

Assignment #2 Context for Curriculum

1. Interview of a Trainer/Instructor

Trainer/Instructor Interview

For this interview, I reached out to one of my former high school teachers. He taught at the same high school for 34 years, retired, and then took a position within the high school district that our high school is in. He will again retire later this year with a total of 42 years.

[Charles M. Chamberlain](#) (I have always known him as Mr. C.) and I first met 42 years ago when I was a 15 year old sophomore at William Fremd High School, and he was the brand new electronics instructor in the Industrial Education department, fresh out of college. I had two classes with him my sophomore year, and one each my junior and senior years. During my senior year I was also one of his lab assistants for a sophomore class.

Mr. C. and I haven't seen each other face-to-face since 1979. However since the Internet and e-mail, we have been making contact over the years. Our plans to get together in person have always hit a snag. We are still working on that.

His time at Fremd High School started as an instructor and football coach. Over the years he was also department chair (the name changed from Industrial Education to Applied Technology), district chair, and dean of students. Currently in Township High School District 211 he is the Director of Summer School, Evening Programs and Continuing Education.

I reached out to Mr. C. via e-mail and provided him with a survey (see Figure 1 and Figure 2).

Content Identification

The question of content identification was answered in item 6 of the *Interview of Trainer/Instructor* (see Figure 2). His response was:

- Review of Industry Standards
- Assessment of Current Technology
- Future Trends in the Marketplace
- Student Needs and Goals

Mr. C. completed his master's degree in Industrial Technology with administrative certification during his second year of teaching. This was part of where he learned to identify content for the program and courses. Also the high school and district were located only a few miles from the headquarters, and main engineering facility, of the original Motorola Incorporated. This was a valuable industry partner in the region. Additionally, Harper College (a local community college) was also only a couple of miles away and serviced the same high school district. Much was shared regarding various programs (including electronics) between the high schools and the community college.

CTE 438/638 Course Construction in Career & Technical Education – Spring 2014

Interviewer Name: Robert J. (Bob) Leahy, Jr.

Date: 2/14/2014

Name of Person Interviewed: [Charles M. Chamberlain](#)

Title of Person Interviewed: Director of Summer School, Evening Programs, and Continuing Education

Contact Information for Person Interviewed: **E-mail:** cchamberlain@d211.org

Address: High School District 211, 1750 South Roselle Road, Palatine, IL 60067-7336

Phone: 847-755-6725

Objective: Interview an instructor to learn how their career program is organized. Explain the major components of the program, course of study including goals and objectives, pre-requisite(s), needs analysis and references.

Background Questions
1. How long have you been an instructor/teacher/trainer?
42 years
2. What content or subject area(s) have you taught?
Electronics, Woodworking, CAD Drafting, Related Occupations (Work Program)
3. What type organization(s) do you/did you teach for (e.g., educational, governmental, corporate, non-profit, volunteer, etc.)?
Educational (Secondary Education---Grades 9-12)

NOTE: If you have experience in more than one program/subject area, please choose one when answering the following questions:

Context for Curriculum Questions
4. Please indicate your program/subject area.
Electronics
5. Please identify the institution this program/subject area was taught (e.g., high school, community college, etc.).

Figure 1 – Interview of Trainer/Instructor

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William Fremd High School, Palatine, IL (grades 9-12)

6. When identifying content for a program or course, what process do you use?

- Review of Industry Standards
- Assessment of Current Technology
- Future Trends in the Marketplace
- Student Needs and Goals

7. How do you validate the content for a program or course?

- Review of Industry Standards and Marketplace Need

8. What is the process for changing an existing course, or for adding and deleting a course?

- Curriculum Committee Approval (committee meets 3 times yearly; Fall, Winter, Spring)
- Committee comprised of Department Chairs (5—one from each building), Building Principals (5—one from each building), Assistant Superintendent of Curriculum and Instruction.
- Phase 1—Information brought forth to the committee in the form of a preliminary proposal in the fall.
- Phase 2—more detailed information brought forth to the committee (to include final costs, implementation strategies and timeline, impact on other departments) in the form of a formal proposal in the spring.
- Final action taken by the curriculum committee on the formal proposal in the form of an open vote (11 voter's total) for possible adoption and implementation.
- If approved in the spring, staff responsible for implementation are granted hours for a summer curriculum project to coordinate final details for implementation.
- Proposals sometimes are approved as a pilot, thus only authorizing one building the opportunity to implement in order to gather data to determine the relevance and validity of full implementation across the district (all buildings).
- Acceptance of formal proposal was based on such things as instructor qualifications and availability, availability of facilities/laboratory, equipment availability, and financial support (cost) required for implementation.

9. Is there anything you would like to add in regards to creating or updating a curriculum or program?

Curriculum additions or changes are primarily driven by the ability for the educational institution/district to secure and provide financial support for full implementation of the new or revised curriculum.

Figure 2 – Interview of Trainer/Instructor

Changing/Adding Courses

The changing/adding of courses was answered in two parts. Mr. C. provided me with a copy of the *High School District 211 Board Policy on Curriculum Development* (see Figure 3). However he expounded on the Curriculum Committee in item 8 of the *Interview of Trainer/Instructor* (see Figure 2).

Book
District 211 Board Policy

Section
I: Instruction

Title
Curriculum Development

Number
IF

Status
Active

Legal
105 ILCS 5/28-6

Adopted
September 28, 2000

The Curriculum Committee

Additions to or deletions from the courses offered in the program of instruction shall be approved by the Board of Education after consideration by the Curriculum Committee and upon recommendation of the superintendent.

Each department's curriculum committee is comprised of the principals, the department chairs, and the assistant superintendent for curriculum, who serves as committee chair.

Changes in Textbooks

Changes in textbooks shall be approved by the Board of Education within the limitations of the Illinois School Code.

Figure 3 – High School District 211 Board Policy on Curriculum Development

2. Emergency and Disaster Management Program

Overview

Harper College in Palatine, Illinois offers programs in emergency and disaster management leading to an Associate in Applied Science Emergency and Disaster Management degree, a fast track AAS degree version for current fire fighters/officers and police officers, and a certificate program. The following is found on this program's introduction page on the college's website ("Emergency and Disaster Management," 2014):

Emergency and Disaster Management



Be the person they need...before they need you most. From preparedness and recovery from natural disasters and terrorist attacks to public health initiatives and homeland security operations, emergency management has been slated as a growing profession in the U.S.

The more you learn, the more you earn.

- The emergency management industry is expected to continue growing at a rate of 20 percent or more according to the Bureau of Labor Statistics.
- Emergency management professionals median earnings are \$55,000+ annually.
- Public safety dispatchers earn a median salary of \$35,000+.

Courses

AAS Emergency and Disaster Management

This 61-63 credit-hour program is intended to meet the needs of men and women in emergency management roles at the local, state and federal levels in order to advance in the emergency management career field ("Emergency and Disaster Management Degree," 2014).

These tables are adapted from the Harper College program requirements ("Emergency and Disaster Management Degree, 2014). They were originally listed as *Required General Education Courses*, *Required Core Courses*, and *Electives*:

NOTE: Courses listed as not required are electives. Students must select at least 24 credit hours from those courses.

General Education (Total Credit Hours 18-20)			Credits	Required
ENG	101	Composition	3	Yes
		Humanities elective ¹	3	Yes
		Mathematics elective ²	3-4	Yes
		Natural Science elective	3-4	Yes
PSY	101	Introduction to Psychology	3	Yes
SPE	101	Fundamentals of Speech Communication	3	Yes

1 - Students need to choose a course to meet this requirement that also fulfills the World Cultures and Diversity graduation requirement.

2 - Students must take at least three credit hours in a mathematics course at the level of MTH 080 or above, or MGT 150.

Technical Education			Credits	Required
EMG	101	Introduction to Emergency Management	3	Yes
EMG	107	Incident Management Systems	3	Yes
EMG	150	Public Information, Education and Community Relations	3	Yes
EMG	153	Hazard Analysis and Mitigation	3	No
EMG	155	Social Dimensions of Disaster	3	Yes
EMG	205	Crisis Exercise Design and Evaluation	3	No
EMG	253	Ideologies of Terrorism	3	Yes
FIS	103	Firefighting Strategies and Tactics I	3	No
FIS	121	Fire Behavior and Combustion	3	No
FIS	123	Advanced Fire Prevention Principles	3	No
FIS	132	Hazardous Materials I	3	No
FIS	250	Industrial Fire Protection	3	No
FIS	260	Emergency Services Safety	3	Yes

Professional Education			Credits	Required
EMG	103	Leadership, Influence, Decision Making and Problem Solving	3	No
EMG	151	Emergency Management Policy and Planning	3	No
EMG	251	Select Problems in Emergency Management	3	No
EMG	299	Emergency Management Systems Practicum	1	Yes
FIS	102	Fire Service Management/Administration I	3	No
FIS	230	Fire and Emergency Services Law	3	No
LEJ	101	Introduction to Criminal Justice	3	No
LEJ	122	Principles of Policing	3	No

Fast Track General Education Degree Completion Program (General Educational courses only)

The General Education (Gen Ed) Fast Track Option is an accelerated program for employed firefighters, fire officers, emergency management personnel, military personnel and police officers who want to complete an associate in applied science degree.

Robert (Bob) Leahy

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Designed for adults 24 and older, Fast Track students enter a cohort, which allows them to meet, network and learn with other active duty professionals, while attending class just one night a week, with the same students, in the same classroom ("Law Enforcement, Emergency and Disaster Management and Fire Science Degree," 2014).

General Education (Total Credit Hours 18-20)			Credits	Required
ENG	101	Composition	3	Yes
		Humanities elective ¹	3	Yes
		Mathematics elective ²	3-4	Yes
		Natural Science elective	3-4	Yes
PSY	101	Introduction to Psychology	3	Yes
SPE	101	Fundamentals of Speech Communication	3	Yes

1 - Students need to choose a course to meet this requirement that also fulfills the World Cultures and Diversity graduation requirement.

2 - Students must take at least three credit hours in a mathematics course at the level of MTH 080 or above, or MGT 150.

Life Experience and Job Credit
With the guidance of the program coordinators, experience acquired in the field may be turned into credit hours that can be applied toward the degree
Police Officers/Military Personnel attain up to 30 hours of proficiency credit for academy training, certified training events and/or experience acquired in the field.
Firefighters/Fire Officers/ Emergency Management Personnel attain up to 42 college credit hours for specific Office of the Illinois State Fire Marshal (OSFM) courses.

Technical Education			Credits	Required
EMG	101	Introduction to Emergency Management	3	Yes ³
EMG	107	Incident Management Systems	3	Yes ³
EMG	150	Public Information, Education and Community Relations	3	Yes ³
EMG	155	Social Dimensions of Disaster	3	Yes ³
EMG	253	Ideologies of Terrorism	3	Yes ³
FIS	260	Emergency Services Safety	3	Yes ³

3 - Students may be able to receive Life Experience and Job Credit in lieu of this course.

Professional Education			Credits	Required
EMG	299	Emergency Management Systems Practicum	1	Yes

Certificate in Emergency and Disaster Management

This 31 credit-hour certificate program is intended to meet the needs of men and women in emergency management roles at the local, state and federal levels in order to enter the emergency management career field ("Emergency and Disaster Management Certificate, 2014).

These tables are adapted from the Harper College program requirements ("Emergency and Disaster Management Certificate, 2014). They were originally listed as *Required* and *Electives*:

NOTE: Courses listed as not required are electives. Students must select at least 12 credit hours from those courses.

General Education			Credits	Required
		None required for certificate program		

Technical Education			Credits	Required
EMG	101	Introduction to Emergency Management	3	Yes
EMG	107	Incident Management Systems	3	Yes
EMG	150	Public Information, Education and Community Relations	3	Yes
EMG	153	Hazard Analysis and Mitigation	3	No
EMG	155	Social Dimensions of Disaster	3	Yes
EMG	205	Crisis Exercise Design and Evaluation	3	No
EMG	253	Ideologies of Terrorism	3	Yes
FIS	103	Firefighting Strategies and Tactics I	3	No
FIS	121	Fire Behavior and Combustion	3	No
FIS	123	Advanced Fire Prevention Principles	3	No
FIS	132	Hazardous Materials I	3	No
FIS	250	Industrial Fire Protection	3	No
FIS	260	Emergency Services Safety	3	Yes

Professional Education			Credits	Required
EMG	103	Leadership, Influence, Decision Making and Problem Solving	3	No
EMG	151	Emergency Management Policy and Planning	3	No
EMG	251	Select Problems in Emergency Management	3	No
EMG	299	Emergency Management Systems Practicum	1	Yes
FIS	102	Fire Service Management/Administration I	3	No
FIS	230	Fire and Emergency Services Law	3	No
LEJ	101	Introduction to Criminal Justice	3	No
LEJ	122	Principles of Policing	3	No

Program Prerequisite

AAS Emergency and Disaster Management

- All students are encouraged to talk to a counselor in the Academic Advising and Counseling Services.
- New degree-seeking students are required to attend Orientation which includes assessment testing, advising and registration.
- New students may qualify for a testing waiver if they have either:
 - Previous college-level credit in Math and/or Composition.
 - MTH ACT Score of 23 (or more) + an English ACT Score of 19 or more + a RDG ACT Score of 20 or more.
- A grade of C or better in all EMG courses is required for all students.

Fast Track General Education Degree Completion Program (General Educational courses only)

- Adults 24 and older.
- Students must be employed firefighters, fire officers, emergency management personnel, military personnel and police officers.
- All students are encouraged to talk to a counselor in the Academic Advising and Counseling Services.
- New degree-seeking students are required to attend Orientation which includes assessment testing, advising and registration.
- New students may qualify for a testing waiver if they have either:
 - Previous college-level credit in Math and/or Composition.
 - MTH ACT Score of 23 (or more) + an English ACT Score of 19 or more + a RDG ACT Score of 20 or more.
- Program coordinators for *Fire Science and Emergency Disaster Management* and *Law Enforcement and Justice Administration* are experienced and respected leaders in their chosen field. They are the best resource for questions and information.
- Placement testing is required for English and Math.
- A grade of C or better in all EMG courses is required for all students.

Certificate in Emergency and Disaster Management

- All students are encouraged to talk to a counselor in the Academic Advising and Counseling Services.

Robert (Bob) Leahy

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- Program coordinator for Fire Science and Emergency Disaster Management is an experienced and respected leader in emergency management. He is the best resource for questions and information.
- A grade of C or better in all EMG courses is required for all students.

3. References

Harper College. (2014). *Emergency and disaster management certificate*. Retrieved from http://goforward.harpercollege.edu/catalog/spring-2014/programs/career-certificate/emergency_and_disaster_management_220.pdf

Harper College. (2014). *Emergency and disaster management degree*. Retrieved from http://goforward.harpercollege.edu/catalog/spring-2014/programs/career-certificate/emergency_and_disaster_management_219.pdf

Harper College. (2014). *Emergency and disaster management*. Retrieved from <http://goforward.harpercollege.edu/academics/areas/law/emergmgmt.php>

Harper College. (2014). *Law enforcement, emergency and disaster management and fire science degree*, Retrieved from <http://goforward.harpercollege.edu/academics/fasttrack/law.php>