



# Occupational Analysis & Curriculum Development ETE 7400

(3 Credits)

Fall 2006

## COURSE SYLLABUS

**Instructor** Dr. Edward M. Reeve (IS 108)  
Professor  
Department of Engineering and Technology Education (ETE)  
(Phone) 797-3642  
(E-mail) [ed.reeve@usu.edu](mailto:ed.reeve@usu.edu)

**Recommended Materials** 3-ring notebook, USB Flash Drive

**Class Schedule** Lecture & Lab: Tuesdays (1:30 p.m. - 4:30 p.m.)

### Resource Materials

- Instructional Systems Design: <http://www.nwlink.com/~donclark/hrd/sat.html>
- Instructional Design Knowledge Base:  
<http://classweb.gmu.edu/ndabbagh/Resources/IDKB/index.htm>
- Instructional Design Models: [http://carbon.cudenver.edu/~mryder/itc\\_data/idmodels.html](http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html)
- Instructional Systems Design (ISD): <http://www.nedc.nrcs.usda.gov/isd/index.html>
- Wikipedia: [http://en.wikipedia.org/wiki/Instructional\\_design](http://en.wikipedia.org/wiki/Instructional_design)
- ISD in e-Learning: <http://www.elearnspace.org/Articles/InstructionalDesign.htm>

## Course Overview

Students will learn the techniques to conduct an occupational analysis (both job and task analysis) and to develop performance or competency-based curriculum. Industrial and educational applications for this style of curriculum development will be explored.

An occupational or task analysis is one important component in Instructional System Design (ISD). ISD is the most widely used methodology for developing new training programs, especially competency-based educational programs. It is also known as Instructional Systems Design & Development (ISDD), the Systems Approach to Training (SAT), or just Instructional Design (ID). This approach provides a step-by-step system for the evaluation of students' needs, the design and development of training materials, and the evaluation of the effectiveness of the training intervention. ISD evolved from post-World War II research in the United States military to find a more effective and manageable way to create training programs and is still used today.

Perhaps the most common model used for creating instructional materials is the ADDIE Model. This acronym stands for the 5 phases contained in the model:

- **Analyze** - analyze learner characteristics, task to be learned, etc.
- **Design** - develop learning objectives, choose an instructional approach
- **Develop** - create instructional or training materials
- **Implement** - deliver or distribute the instructional materials
- **Evaluate** - make sure the materials achieved the desired goals

## Course Objectives

*At the completion of this course the student will be able to:*

1. Explain the advantages and disadvantages of a performance-based curriculum.
2. Conduct an task or job analysis.
3. Explain how to verify a job analysis.
4. Write performance objectives in the cognitive, psychomotor, and affective domains of learning.
5. Write enabling objectives and develop learning activities from task elements.
6. Develop evaluation instruments to measure student performance in the cognitive, psychomotor, and affective domains.
7. Write unit and lesson plans based on job and task analysis.
8. Explain how to evaluate performance-based training programs.
9. Explain how to manage performance-based training programs.
10. Describe the ADDIE model.

**Course Activities:**

*In this course, the student will be required to complete the following activities:*

1. Attend class and participate in class discussions.
2. Complete assigned student activities and readings.
3. Conduct a task analysis.
4. Complete one journal abstract.
5. Develop a competency-based curriculum package.
6. Complete one final exam

**NOTE: MATERIALS TURNED IN LATE WILL RECEIVE A DEDUCTION OF 10% FROM THE TOTAL POINTS**

**NOTE: If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio diskette or Braille.**

# ***ETE 7400***

## ***COURSE OUTLINE***

**Fall Semester 2006**

<b>Week 1:</b> August 28	Course Overview Introduction to Competency-Based Education Introduction to Instructional Systems Design
<b>Week 2:</b> September 5	Front End Analysis
<b>Week 3:</b> September 12	Front End Analysis
<b>Week 4:</b> September 19	Outcomes/Objectives
<b>Week 5:</b> September 26	Outcomes/Objectives <b><i>Journal Abstract Due</i></b>
<b>Week 6:</b> October 3	Task Analysis
<b>Week 7:</b> October 10	Task Analysis
<b>Week 8:</b> October 17	Model/Theories
<b>Week 9:</b> October 24	Models/Theories
<b>Week 10:</b> October 31	Strategies/Tactics
<b>Week 11:</b> November 7	Strategies/Tactics
<b>Week 12:</b> November 14	Media

**Week 13:**  
November 21

Media

**Week 14:**  
November 28

Evaluation

**Week 15:**  
December 5

Evaluation  
Last Week of Class: All Activities Due

**FINAL EXAM: *Tuesday, December 12, 2006 - 1:00 p.m.***

NAME: \_\_\_\_\_

E-Mail: \_\_\_\_\_

## ETE 7400

### *COURSE EVALUATION – Fall 2006*

<b>Course Activities</b>	<b>Points</b>
Activity #1 (25 pts) .....	_____
Activity #2 (25 pts) .....	_____
Activity #3 (25 pts) .....	_____
Activity #4 (25 pts) .....	_____
Activity #5 (25 pts) .....	_____
Activity #6 (25 pts) .....	_____
Activity #7 (25 pts) .....	_____
Journal Abstract (25 pts).....	_____
Competency-Based Unit (50 pts).....	_____
Final Exam (50 pts).....	_____

**TOTAL (300)**

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#### Grading Scale

279 - 300 A	270 - 278 A-	
261 - 269 B+	249 - 260 B	240 - 248 B-
231 - 239 C+	219 - 230 C	210 - 218 C-
189 - 209 D+	180 - 188 D	