

Course Syllabus



DOANE
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Course Information

IDT 610
Curriculum Development
3 Credit Hours

Instructor Information

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Doane University

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Doane University

Contact Information

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Communicating With the Instructor

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The “Question Center” discussion board

This policy will help you in potentially identifying answers before we can get back to you and it also helps your instructors from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Question Center” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact us via email. Our preference is that you will try to email either one of us first. Please allow 24 hours for a response to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance (contact information is listed below).

Course Catalog Description

This course is an introduction to developing curriculum for online learning. Students will differentiate the why and how of running a needs analysis, an audience analysis, and a task analysis and develop Strategies to successfully work with subject matter experts (SME).

Course Prerequisites

None

Course Textbook and Materials

Required

The Understanding by Design Guide to Creating High-Quality Units by Grant Wiggins and Jay McTighe

Learning Objectives

Course Objectives

At the completion of this course students will be able to:

1. Describe curriculum development relative to online learning.
2. Develop course goals and objectives.
3. Identify and apply assessment methodologies.
4. Evaluate content alignment with objectives and assessments.
5. Identify activities that align with course objectives, assessments, and content.
6. Demonstrate ability to collaborate with Subject Matter Experts (SMEs).

Module Objectives

TOPIC	MODULE OBJECTIVES	ASSESSMENTS	ACTIVITIES
Week/Mod 1 What is curriculum?	1.1 Identify what curriculum is. 1.2 Differentiate between the goals of academic and corporate curriculum. 1.3 Describe the curriculum development strategy presented in the Backward Course Design model. 1. 4 Apply curriculum development strategies to online learning.	Backward Course Design Model Multimedia Project (MO 1.3, 1.4) (5 hrs)	Pre-Test Curriculum Development (1 hr) (S-C) Self introduction Discussion (1 hr) Curriculum: Academic and Corporate Curriculum Development Discussion (MO 1.1, 1.3) (4 hrs) Curriculum Community Blog (4 hrs) (MO 1.1, 1.4)
Week/Mod 2	2.1 Explain the analyzes required to identify the instructional/course goals.	Analyzes Overview Multimedia Presentation (MO 2.1) (5 hrs)	Analysis Discussion (MO 2.2) (3 hrs)

Practicing analyzes	2.2 Perform a series of analyzes to identify the instructional/course goals. 2.3 Perform an analysis to identify the instructional/course goals. 2.4 Perform an analysis to describe the general characteristics of the target audience. 2.5 Perform an analysis to determine learning outcomes. 1.4 Apply curriculum development strategies to online learning.	Analyzes Case Study Discussion (MO 2.2,2.3,2.4,2.5) (4 hrs)	Analyzes Community Blog (MO 2.1) (3 hrs)
Week/Mod 3 Applying Analyzes	2.6 Analyze data from performed analyzes to identify specific concepts to be covered in the course. 2.7 Utilize specific concepts to create course goals. 2.8 Evaluate the course goals for relevance to course purpose and level. 1.4 Apply curriculum development strategies to online learning.	Analyzes - Final Project (MO 1.4, 2.6, 2.7, 2.8) (12 hrs)	Curriculum Developer Blogs Blog (MO 1.4) (3 hrs)
Week/Mod 4 Measurable objectives	2.9 Formulate course objectives that align with course title and description. 2.10 Determine that the learning objectives or competencies are suited to the level of the course and are measurable. 2.11 Demonstrate ability to write course objectives that align with course goals and program objectives. 1.4 Apply curriculum development strategies to online learning.	Writing Measurable Course Objectives (MO 2.9, 2.10, 2.11) (4 hrs) Writing Measurable Module Objectives (MO 2.9, 2.10, 2.11) (6 hrs)	Bloom's Taxonomy Blog (MO 2.11) (3 hrs) Measurable Objectives Discussion (MO 2.11) (3 hrs)
Week/Mod5 SMEs and Scope and Sequence	2.11 Demonstrate ability to write course objectives that align with course goals and program objectives. 3.5 Recognize the best strategy for developing solid relationships with a SME (or project team) 4.2 Evaluate the scope and sequence for logical flow of the curriculum content for a specific time frame. 4.3 Demonstrate ability to evaluate and edit content submitted by the SME. 1.4 Apply curriculum development strategies to online learning.	Scope and Sequence of Curriculum Map - Final Project (MO 2.11, 4.2, 4.3, 1.4) (10 hrs)	SME, the Good, the Bad, and the Divas Discussion. (MO 3.5) (3 hrs) Finding help when your SME is a Diva! Blog (MO 3.5) (3 hrs)
Week/Mod6 Summative Assessment	3.1 Review different assessment methodologies. 3.2 Construct summative assessments that are measurable and guide learners to measure their own learning progress.	Curriculum Map Summative Assessment Asset Discussion (MO 3.2, 3.3, 3.4, 1.4) (12 hrs)	Summative versus Formative Assessments (MO 5.1, 5.2) (4 hrs) Assessment Methodologies Blog (MO 3.1) (4 hrs)

	<p>3.3 Demonstrate that summative assessments align with course learning objectives or competencies.</p> <p>3.4 Demonstrate ability to evaluate and edit summative assessments submitted by the SME.</p> <p>5.1 Outline meaningful and productive formative assessments that prompt learners to actively practice their learning outcomes.</p> <p>5.2 Outline meaningful and productive formative assessments that prompt learners to prepare for course summative assessments.</p> <p>1.4 Apply curriculum development strategies to online learning.</p>		
<p>Week/Mod 7</p> <p>Formative Assessment</p>	<p>3.2 Construct summative assessments that are measurable and guide learners to measure their own learning progress.</p> <p>3.3 Demonstrate that summative assessments align with course learning objectives or competencies.</p> <p>3.4 Demonstrate ability to evaluate and edit summative assessments submitted by the SME.</p> <p>5.1 Outline meaningful and productive formative assessments that prompt learners to actively practice their learning outcomes.</p> <p>5.2 Outline meaningful and productive formative assessments that prompt learners to prepare for course summative assessments.</p> <p>5.3 Demonstrate alignment of formative assessments to content, summative assessments, and course objectives.</p> <p>4.1 Identify procedures for developing instructional materials.</p> <p>1.4 Apply curriculum development strategies to online learning.</p>	<p>Curriculum Map Summative Assessments - Final Project (MO 3.2, 3.3, 3.4, 1.4) (2 hrs)</p> <p>Curriculum Map Formative Assessments Discussion (MO 5.3, 1.4) (12 hrs)</p>	<p>Evaluating Online Resources/Instructional Materials Blog (MO 4.1) (4 hrs)</p>
<p>Week/Mod 8</p> <p>Curriculum Map Wrapup</p>	<p>5.3 Demonstrate alignment of formative assessments to content, summative assessments, and course objectives.</p> <p>1.4 Apply curriculum development strategies to online learning.</p>	<p>Curriculum Map Formative Assessments - Final Project (MO 5.3, 1.4) (2 hrs)</p> <p>Final Project Presentation (MO 1.4) (6 hrs)</p>	<p>-Post-Test Curriculum Development (1 hr) (S-C)</p>

Course Requirements

Attendance Policy

You should plan to work on this course everyday. This means that you absolutely must have a reliable and consistent internet connection throughout the duration of the course. This also strongly suggests that you should not plan to take any vacations during this course. This is a condensed, fast-paced course and it would be extremely difficult to catch up after a prolonged absence.

Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Computer Requirements

Minimum computer requirements for the successful use of Blackboard:

http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

You must have an active Doane University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Doane University e-mail account.* Please plan on checking your Doane Gmail account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Attendance/Participation

Preparation for class means reading the assigned readings & reviewing all information required for that week. *Attendance* in an online course means logging into the Blackboard and on a regular basis and *participating* in the all of activities that are posted in the course.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course requires 144 hours of student work. Therefore expect to spend approximately 18 hours a week preparing for and actively participating in this 8-week course.

Late or Missed Assignments

ALL assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due, it is automatically docked 20% each day it is late.

Federal requirements state that students must complete 75% of the course work to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.

Rewrites

Students may submit their assignments ahead of their due date for review by the instructor as long as the assignment is provided a minimum of three days prior to the course due date. The instructor will provide feedback on the assignment for consideration by the student.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

Drop and Add dates

If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Academic Integrity

Doane University expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:

- a. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."
- b. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."
- c. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.
- d. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.

Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators

For more information on the sanctions for academic dishonesty, please visit the website:

<https://catalog.doane.edu/content.php?catoid=16&navoid=1333>

Course Grading

Grades, Grading Scale, Feedback

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 and below

Weighted Grading

Blogs - 20% ($7 \times 40 = 280$ points)

- Curriculum Community Blog (40 pts)
- Analyzes Community Blog (40 pts)
- Curriculum Developer Blogs Blog (40 pts)
- Bloom's Taxonomy Blog (40 pts)
- Finding Help When Your SME is a Diva! Blog (40 pts)
- Assessment Methodology Blog (40 pts)
- Resources/Instructional Materials Blog (40 pts)

Discussions - 20% ($4 \times 40 = 160 + 10 = 170$)

- Self-Introduction Discussion (10 pts)
- Curriculum: Academic and Corporate Curriculum Development Discussion (40 pts)
- Analyzes Discussion (40 pts)
- Analyzes Case Study Discussion (40 pts)
- SME: The Good, the Bad, and the Diva Discussion (40 pts)

Assignments - 15% ($40 + 20 + 40 = 100$)

- Analyzes Overview Multimedia Presentation (40 pts)
- Identifying Measurable Objectives (20 pts)
- Summative versus Formative Assessments (40 pts)

Projects - 40% ($40 + 80 + 40 + 40 + 80 + 40 + 80 + 40 + 80 + 160 = 680$)

- Backward Course Design Model Multimedia Project (40 pts)
- Analyzes - Final Project (80 pts)
- Writing Measurable Course Objectives Discussion (40 pts)
- Writing Measurable Module Objectives Discussion (40 pts)
- Scope and Sequence of Curriculum Map - Final Project (80 pts)
- Curriculum Map Summative Assessment Asset Discussion (40 pts)
- Curriculum Map Summative Assessments - Final Project (80 pts)
- Curriculum Map Formative Assessment Asset Discussion (40 pts)
- Curriculum Map Formative Assessments - Final Project (80 pts)
- Final Project Presentation (160 pts)

Tests - 5%

- Pre-Test Curriculum Development (10 pts)
- Post-Test Curriculum Development (10 pts)

Feedback

Please allow 3-5 days for feedback on assignments. This timeframe is dependent upon the level of detail that I provide and the number of students in the course. I expect you to read

my feedback and make changes if needed. If you do not know how to look at feedback using the My Grades tool in Blackboard, please notify me immediately.

How to Succeed in this Course

- Check your Doane email regularly
- Log in to the course web site daily
- Communicate with your instructor
- Create a study schedule so that you don't fall behind on assignments

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate student transitions from high schools and community colleges, conduct in-service training for faculty and staff, enable the resolution of accessibility issues, conduct community outreach, and facilitate collaboration among Doane University staff on disability policies, procedures, and accommodations.

Accessibility Services

Doane University Access/Services for Students with Disabilities

<http://www.doane.edu/disability-services>

Contact Person: Chris Brady Phone: 402.467.9031 Email: chris.brady@doane.edu

Self-Identification Form: <https://www.doane.edu/student-disability-identification-form>

Academic Support

Contact Person: Tere Francis Phone: 402.466.4774 Email: terese.francis@doane.edu

<https://www.doane.edu/graduate-and-adult/academic-support>

Student Services

<http://www.doane.edu/gps/student-services>

Student Conduct Statement

Students are required to adhere to the behavior standards listed in **Doane University Policy Manual**

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the Doane University Technology Office Help Desk:

Phone: 402-826-8411
Email: helpdesk@doane.edu
Web: <http://www.doane.edu>

Instructional Technology Accessibility and Privacy Policies

<http://www.doane.edu/instructional-design-services/policies>

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your Doane University email and the course site Announcements often.