indicators of performance. (89-80%)	The candidate *sometimes* and *adequately* demonstrates indicators of performance. (79-70%)	The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Ethical Behavior: The Teacher Candidate demonstrates ethical behavior (Please use a ✓ to indicate level of performance.)	Outcome			
	F **(4)**	**A (3)**	**M (2)**	**U (1)**
• Demonstrates academic honesty o Avoids plagiarizing				
• Demonstrate honesty inside and outside of the classroom				
• Demonstrates trustworthiness				
• Understands the importance of professional code of ethics				
• Advocates fairness				

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	**3**	**2**	**1**
	The candidate *consistently* and *thoroughly* demonstrates indicators of performance. (90–100 %)	The candidate *usually* and *extensively* demonstrates indicators of performance. (89-80%)	The candidate *sometimes* and *adequately* demonstrates indicators of performance. (79-70%)	The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

Reflective Behavior: The Teacher Candidate demonstrates reflective behavior (Please use a ✓ to indicate level of performance.)	Outcome			
	F (4)	**A (3)**	**M (2)**	**U (1)**
• Accepts feedback and suggestions, and incorporates in subsequent practice in various settings				
• Demonstrates accurate self-analysis regarding ones strengths and weaknesses				