EDUC 5338, CRN 60302, Curriculum Design & Implementation
Summer 2019
Texas A&M University-Central Texas
Monday 11:00am – 1:45pm, Warrior Hall #305

This is a blended course which meets 50% online. Week 1, students will meet face-to-face Monday June 3 and Wednesday June 5. For Weeks 2-8, students will meet for class only on Mondays. On Wednesdays, students will meet for the library camp only. Please refer to the course calendar provided in this syllabus.

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Dr. Shelley Harris
Office: 322D
Phone: 254-519-5797
Email: dr2008@tamuct.edu

Office Hours:
Mondays 2:00-5:00 pm
Tuesdays 10:00 – 2:00 pm
By appointment

Student-instructor interaction:
As your professor, my role is to facilitate in your learning and help assist you in your college journey. Please take advantage of the office hours provided – they are your time to visit. You can expect me to reply to your emails within 48 hours. In return, I ask that all emails maintain a level of professionalism that begin with a proper greeting, a question or comment, followed by a salutation. In the subject line, please state your class name and section number for reference. I will do my best to help you in any way.

Warrior Shield:
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.
COURSE INFORMATION

Course Overview and description: The curriculum selection, design, implementation, and evaluation processes within the classroom and school district settings are examined. Factors that influence the curriculum decision-making process and a review of theories of curriculum development will be researched. Curriculum alignment and curriculum auditing will be major emphases of this course. Students will closely examine the backward design of the curriculum process.

Course Objective: The purpose of this course is to provide teachers and administrators with current research and trends associated with curriculum design. It is important for teachers and administrators to have a knowledge and understanding of the basic theories and principles related to curriculum development and to be able to use this information in planning and implementing instruction in the classroom.

Student Learning Outcomes:
1. To provide several definitions of the term "curriculum" and describe the historical development of schools and the curriculum.
2. To identify the components of curriculum.
3. To scrutinize the curriculum evaluation process.
4. To identify the facets of understanding.
5. To examine curriculum alignment and curriculum auditing.
6. To develop a backward design unit document using established criteria in Understanding by Design.
7. To evaluate current curriculum trends through a critical lens.
8. To analyze the aligning and balancing of the standards-based curriculum.

Required Reading and Textbook(s):


COURSE REQUIREMENTS

Chapter Analyses (8) Students will read a chapter(s) each week on Wednesdays from Integrating Differentiated Instruction and Understanding by Design. Students will write a 1-2 page chapter analysis. Rubrics will be provided. APA style must be adhered to. All analyses will be due the Friday by 11:59 pm on Canvas the week the chapter is assigned. (SLO 1-8)
Curriculum Development: In general, there are four domains needed to develop curriculum: curriculum, assessment, standards and instruction. In this assignment, you must present a visual representation of how you believe these four domains interact to build curriculum. Is there a driving force of the four? Are all equal players? How do you begin to design curriculum? Are there any factors missing? Using drawing tools from any application program, create a visual representation of the concept of curriculum development. This visual representation is based on your experiences, thoughts and beliefs about the development of the curriculum. You will demonstrate how you believe the process occurs. When you post your visual representation, you will also need to include a TWO-page written explanation of the process that addresses the role of each domain in the curriculum development process. This written explanation will include a minimum of FOUR scholarly sources to support your concept of curriculum development. (SLO 1, 2, 4)

Curriculum Evaluation: Identify a curriculum that interests you—this should be a real example and one you can access. Your purpose is to evaluate the content of the curriculum. To do so you will need to choose criteria, indicating what the source is. If the curriculum is broad you might want to focus on a subset of goals, intentions, topics. (SLO 3, 5, 8)

The following questions can be starting points for consideration:

• Where does the content come from (e.g., research materials, references)? Are these reputable sources (e.g., professional standards; research evidence)?
• Are activities represented accurately in pictures, graphs, and written text?
• Are data, information, and sources of information up to date and accurately interpreted?
• Are accurate and appropriate terminology used (e.g., “physical education class” versus “gym class”)?
• Are information, examples, scenarios, etc., relevant to students’ lives?

Library Camp: Students will participate in both the Library Reading Camp and the Library STEM Camp on Mondays and Wednesdays from 11:00 am to 12:00 pm. This is a mandatory camp where students are expected to work with individual and/or small groups of students. Class will begin immediately at 12:05.

Backward Design Unit: Students will create a full backward design unit which will contain at least two performance tasks. A rubric and a template will be provided. (SLO 4, 6)

Article Critique: Students will research one (1) journal article and write a critical analysis of the article. The article may be quantitative or qualitative and should be about topics relevant to our course materials. Rubrics will be provided. APA style must be adhered to. (SLO 7)

Grading Criteria Rubric and Conversion
Grades will be assigned at the end of the semester on the following basis:

A = 100-93 points
B = 92-80 points
C = 79-70 points
D = 69-60 points
F = 59-0 points
### Evaluation and Assessments
- Chapter Analyses (10 points)
- Curriculum Development (20 points)
- Curriculum Evaluation (20 points)
- Library Camp (20 points)
- Backward Design Unit (20 points)
- Article Critique (10 points).

### Posting of Grades
- Grades will be posted on the Canvas Grade Book where students can monitor their status.
- Turn-around time for grades to be posted are within 1-week. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me or come by my office.

### COURSE OUTLINE AND CALENDAR

#### Complete Course Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignments Due Date</th>
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<tbody>
<tr>
<td>June 3</td>
<td>Ch. 1: Curriculum, Instruction, Assessment and Standards Library Camp</td>
<td>Article Critique due 6/7 by 11:59pm</td>
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<td>June 5</td>
<td>Ch. 1 UhB and DI Library Camp</td>
<td>Chapter analysis due 6/7 by 11:59pm</td>
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<td>June 10</td>
<td>Ch. 7: The balanced curriculum process Library Camp</td>
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<td>June 12</td>
<td>Ch. 2: What really matters in teaching Library Camp</td>
<td>Chapter analysis due 6/14 by 11:59pm</td>
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<td>June 17</td>
<td>Ch. 12: Generating and validating significant tasks Library Camp</td>
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<td>June 19</td>
<td>Ch. 3: What really matters in learning Library Camp</td>
<td>Chapter analysis due 6/21 by 11:59pm</td>
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<td>Curriculum Development due 6/21 by 11:59pm</td>
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<td>June 24</td>
<td>Ch. 1: Backward design Library Camp</td>
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<td>June 26</td>
<td>Ch. 4: What really matters in planning for student success Library Camp</td>
<td>Chapter analysis due 6/28 by 11:59pm</td>
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<td>July 1</td>
<td>Ch. 2: Understanding understanding; Ch. 3:</td>
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<td>Date</td>
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<td>Analysis Due Date</td>
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<td>July 3</td>
<td>Gaining clarity on goals</td>
<td>Chapter analysis due 7/5 by 11:59pm</td>
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<td>Library Camp</td>
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<td>Ch. 5: Considering evidence of learning in diverse classrooms</td>
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<td>Library Camp</td>
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<td>Ch. 4: The 6 facets of understanding</td>
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<td>Library Camp</td>
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<td>Ch. 6 &amp; 7: Responsive teaching with UhB in academically diverse classrooms and Teaching for understanding in academically diverse classrooms</td>
<td>Chapter analysis due 7/12 by 11:59pm Curriculum Evaluation due 7/12 by 11:59pm</td>
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<td>Library Camp</td>
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<td>Ch. 9: Planning for learning; Ch. 10: Teaching for understanding</td>
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<td>Library Camp</td>
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<td>Ch. 8: Grading and reporting achievement</td>
<td>Chapter analysis due 7/19 by 11:59pm</td>
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<td>Library Camp</td>
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<td>Ch. 11: The design process</td>
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<td>Library Camp</td>
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<td>Ch. 9: Bringing it all together</td>
<td>Chapter analysis due 7/26 by 11:59pm</td>
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<td>Library Camp</td>
<td>Backwards Design due 7/26 by 11:59pm</td>
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University Calendar:
June 3, 2019  Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. 
$25 fee assessed for late registrants.
June 3, 2019  Classes Begin for First 5-, 10-, and 8-Week Session
June 10, 2019 Deadline to Drop 8-Week Classes with No Record
July 1, 2019  Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
July 4, 2019  Independence Day (University Closed)
July 5, 2019  Deadline for Graduation Application for Summer Ceremony Participation
July 12, 2019  Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)
July 12, 2019  Deadline for Final Committee-Edited Theses with Committee Approval
Signatures to Office of Graduate Studies for Summer Semester
July 12, 2019  Student End of Course Survey Opens (8-Week Classes)
July 26, 2019  Classes End for 8-Week Session
July 26, 2019  Deadline to Withdraw from the University for 8-Week Classes
July 29, 2019  Student End of Course Survey Closes (8-Week Classes)
July 30, 2019  Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)

TECHNOLOGY REQUIREMENTS AND SUPPORT
Technology requirements for this course include Canvas, Microsoft Office and email. If you have any questions about technology, please see items stated below. (a certain software through University site license).

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.
UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.
For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]
**Important information for Pregnant and/or Parenting Students.**
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website.

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring.**
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through [Canvas](https://www.tamuct.edu/student-affairs/index.html).

**University Writing Center.**
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-4:00 p.m. Monday thru Thursday with online only hours Monday thru Thursday from 6:00-9:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance
and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCONline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).
Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES.

Our class is a safe, learning community where students are free to share ideas and have opportunities to work collaboratively and engage in their own learning. To maximize learning, students are asked to leave cell phones on “silent”. Students are expected to remain professional at all times. Should a situation arise, a private conversation will occur. I set high expectation for my students and will challenge you each day to learn something new. To maintain our calendar, all assignments will be submitted on time. No late assignments will be accepted. In addition, absences and tardies hinder the overall learning process. Students are allowed 2 tardies and 1 absence from class due to extenuating circumstances with proper documentation. If these become excessive, an official conference will take place to discuss overall program and university dispositions. For severe or extreme circumstances, students may be counseled out of the program.

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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