MEMORANDUM

To: Ms. Jinawa McNeil
   Chair, UMES Senate

From: Dr. Latasha Wade
       Chair, Senate Academic Affairs Committee

Date: September 2, 2015

Re: Proposal for Course, Program, or Curriculum Status Changes from the Department of Technology

On March 12, 2015, the Senate Academic Affairs Committee (SAAC) received proposals from the Department of Technology to:

1. Create new courses (all 3-credit courses) for the Career and Technology Education program
   a. EDTE 380 Hybrid - Universal Design for Learning in Career and Technology Education
   b. EDTE 381 Hybrid - Managing Effective Career and Technology Education Classrooms
   c. EDTE 465 Hybrid - Instructional Analysis and Curriculum Development in Work-Based Learning

2. Remove (8) courses from Construction Management Technology concentration (courses will still be used in other concentrations/programs within the department)
   a. CMTE 313
   b. CMTE 314
   c. CMTE 315
   d. CMTE 316
   e. CMTE 317
   f. CMTE 413
   g. CMTE 414
   h. CMTE 454

3. Create (8) new courses and add to concentration
   a. CMTE 319 - Statics and Strengths of Materials
   b. CMTE 320 - Building Structures
c. CMTE 321 – BIM Technology for Construction Management I

d. CMTE 322 – BIM Technology for Construction Management II

e. CMTE 326 – Mechanical and Electrical Building Systems

f. CMTE 427 – Soils and Site Development

g. CMTE 440 – Construction Safety Management

h. CMTE 450 – Green Building II

4. Update catalog description of Construction Management Technology concentration

Members of the SAAC independently reviewed the course proposals on August 31st.

On September 1st, members of the SAAC voted electronically to approve the requested course changes with no recommended modifications.

SAAC Members:

Kate Brown, Ph.D. Malinda Cecil, Ph.D.
Derrek Dunn, Ph.D. Kingsley Ejiogu, Ph.D.
Nydia Gregory, Ph.D. Ali Ishaque, Ph.D.
Gail Lankford, M.Ed. Latasha Wade, Pharm.D.
To: Dr. Patrick R. Liverpool  
Provost and Vice President for Academic Affairs

From: Dr. Ayodele J. Alade  
Dean, School of Business and Technology

Date: March 10, 2015

Subject: Proposal for Program, Curriculum or Course Status Forms  
Department of Technology – EDTE 465 Course Revision

The following Proposal for Program, Curriculum or Course Status Forms on behalf of the School of Business and Technology’s (SBT) Department of Technology are attached:

- Official Request for Course Change in the UMES Catalog Form
- New Course EDTE 465HYBRID – Instructional Analysis and Curriculum Development in Work-Based Learning
- Course Syllabus – CTED 465 – Instructional Analysis and Curriculum Development in Work-Based Learning

The following members of the SBT Curriculum Committee met on March 10, 2015:

Dr. Mohammad Ali – Dept. of Business, Management & Accounting  
Dr. Karl Binns – Dept. of Hospitality and Tourism Management  
Dr. Ibibia Dabipi – Dept. of Engineering & Aviation Sciences  
Dr. Aaron Rababaah – Dept. of Mathematics & Computer Science  
Dr. Joseph Arumala – Dept. of Technology (SBT Curriculum Committee Chair)

If you have any questions, please contact me.
MEMORANDUM

TO: Dr. Ayodele J. Alade
Dean, School of Business and Technology

FROM: Dr. Joseph Arumala
Chair, SBT Curriculum Committee

DATE: March 10, 2015

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Dr. Joseph Arumala – Dept. of Technology (SBT Curriculum Committee Chair)

If you have any questions, please contact me.
November 16, 2014

Dr. Ayodele Alade, Dean
School of Business and Technology
UMES Campus

Re: EDTE 465 Course Revision

Dear Dr. Alade:

The Department of Technology Curriculum Committee met to review and approve the revision of the following course(s): EDTE 465. The changes are being requested by Dr. Thomas Loveland from our BMI off-campus site.

The members of the Department of Technology’s Curriculum Committee are:
Dr. Kenny Fotouhi, Curriculum Committee Chair
Dr. Derrek Dunn, Ex-officio
Dr. Thomas Loveland
Dr. Jeffery Molavi
Mr. Harry Shealey
Mr. Joel Tomlinson

In conclusion, the Department of Technology Curriculum Committee, after an exhaustive examination of the proposed documents, unanimously recommends that the attached be approved. Therefore, the proposal is hereby submitted to you for support and approval.

Sincerely,

[Signature]

Dr. Derrek B. Dunn, Chairperson

Attachments
September 29, 2014

To Curriculum Review Committee,

Please accept this package submission from the Career and Technology Education program in Baltimore. Here is the context of this submission.

**EDTE 465 Instructional Design and Curriculum Development in Work-Based Learning**

The BMI office serves a statewide pool of Career and Technology Education teachers who are interested in adding a work-based learning endorsement to their professional teacher certification. The attached undergraduate course is a revision of a current course taught here. The original course needed updating of descriptions, objectives, and/or focus due to COMAR regulatory changes from the Maryland Department of Education.

*EDTE 467* is a required course in the undergraduate Technology Education sequence. When redeveloped in the Baltimore CTE office several years ago, it served the purpose of teaching COMAR-required content of instructional design and curriculum development for work-based learning teachers across the state. The problem though is the overlap of non-degree WBL course prefix number and the undergraduate Technology Education course prefix number. When the new EDTE 465 is approved, there will be good separation between the work-based learning course (EDTE 465) and the undergraduate Technology Education course (EDTE 467).

If you have any questions please, contact me immediately. I am willing to use SKYPE to meet with any UMES C & I committee that has questions.

Thank you!

[Signature]

Dr. Thomas Loveland, Coordinator
CTED M.Ed. Program
# Course Description - Part 2

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Pre-Req (Number of Pre-requisites)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C-Reg (Include Prefix &amp; Number)</td>
</tr>
</tbody>
</table>

**New Course Description**

- **Course Title**: [Course Title]
- **Pre-Requisites**: [Pre-Requisite List]
- **Course Number**: [Course Number]
- **Credit Hours**: [Credit Hours]

**Learning Objectives**:
- Develop an understanding of work-based learning programs.
- Create high-quality course descriptions.
- Develop instructional design and curriculum.
- Implement performance-based learning strategies.

**Catalog Additions, deletions or Changes - Part 1**

- **Semester**: [Semester]
- **Year**: [Year]

**Official Request for Course Changes in the UMS Catalog**

- A change can be processed with social security number is needed before all information, including instructions.
- Please indicate the name and when adding a new course.
- Credits for that course.

**Approved**

Date: 12/14/2014

Dean
Signature

Date: 8/15/15

Department Chair/Director
Signature
PROPOSAL FOR COURSE, PROGRAM OR CURRICULUM STATUS

DIRECTIONS:

Provide one set of forms for each course, curriculum or program change. Submit one signed copy. All proposals must have the following: old catalogue description, new catalogue description, start date, course prerequisites, course co-requisites, course outline (topics only), course objectives, and course learning outcomes, effects on staff and/or facility, and lab fees.

Each reviewing committee must complete a memorandum with the following information. Date proposal was received, list of members of the committee, the vote of the committee for approval, and a minority report if objections or reservations were raised about the proposal. This memorandum will proceed to the next level with a copy sent to the department of origin for the proposal. The one hard copy of the forms must be sent through the process. All proposals must be sent in electronic form for easier review by the various committees.

Proposals must have a date received line and a date acted upon line. A memo must be sent forward by each committee regarding the action of that committee to the next level with a copy of that memorandum sent to the originating department. Upon action by the Senate, a copy of that action will be submitted by the Senate chair or the Chair of the Academic Affairs committee to the originating department chair.

School: ☐ Ag & Natural Sciences ☐ Arts and Professions ☒ Business and Technology
☐ Health Professions ☐ Library Services

DEPARTMENT: Technology

PRESENT COURSE

☐ Change ☐ Eliminate ☐ Add

Prefix & Number: ____________ Credit Hours: ____________

Title: ____________

Start Date: ☐ Fall ☐ Spring ☐ Summer I ☐ Summer II ☐ Summer III ☐ Winter Year: 2013

NEW COURSE

Prefix & Number: EDTE 465HYBRID Credit Hours: 3

Title: INSTRUCTIONAL ANALYSIS AND CURRICULUM DEVELOPMENT IN WORK-BASED LEARNING

Start Date: ☒ Fall ☐ Spring ☐ Summer I ☐ Summer II ☐ Summer III ☐ Winter Year: 2015
Course Title: EDTE 465 Instructional Analysis and Curriculum Development in Work-Based Learning

New Catalogue Description: This performance-based course helps an individual design an instructional program and curriculum materials based on valid instructional analysis process. Topics include content standards, instructional analysis, student performance objectives, curriculum design, instructional resources, Universal Design for Learning, work-based learning lesson plans, and evaluation techniques. The purpose of the course is to help teachers acquire new knowledge and skills necessary to create rigorous, high-quality unit and lesson plans for CRD and WBL programs that lead to increased student achievement. The course is designed to meet the MSDE state requirement for instructional management and curriculum development in work-based learning programs.

Prerequisites: None

Co-requisites: N/A

Course Outline (Topics Only):

Work-Based Curriculum

Common Core State Standards
SCANS Competencies

Work-Based Learning

Cultural Proficiency

Instructional Resources

Instructional Analysis

Curriculum Development

Classroom Focused Improvement Process

Critical Content

Student Performance Objectives

Universal Design for Learning

Course of Study/Syllabus Development

Self and Career Awareness

Career Exploration

Work-Based Learning Lesson Plans

Instructional Strategies

Job Seeking and Advancement

Student Work Portfolios

Career Satisfaction and Transition

Evaluation Strategies

Grading Systems

Student Work Portfolio Evaluation

Teacher Effectiveness Evaluation

Course Objectives:

1. Compare and contrast career and college readiness.

2. Describe the use of national and state standards in curriculum development.
3. Specify different types of work-based learning strategies.

4. Identify and locate instructional resources for instructional analysis and curriculum development.

5. Design standards-based CTE curriculum that emphasizes understanding and performance.

6. Demonstrate understanding and use of Maryland standards in curriculum development for work-based learning.

7. Write a course of study or syllabus.

8. Develop performance objectives linked to Common Core State Standards.

9. Develop a work-based learning lesson plan.

10. Design an evaluation system for work-based learning and demonstrate different evaluation strategies.

11. Integrate materials into a student work portfolio.

Course Learning Outcomes:

Describe differences and commonalities between career and college readiness.

Describe the use of national and state standards in curriculum development.

Specify advantages and disadvantages of different types of work-based learning strategies.

CRD or WBL textbook evaluation.

CRD or WBL website evaluation

Develop performance objectives linked to Common Core State Standards.

Develop a curriculum map and syllabus for WBL.

Paper on career awareness.

Develop unit of instruction on career exploration.

Describe different WBL instructional strategies and the application of one in your CRD/WBL class.

Job Seeking and Advancement lesson plan.

Develop a work-based learning portfolio.

Develop a lesson plan on career satisfaction.

Design an evaluation system for work-based learning utilizing traditional assessment.
Design a rubric for work-based learning performance assessment.

Integrate materials into a student work portfolio.

Effects on staff and/or facility: None

Lab Fee (if required): N/A
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<thead>
<tr>
<th>Role</th>
<th>Date Received</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, Departmental Curriculum Committee:</td>
<td></td>
<td>11/02/2014</td>
</tr>
<tr>
<td>Chair, Department Curriculum Committee (non-departmental courses only if applicable)</td>
<td></td>
<td>11/06/2014</td>
</tr>
<tr>
<td>Chair, General Education Committee</td>
<td></td>
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<tr>
<td>Department Chair:</td>
<td>11/06/2014</td>
<td>11/12/2014</td>
</tr>
<tr>
<td>Chair, School Curriculum Committee:</td>
<td>3/10/2015</td>
<td>3/10/2015</td>
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<tr>
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<td>3/11/15</td>
<td>3/11/15</td>
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<td>Graduate Council (if a graduate program):</td>
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<td>Graduate Office (if a graduate program):</td>
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<tr>
<td>Chair, Senate Academic Affairs Committee:</td>
<td>3/12/15</td>
<td>9/1/15</td>
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<tr>
<td>Chair, UMES Senate:</td>
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<tr>
<td>Vice President for Academic Affairs:</td>
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UNIVERSITY OF MARYLAND EASTERN SHORE
DEPARTMENT OF TECHNOLOGY

EDTE 465
Location 0505, Section #

Instructional Analysis and
Curriculum Development in
Work-Based Learning

SYLLABUS

Fall SESSION
2015

August 26 to December 2, 2015

Instructor
UNIVERSITY OF MARYLAND EASTERN SHORE
DEPARTMENT OF TECHNOLOGY

COURSE SYLLABUS
Instructional Analysis and Curriculum Development in Work-Based Learning
2013

This syllabus, course calendar, and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix, Section #: EDTE 465 (#)
Credit Hours: 3
Pre-requisite: None
Co-requisite: None
Day, Time and Campus: Tuesdays, 5PM – 8PM, BMI Liberty Room
Professor: 
Office Hours: TBA
Office Location: 
Office Phone: 
Email Address: 

ACADEMIC DEPARTMENT: School of Business and Technology
Dean: Dr. Ayodele Alade
Office Location: Princess Anne campus

I. COURSE DESCRIPTION

This performance-based course helps an individual design an instructional program and curriculum materials based on valid instructional analysis process. Topics include content standards, instructional analysis, student learning objectives, curriculum design, instructional resources, Universal Design for Learning, work-based learning lesson plans, and evaluation techniques. The purpose of the course is to help teachers acquire new knowledge and skills necessary to create rigorous, high-quality unit and lesson plans for CRD and WBL programs that lead to increased student achievement. The course is designed to meet the MSDE state requirement for instructional management and curriculum development in work-based learning programs.

II. CONCEPTUAL FRAMEWORK

The University of Maryland Eastern Shore’s Professional Education Unit prepares professionals who are reflective, innovation, value diversity and are effective (PRIDE). Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously reflect on and evaluate their practices and demonstrarte a willingness to make changes that enhance student growth and learning. Moreover, candidates are innovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers around understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that make for effective student learning outcomes.

III. MAJOR INSTRUCTIONAL OBJECTIVES

1. Compare and contrast career and college readiness.
2. Describe the use of national and state standards in curriculum development.
3. Specify different types of work-based learning strategies.
4. Identify and locate instructional resources for instructional analysis and curriculum development.
5. Design standards-based CTE curriculum that emphasizes understanding and performance.
6. Demonstrate understanding and use of Maryland standards in curriculum development for work-based learning.
7. Write a course of study or syllabus.
8. Develop performance objectives linked to Common Core State Standards.
9. Develop a work-based learning lesson plan.
10. Design an evaluation system for work-based learning and demonstrate different evaluation strategies.
11. Integrate materials into a student work portfolio.

IV. INSTRUCTIONAL TECHNOLOGY
Based on the Maryland Teacher Technology Standards (MTTS), students program in the Department of Technology will develop skills and knowledge in instructional technology throughout their program. They will learn how to use the computer, internet, web-sites, digital cameras, DVD players, PowerPoint programs, and other multimedia instructional technology to access, evaluate and process information efficiently and effectively. Students will use instructional technologies to communicate information in a variety of formats. They will demonstrate an understanding of the legal, social, and ethical issues related to technology use. Students will design, implement, and assess learning experiences that incorporate instructional technology in the delivery of curriculum-related study in career and technology education.

Instructional Technology Objectives:
I. Information Access, Evaluation, Processing and Application
Access, evaluate, process and apply information efficiently and effectively.
1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.
2. Evaluate information critically and competently for a specific purpose.
3. Organize, categorize and store information for efficient retrieval.
4. Apply information accurately in order to solve a problem or answer a question.

II. Communication
A. Use technology effectively and appropriately to interact electronically.
B. Use technology to communicate information in a variety of formats.
1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.
2. Select appropriate technologies for a particular communication goal.
3. Use productivity tools to publish information.
4. Use multiple digital sources to communicate information online.

III. Legal, Social and Ethical Issues
Demonstrate an understanding of the legal, social and ethical issues related to technology use.
1. Identify ethical and legal issues using technology.
2. Analyze issues related to the uses of technology in educational settings.
3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection.
4. Use classroom procedures to manage an equitable, safe and healthy environment for students.

IV. Assessment for Administration and Instruction
Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.
1. Research and analyze data related to student and school performance.
2. Apply findings and solutions to establish instructional and school improvement goals.
3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.

V. Integrating Technology into the Curriculum and Instruction
Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.
1. Assess students’ learning/instructional needs to identify the appropriate technology for instruction.
2. Evaluate technology materials and media to determine their most appropriate instructional use.
3. Select and apply research-based practices for integrating technology into instruction.
4. Use appropriate instructional strategies for integrating technology into instruction.
5. Select and use appropriate technology to support content-specific student learning outcomes.
6. Develop an appropriate assessment for measuring student outcomes through the use of technology.
7. Manage a technology-enhanced environment to maximize student learning.
VI. Assistive Technology
Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.
   1. Identify and analyze assistive technology resources that accommodate individual student learning needs.
   2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.

VII. Professional Growth
Develop professional practices that support continual learning and professional growth in technology.
   1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.
   2. Use resources of professional organizations and groups that support the integration of technology into instruction.
   3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.
   4. Identify local, state and national standards and use them to improve teaching and learning.

V. DIVERSITY
The Department of Technology values the diversity of people, including those individuals with special needs and exceptionalities, and those from different ethnic, racial, gender, cultural, language, socioeconomic, and religious backgrounds. All graduate courses are designed to meet the educational needs of a diverse group of students, in addition to teaching them about the importance and influence of diversity in the content of each course. Students will interact with diversity and equity issues through experiential learning activities while in the classroom, technology laboratories, and field experiences. Students will be able to teach from a multicultural and global perspective that draws on the histories and experiences of students from diverse culture backgrounds. Courses are designed to help students confront issues of diversity that affect learning and to develop strategies and materials for improving student achievement and learning. Students will develop the proficiencies to work with students from diverse backgrounds and with disabilities and special needs to ensure that all students have the opportunity to learn and succeed.

Diversity Objectives:

The student will be able to:
- Design curriculum materials and utilize different teaching techniques to meet the educational needs of a diversity of students, including those from different ethnic, racial, gender, language, socio-economic, and religious backgrounds and those with special needs and exceptionalities.
- Explain and demonstrate how people from diverse ethnic, racial, gender, language, socio-economic, exceptionalities, and religious backgrounds have influenced by Career and Technology Education.
- Understand human, equity, and developmental issues surrounding the use of assistive instructional technology to enhance student learning and apply that understanding to practice.
- Apply assistive instructional technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.

Major Instructional Objectives tied to INTASC, the Conceptual Framework, MD Teacher Technology Standards, (MTTS), and the National Board of Professional Teacher Standards.

This course is designed to enable teacher candidates to:

<table>
<thead>
<tr>
<th>#</th>
<th>Objectives</th>
<th>InTASC 2011 Standards</th>
<th>UMES Conceptual Framework</th>
<th>Maryland Teacher Tech Std</th>
<th>CAEP</th>
<th>NBPTS CTE Standards</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Compare and contrast career and college readiness.</td>
<td>4</td>
<td>PIE</td>
<td>I</td>
<td>1.1</td>
<td>2, 7</td>
</tr>
<tr>
<td>2</td>
<td>Describe the use of national and state standards in curriculum development.</td>
<td>4, 9</td>
<td>RE</td>
<td>I, VII</td>
<td>1.1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Specify different types of work-based learning strategies.</td>
<td>4, 8</td>
<td>PE</td>
<td>V</td>
<td>1.6</td>
<td>1, 5, 7</td>
</tr>
</tbody>
</table>
4. Identify and locate instructional resources for instructional analysis and curriculum development. | 7, 8 | RE | I, II, V | 1.4 | 2, 7 |

5. Design standards-based CTE curriculum that emphasizes understanding and performance. | 1, 4 & 7 | PIE | I, V | 1.2 | 2, 5, 7, 11 |

6. Demonstrate understanding and use of Maryland standards in curriculum development for work-based learning. | 5, 7 | PIE | II | 1.1 | 2, 5, 7 |

7. Write a course of study or syllabus. | 5, 7 | PE | I | 1.6 | 2 |

8. Develop performance objectives linked to Common Core State Standards. | 5, 10 | PRIDE | I, VII | 1.4 | 2 |

9. Develop a work-based learning lesson plan. | 5, 7, 8 | PIE | I, V | 1.2 | 5, 7 |

10. Design an evaluation system for work-based learning and demonstrate different evaluation strategies. | 6 | RIE | IV | 1.3, 4.1 | 1, 6, 7 |

12. Integrate materials into a student work portfolio. | 4, 5 | PIE | V | 1.2, 1.6 | 5, 7 |

VI. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. REQUIRED TEXTBOOKS
None, all resources provided in Blackboard

B. SUPPLEMENTAL READINGS AND REFERENCES

C. TECHNOLOGY
Technology-based readings and resources are a requirement in this class. You must regularly check Blackboard for course assignment and schedule updates. All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf). It is important that you have access to other Microsoft software like PowerPoint, Publisher and Excel, and Adobe Reader. Having supplemental programs like Adobe Professional will be useful in some classes.

D. SUPPLIES/ASSOCIATIONS
Group presentations may require some supplies and/or copies. Students are responsible for transportation to school and materials needed to teach lessons.

Membership in professional organizations is highly encouraged. They provide opportunities for networking, resources, presentations, and publication in peer-reviewed journals.

VII. COURSE REQUIREMENTS & EXPECTATIONS

Required Assessments

<table>
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<tr>
<th>Session</th>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>8/30</td>
<td>Submit description of the differences and commonalities between career and college readiness</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>9/6</td>
<td>Take a topic from your course and link it to national, state and local objectives, industry certification or standards at the benchmark level.</td>
<td>30</td>
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<tr>
<td>3</td>
<td>9/13</td>
<td>Fill in worksheet table to describe three types of work-based learning strategies, and the advantages and disadvantages of each.</td>
<td>40</td>
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</tbody>
</table>
UMES Grading Scale
90% - 100%    A
80% - 89.5%    B
70% - 79.5%    C
60% - 69.5%    D
Below 60%      F

VIII. CALENDAR AND TOPICAL OUTLINE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Format</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1       | 8/26 | Face   | Syllabus, Course Intro  
|         |      |        | College and Career Readiness  
|         |      |        | Competency-Based Education  
|         |      |        | Performance-Based Education |
| 2       | 9/2  | Face   | Standards-Based Curriculum  
|         |      |        | National standards  
|         |      |        | Industry Certification  
|         |      |        | Common Core State standards  
|         |      |        | Skills for Success  
|         |      |        | SCANS  
|         |      |        | All Aspects of the Industry  |
| 3       | 9/9  | Online | Work-based Learning  
|         |      |        | Types of work-based learning  
|         |      |        | Advantages and disadvantages  |
| 4       | 9/16 | Face   | Cultural Proficiency  
|         |      |        | Instructional Resources  
|         |      |        | Textbook & Journal Evaluation  
|         |      |        | Internet Resources  
|         |      |        | School Career Centers  
|         |      |        | Curriculum Centers  |
| 5       | 9/23 | Online | Instructional Analysis and Curriculum Development I  
|         |      |        | CFIP - Classroom Focused  
|         |      |        | Improvement Process  
|         |      |        | Critical Content  
|         |      |        | Performance Objectives  |

UMES CTE Coordinator: Loveland

EDTE 465 Syllabus
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Format</th>
<th>Title</th>
</tr>
</thead>
</table>
| 6    | 9/30 | Face   | Instructional Analysis  
Curriculum Development II  
Universal Design for Learning  
Course Topics  
Unit Planning  
Course of Study/Syllabus |
| 7    | 10/7 | Online | Developing Self and Career Awareness  
CRD Standard 1 Career Goals  
CRD Standard 2 Career Clusters |
| 8    | 10/14 | Face | Career Exploration  
CRD Standard 3 |
| 9    | 10/21 | Online | Work-Based Learning Lessons I  
Events of Instruction  
Instructional Strategies  
Direct and Indirect teaching  
Cooperative Learning  
Problem-Based Learning  
Project-Based Learning  
Differentiated Instruction |
| 10   | 10/28 | Face | Work-Based Learning Lesson Plans  
CRD Standard 5: Job Seeking and Advancement |
| 11   | 11/4 | Online | Work-Based Learning Lessons III  
Student Work Portfolios  
ePortfolios |
| 12   | 11/11 | Face | Career Satisfaction and Transition  
CRD Standard 6 |
| 13   | 11/18 | Online | Evaluation Techniques  
Psychomotor testing  
Cognitive testing  
Bloom’s Taxonomy  
Affective measurement |
| 14   | 11/25 | Online | Evaluation Techniques  
Grading system  
Rubrics  
Evaluation of Student Work Portfolios |
| 15   | 12/2 | Face | Teacher With-It-Ness  
Teacher Effectiveness  
Teacher Evaluation in Maryland |

**IX SYLLABUS STATEMENTS COMMON TO ALL UMES SYLLABI**

**UMES Policy on Class Attendance**

All students are expected to attend all classes. Excessive unexcused absences for any reason may result in either a low grade or course failure. All students will be considered excessively absent from a class if they miss a class more hours during the semester or term than the class meets each week.

1. The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly, for consistent attendance offers the most effective opportunity open to all students to gain command of the concepts and materials of their courses of study. Absences (whether excused or unexcused) do not alter what is expected of students qualitatively and quantitatively.

2. In many courses, such as those requiring group discussion, laboratories, clinics, public speaking or language conversation, or performance of particular skills, in-class participation is an essential part of the work of the course. In other courses, occasional in-class assessments may occur without prior notice.
3. The University will excuse the absences of students that result from instances such as: illness (where the student is too ill to attend class), death in the immediate family (family members are defined as being one or more of the following persons: father, stepfather, grandfather, or legal guardian, mother, stepmother, grandmother, sister, brother, stepsister, stepbrother, any person living as an integral member of a student’s home), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student’s control. Students requesting excused absences must furnish acceptable documentation to their course instructors to support their assertion that absences were the result of one of these causes. However, the nature of some courses will preclude makeup of assessments missed. In these cases, students will not be penalized for excused absences; grades will be computed on actual assessment as explained in the course’s syllabus. Otherwise, students with excused absences will be given an opportunity to make up missed assessments. The responsibility for granting excused absences and determining which assessments can be made up lies with the instructor of each individual course. Absences (whether excused or unexcused) do not relieve the students of their responsibility to complete the course assessments. Instructors are especially understanding in cases related to health and/or death, provided the student provides proper documentation.

4. Students must notify their instructors of the reason for any absence as soon as possible. Where the reason for an absence from a scheduled assessment is known in advance (for example, in cases of religious observance or participation in University activities at the request of University authorities), students must inform their instructors two weeks prior to the absence, if known that far in advance, or immediately upon discovering the impending absence. Prior notification is particularly important in connection with examinations and other major assessments, since failure to reschedule them before conclusion of the final examination period may result in loss of credits during the semester. When the reason is not known in advance (for example, in cases of health related emergencies or compelling circumstances beyond their control), students must inform their instructors as soon as possible after its development.

5. Each department and school may develop a general policy for class attendance as long as it conforms to this UMES Policy for Class Attendance.

6. Each instructor is responsible for distributing to each student a written statement as part of the course syllabus at the beginning of the semester in order to inform each class of the nature of in-class participation and assessments expected and what effect absences will have on the evaluation of the student’s work in the course. This statement must include any department and school policies, which are applicable to the course. The instructor in accordance with this statement, the general policy of his or her department and school, and this UMES Policy for Class Attendance shall handle absences.

7. In cases of dispute, the student may appeal to the chair of the department offering the course within one week from the date of the refusal of the right to a make-up assignment. In those instances where the instructor is the chair, the appeal may be made to the dean. The dean’s decision will be final in all cases. When permitted, a makeup assessment must be given on campus unless the published schedule or course description requires other arrangements. The makeup assessment must be held at a time and place mutually agreeable to the instructor and student. The makeup assessment must not interfere with the student’s regularly scheduled classes. In the event that a group of students requires the same make-up assessment, one make-up assessment time may be scheduled at the convenience of the instructor and the largest possible number of students involved, and a second make up for the remaining group.

8. All students are expected to attend all classes. Excessive unexcused absences for any reason may result in either a low grade or course failure. All students will be considered excessively absent from a class if they miss a class more hours during the semester or term than the class meets each week. For example a student should not miss (unexcused absence) a class that meets three hours per week more than three hours during the semester or term nor be absent from a class that meets one hour per week more than once during the semester or term. At the beginning of each semester or term, the class instructor will distribute this written policy and other relevant information as part of the course syllabus, regarding his/her expectations on absenteeism, attendance, warnings, requests for withdrawal, and make-up privileges.

9. Instructors are to document students’ class attendance through the process of taking and maintaining daily attendance during each semester.

Academic Honesty
Academic honesty and integrity lie at the heart of any educational enterprise. Students are expected to do their own work and neither to give nor receive assistance during quizzes, examinations, or other class exercises. Because the university takes academic honesty seriously, penalties for violations may be severe, including failing the course and possibly being dismissed from the university. Students accused of academic dishonesty will be given due process before disciplinary action is taken.
Please request most current policy and procedure followed when academic dishonesty accusations are lodged by faculty against students from the faculty member, the academic advisor, or the department chair.

PROCEDURE FOR REVIEWING CHARGES OF PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY
http://www.umes.edu/cms300uploadedFiles/Academic%20Honesty%20Statement%20B.pdf

ACADEMIC HONESTY POLICY FOR GRADUATE AND UNDERGRADUATE STUDIES

Disability
Students capable of success, regardless of their disabilities are admitted to the university. The faculty and staff of the University of Maryland Eastern Shore work cooperatively to assist their students in achieving their educational goals. Moreover, students with disabilities are accommodated in accordance with both federal and state laws. To receive special accommodations for a disability, the student must register with Student Disability Services before any accommodations can be granted. At the time of registering for disability services, please bring documentation to support your claimed disability. The documentation must be within three years and provided by a licensed professional with expertise in the special disability area. If you have questions about disability services or accommodations, please contact Dr. Dorling Joseph at (410) 621-3446. The Student Disability Services office is located in the Student Services Center (SSC), Suite 2169.

General Student Resources

http://www.umes.edu/Academic/index.aspx?id=29104
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Format</th>
<th>Topics</th>
<th>Objectives</th>
<th>Assignments</th>
<th>Pts</th>
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</thead>
</table>
| 1    | 1/23 | Face   | Syllabus. Course Intro  
Career and College Readiness  
Competency-Based Education & Performance-Based Education  
- Terminology  
- Characteristics  
- Problems & concerns  
- Advantages  
Standards-Based Curriculum  
National standards  
Industry Certification  
Common Core State standards  
Skills for Success  
SCANS  
All Aspects of the Industry | 1. Compare and contrast career and college readiness  
2. Describe the use of national and state standards in curriculum development.  
3. Specify different types of work-based learning strategies.  
4. Identify and locate instructional resources for instructional analysis and curriculum development.  
5. Perform a job/task or instructional analysis based on program target occupation(s) and employment trends.  
6. Demonstrate use of a competency profile.  
7. Write a course of study or syllabus. | DB 1: Submit short description of the differences and commonalities between career and college readiness.  
DB 2: Take a topic from your course and link it to national, state and local objectives, industry certification or standards at the benchmark level  
DB 3: Describe three types of work-based learning strategies, and the advantages and disadvantages of each.  
DB 4 Part A: Conduct a CTE textbook evaluation, answering all 8 questions.  
Part B: Evaluate a Website for your content area using the worksheet.  
DB 5: Occupational Analysis  
DB 6: Instructional Analysis based on target occupation.  
DB 7: Develop a Competency Profile for your target occupation.  
DB 8: Develop a full semester Course of Study matrix and syllabus for your content area. | 20  
30  
40  
30  
15  
100  
50  
100 |
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<tr>
<th>Week</th>
<th>Date</th>
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<th>Assignment Details</th>
<th>Details</th>
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| 9    | 3/27 | Online | Performance Objectives Components  
Writing performance objectives  
Using performance objectives | 8. Develop performance objectives linked to Common Core State Standards. | 25     |
| 10   | 4/3  | Face   | Work-Based Learning Lesson Plans | 9. Develop a work-based learning lesson plan. | 50     |
| 11   | 4/10 | Online | Student Competency Sheets  
Writing student competency sheets  
Using student competency sheets | 10. Demonstrate appropriate use of a variety of instructional resources including student competency sheets. | 50     |
| 12   | 4/17 | Face   | Instructional Sheets  
Assignment sheets  
Information sheets  
Procedure sheets  
Job sheets | 10. Demonstrate appropriate use of a variety of instructional resources including student competency sheets. | 50     |
| 13   | 4/24 | Online | Evaluation Techniques  
Psychomotor testing  
Cognitive testing  
Affective measurement | 11. Design an evaluation system for work-based learning and demonstrate different evaluation strategies. | 40     |
| 14   | 5/1  | Online | Evaluation Techniques  
Grading system  
Rubrics | 11. Design an evaluation system for work-based learning and demonstrate different evaluation strategies. | 50     |
| 15   | 5/8  | Face   | Student Work Portfolios  
Formats  
Content  
Evaluation of portfolios | 12. Integrate materials into a student work portfolio. | 50     |

**Total Points 800**