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Curriculum Development in Occupational Education and Training

OTED 785/885

Course Description

Instructor:

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1. **Course Number:** OTED 785/885
2. **Course Title:** Curriculum Development in Occupational Education and Training
3. **Course Description:** A course designed to prepare professionals to design and develop curriculum for occupational education and training courses and programs.

Purpose: This is a course designed to assist professional educators and trainers to enhance their abilities to plan, develop, and assess curriculum products. Through this course the professional educator will integrate their content specialty with pedagogical knowledge, culture, curriculum, and instruction. Through this course, advanced professional educators will refine their professional practices and extend their career commitment. Particular emphasis is placed on the foundations for the curriculum, populations it will serve, structural elements, and evaluation strategies.

4. **Course Competencies:** As a result of this course and its activities, the learner should:
 - A. Develop an awareness of the fundamental elements necessary to develop a meaningful curriculum in an occupational or training area.

- B. Become aware of the components that influence and control the content and organization of the curriculum (conceptual framework/knowledge-bases).
- C. Become aware of the components that can be utilized to structure the contents of an educational curriculum (coherence).
- D. Analyze and evaluate various theories for learning to comprehend core understanding of learning and practices that support learning.
- E. Become aware of the factors that should be considered in the evaluation of any curriculum undertaking.
- F. Develop a worthy curriculum for any subject area, particularly occupational education or training programs, using reflection, critical thinking and problem solving strategies and guidelines or standards developed by content specialty organizations.

5. **Course Requirements:**

- A. Annotate readings on topics that focus on the content your curriculum will present. Student completes five annotations, either the even or odd numbers. Each annotation is worth 6% of your grade (30% - each due to instructor on the assigned date):
 - 1. Even annotations due even weeks
 - 2. Odd annotations due odd weeks
- B. Develop a detailed curriculum of a program of study in the learner's selected field of interest (50% - each component due to the instructor on the assigned date). This program should include the following components:
 - 1. Curriculum Foundations
 - 2. Curriculum Content (ISD, CBE, or other)

3. Curriculum Evaluation

If the curriculum can be used by and improve the professional community, please use resources available to design, deliver, and renew effective programs for the improved quality of education.

- C. Successfully complete an examination on the foundation of the curriculum (10%).
- D. Successfully complete an examination on the contents and evaluation of the curriculum (10%).

6. Accommodating Students with Special Learning Needs: In accordance with university policy, a student who wishes to receive some instructional accommodation, because of a documented sensory and/or learning disability, should meet with the instructor to discuss this accommodation.

7. Attendance: Although class attendance is not a requirement for this course, participation is important to the learning process. Consequently, excessive absences will take away from your participation. Also, much of the content for the completion of assignments is provided through lecture and discussion. This information will not be readily obtained if the learner does not attend. If class is missed, a summary of the material covered must be submitted to the professor.

Weekly class assignments are due on assigned dates and will not be accepted late. All assignments will be completed and delivered in electronic format.

8. Grading:

93 to 100 points	A
85 to 92 points	B
84 to 75 points	C
74 and below	F

9. Honors Pledge:

"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned". By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors.

10. Office Hours:

Telephone for an appointment or telephone visit (757/683-4305)

Web Sites - <http://web.odu.edu/webroot/instr/ed/jritz.nsf>
http://web.odu.edu/webroot/instr/ed/jritz.nsf/pages/oted785_main

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Course E-Mail - oted785@odu.edu

11. Class References:

Text:

Ornstein, A. & Hunkins, F. (1998). Curriculum foundations, principles and theory. Boston: Allyn and Bacon.

References:

Beauchamp, G.A. (1975). Curriculum theory. Wilmetter, IL: The Kagg Press.

Clark, L.H., Klein, R.L. and Burks, J.B. (1965). The American secondary school curriculum. New York: The Macmillan Company.

Dewey, J. (1944). *Democracy and education*. New York: The Free Press.

Hill, W. (1971). *Learning*. Scranton: Chandler Publishing Company.

Kemp, J.E. (1971). *Instructional design*. Belmont, CA: Fearson Publishers.

Silvius, G.H. and Bohn, R.C. (1976). *Planning and organizing instruction*. Bloomington, IL: McKnight Publishing Company.

Taba, H. (1962). *Curriculum development: theory and practice*. New York: Harcourt, Brace & World, Inc.

Zais, R.S. (1986). *Curriculum principles and foundations*. New York: Thomas Y. Crowell Company.

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