

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EAD 529: Curriculum Development and Instructional
Design

6 Credits
Effective 10/1/2016

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name:

Contact Information:

Phone:

Email:

COURSE DESCRIPTION

Curriculum Development and Instructional Design familiarizes students with the various curriculum development and instructional design models needed to support adult learning in education, business, and training contexts. Topics include: purposes of learning, learning contexts, learner characteristics, work setting characteristics, work/task analysis, learning outcomes, needs assessment, course design, and assessment strategies. Recent historical emphasis on accountability of student learning provides the context for a clear and effective approach to designing and assessing learning relative to established outcomes. Students learn various types of assessment strategies and tools, including authentic assessment. They also learn how to apply the results of learning outcomes assessment to improve student achievement and program effectiveness.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Strong communication and interpersonal skills
- Commitment to ethical practice and service
- Diverse and global perspectives

COURSE OUTCOMES

In this course, learners:

- Explore the research on curriculum development and instructional design models
- Evaluate assessment strategies that result in effective learning outcomes
- Create rubrics for assessments that demonstrate an understanding of the developmental sequence of rubric descriptors that together constitute a progression of learning.
- Apply best practices in instructional design and curriculum development

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Project 1: Effective Models Analysis Paper	10%
Project 2: Course Topic, Learning Outcomes, and Assessments	20%
Project 3: Rubric Development	20%
Final Project: Course Design	30%
Instructor Determined Assignments	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Project 1: Effective Models Analysis Paper

Students analyze three or more models of curriculum development and instructional design supported in the adult learning literature. After analyzing each model, students will consider each model’s effectiveness relative to the student’s chosen adult learning context and justify the choice of one model for use in that context.

To promote relevance of study, students may choose an adult learning context (i.e., higher education, business or organizational training) in which they have worked in the past, currently

work, or might work in the future.

Students will write up the results of their analysis into a paper that will include five parts:

- a) an introduction addressing the importance of a deliberate choice of appropriate curriculum development and instructional design model;
- b) an analysis of the models;
- c) a description of the student's chosen adult learning context;
- d) the choice of model and justification for that choice; and
- e) a conclusion reflecting on value of the chosen model for future practice.

The paper should be: in APA format (12pt Times New Roman font, double spaced); 4-6 pages (1400 to 2100 words not including cover page, and references); and have at least four (4) quality references.

Components	% of Grade
Adult Learning Context	10%
Model Choice	20%
Writing and Organization	20%
Explore Models	20%
Analysis	20%
References and APA	10%
TOTAL	100%

Project 2: Course Topic, Learning Outcomes, and Assessments

Students will develop a topic for a course to address the needs they discussed earlier in class. The course topic should be connected to adult learners in the students' contexts (higher ed., training, or development). **The topic developed in this assignment will continue throughout the course and into the final assignment.**

Students must then research their topic to create three learning outcomes for the course. Finally, students will create three draft assessments to measure the learning outcomes (one for each outcome). The assessments will be fully developed later in class.

For this project you will create a project report that will have three parts:

- a) Part 1 - an overview of the topic chosen with research that defines the topic;
- b) Part 2 - present the learning outcomes with the research that connects the outcome to the topic;
- c) Part 3 - define the draft assessments and demonstrate how they connect to the learning outcomes.

The report should be formatted in a manner that is professional and clearly shows the development of this course idea with APA citations and references.

<i>Components</i>	<i>% of Grade</i>
Topic Development	20%
Learning Outcomes	30%
Assessment Design	20%
Writing and Organization	20%
References and APA	10%
TOTAL	100%

Project 3: Rubric Development

Students will continue to develop the assessments created in Project 2 by adding a rubric to each assessment. Students will determine how many of the four major learning types each assessment will use (knowledge, reasoning, skill, or product).

Students will then compose a developmental sequence of rubric descriptors that together constitute a progression of learning for each learning type chosen (4 levels: Below Standard to Exceeds Standards). Additionally, students will add any other rubric components needed to evaluate the assessment. Each rubric will be in 3rd person and use Bloom's taxonomy.

Students will submit three complete assessments with rubrics in Word format (APA format not required).

<i>Components</i>	<i>% of Grade</i>
Clarity of Criteria	30%
Distinction Between Levels	20%
Learning Types	20%
Assessment Development	30%
TOTAL	100%

Final Project: Course Design

Utilizing the work completed in projects 1-3, students will create a full course for the topic they have been developing during the quarter. The course design will show a planned sequence of learning experiences that helps adult learners achieve outcomes and demonstrate their progress. Through this project, students demonstrate understanding of instructional design and curriculum development principles for diverse adult learning contexts.

Part 1. The Introduction - the introduction will include two components:

- a) a description of the student-selected higher education/business/organizational context and its desired program outcomes; and
- b) a choice of curriculum development and course design model and justification.

Part 2. Syllabus - Students use a syllabus format that aligns with the student's adopted curriculum development and instructional design model. Minimally, the syllabus should consist of the following components:

- a) title;
- b) course description;
- c) course learning outcomes;
- d) assessments for the course with rubrics; and
- e) any policies related to the course, including ethical policies.

Part 3. Lesson/Training Plans - Students will create two developmental lesson or training session plans that lead together toward achievement of one of the course outcomes, including introductory and culminating activities. Minimally, each lesson/session plan consists of the following essential parts:

- a) the **Learning Focus**, including a big idea or essential question, the session's learning objective, why it's important adult learners accomplish the objective;
- b) **Learning Experiences** selected and sequenced to maximize learning and retention;
- c) **Accommodations**, how the learning experience could be or is adapted for a diverse or multicultural environment;
- d) **Assessment Strategies**, to determine what and how well adults learned; and
- e) **Resources Needed**, such as location characteristics, facilities, instructional materials, learning materials, and technology.

Components	% of Grade
Application of Instructional Design and Curriculum	20%
Development Principles	
Lesson Design	30%
Accommodation	10%
Class Policies	10%
Learning Focus	10%
Assessments	20%
TOTAL	100%

Formative Assessments

Class participation through formative assessments is an integral part of this course. Formative assessments can be journals, papers, activities, quizzes, discussions, wikis, or other activities determined by the course manager and instructor. Each formative assessment includes its own rubric and/or due date as outlined within the activity to balance participation and enhance learning. Whether in class, online, or in a mixed mode setting, students will be graded on their ability to present, explain, or defend alternative viewpoints and the degree to which they have mastered the concepts and principles inherent in the study of leadership. Written work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

<i>Components</i>	<i>% of Grade</i>
Use of Course Concepts	100%
TOTAL	100%

COURSE POLICIES

Late Assignments

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

Participation

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.