EDUC 5338.115, Curriculum Design
Summer 2020
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION
EDUC 5338 is a 5-week course starting on July 6, 2020 and ending on August 7, 2020. This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Shelley B. Harris, Ph.D.
Office: WH 322j
Phone: 254-519-5797
Email: shelley.harris@tamuct.edu

Office Hours
Virtual office hours are available by appointment. Students will visit the Canvas WebEx virtual office to meet. Please sign up and be prepared.

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. I will do my best to help you in any way. I will be checking email daily. My response time will be returned within 72 hours. When sending an email, please put the course name in the subject line. For the body of the email, remember to address me as Dr. Harris, include your detailed information with a possible solution, if needed, and include a salutation with your W#.
Professional communication is expected at all times.

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)


Helpful Websites
Grammarly: www.grammarly.com
Owl Purdue: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COURSE REQUIREMENTS

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<tr>
<th>Assignment</th>
<th>SLO’s</th>
<th>Points</th>
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<td>Curriculum Development Concept Map</td>
<td>(1, 2, 4)</td>
<td>100</td>
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<tr>
<td>Curriculum Evaluation</td>
<td>(3, 5, 8)</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Summaries (Tyler) (4 x 25 points each)</td>
<td>(1-5)</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Presentations (Jacobs)</td>
<td>(1-5)</td>
<td>200</td>
</tr>
<tr>
<td>Backwards Design Project</td>
<td>(6-8)</td>
<td>200</td>
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ASSIGNMENTS

Curriculum Development Concept Map
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, research, 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.

**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. You will write a scholarly paper, no more than five pages, detailing the curriculum you chose including screenshots of the program, sample lessons, examples of wording or formatting and your overall criteria/rating of the curriculum. 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?

**Chapter Summaries**
Students will read the book Basic Principles of Curriculum and Instruction by Ralph Tyler and post summaries of the assigned chapters to Discussions on Canvas. Summaries will be posted in-text in Discussions. (Please save your work in Word) Summaries must be detailed, including main ideas and quotes/paraphrasing to support the summary. Students will then respond to two other student’s summaries by either posing an additional question or counter point. Each response needs to be written in a scholarly style that includes support from the readings.

**Chapter Presentations**
Students will be assigned partners and a chapter to present to the class. Students will read the assigned chapter to collaboratively create a powerpoint presentation detailing the main ideas of the chapter using support from the book. Students will then make a video using Studio to “speak” to the class about the chapter. Remember to use the powerpoint as a guide in the “speak” – do not just read the powerpoint. This is a tool for details and highlights, not the full discussion. Although this is a collaborative assignment, you will be graded individually by completing a self and peer evaluation, your scholarly discussion and knowledge of the chapter in the video, the presentation’s detailed understanding of the chapter, and overall professionalism in the video presentation. I will view your video on Studio but your powerpoint will be turned in to Canvas in the appropriate assigned Module. *Please remember to speak clearly, refer to the book and research, video yourself in a bright lit room with no background noises or interferences, and to dress for success. Professionalism is key.
Backwards Design Unit
Students will be creating a backwards design unit based on their current grade level TEKS using the given template. The template to use is uploaded in Files in Canvas. Additional information about a BDU can be found here:

COURSE OUTLINE AND CALENDAR

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<tr>
<th>Date</th>
<th>Topic/Readings</th>
<th>Assignments/Quizzes</th>
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<tbody>
<tr>
<td>Week 1: July 6-10</td>
<td>Read Chapters 1-3</td>
<td>Tyler Chapter Summary #1&lt;br&gt;Chapter Presentations 1-3</td>
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<tr>
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<td>Read Tyler Part 1</td>
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<tr>
<td>Week 2: July 13-17</td>
<td>Read Chapters 4-5</td>
<td>Tyler Chapter Summary #2&lt;br&gt;Concept Map&lt;br&gt;Chapter Presentations 4-5</td>
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<td>Read Tyler Part 2</td>
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<tr>
<td>Week 3: July 20-24</td>
<td>Read Chapters 6-7</td>
<td>Tyler Chapter Summary #3&lt;br&gt;Curriculum Evaluation&lt;br&gt;Chapter Presentations 6-7</td>
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<td>Read Tyler Part 3</td>
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<tr>
<td>Week 4: July 27-31</td>
<td>Read Chapters 8-10</td>
<td>Tyler Chapter Summary #4&lt;br&gt;Chapter Presentations 8-10</td>
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<td></td>
<td>Read Tyler Part 4</td>
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<tr>
<td>Week 5: Aug 3-7</td>
<td>Read Chapters 11-13</td>
<td>Backwards Design Unit&lt;br&gt;Chapter Presentations 11-13</td>
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GRADING CRITERIA RUBRIC AND CONVERSION
Grades will be assigned at the end of the semester on the following basis:
A = 630 - 700 points
B = 560 - 629 points
C = 490 - 559 points
F = 489 > points

Posting of Grades
Grades will be posted on the Canvas Grade book where students can monitor their status. Turnaround time for grades to be posted are within 2 weeks. 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.

Grading Policies
All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 25% deduction or not accepted per the instructor’s decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade. **Students must complete and submit ALL assignments. No student can earn an “A”, regardless of the mathematical outcome, if they are
missing any assignment.

Important University Dates
https://www.tamuct.edu/registrar/academic-calendar.html

TECHNOLOGY REQUIREMENTS AND SUPPORT
This course is 100% online. Students must have access to a computer, Microsoft Office (Word) and internet to access the library. During the summer, TAMUCT will have space available in the library or computer lab. Students must sign up for a seat. Successful completion of this course means to have the technology requirements and submit all assignments online to Canvas by the due date.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

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.

Online Proctored Testing
A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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 the Drop Request Dynamic Form through Warrior Web. [https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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://www.tamuct.edu/student-affairs/student-conduct.html].
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 Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

**University Writing Center**
The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00
p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

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-to-one session with a trained and experienced writing tutor by making an appointment via WCONline [https://tamuct.mywconline.com/]. 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].

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**OPTIONAL 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/compliance/titleix.html].

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 concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. 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.

OTHER POLICIES

Communication
It is the expectation that all students use and check daily their TAMUCT email account for class updates and university notices. Communication is vital in an online class and therefore, an expectation to be successful. Please utilize both your student email and Canvas email for interactions with your Professor.

Expected Quality of Work
1. Papers: Use of a computer and printer to produce all written assignments
2. 8.5 x 11 paper, no legal paper
3. APA citation style (http://owl.english.purdue.edu/owl/resource/560/01/)
4. Proofread paper for grammatical, mechanical and spelling errors
5. Both content and quality of the student’s writing will be considered. Quality of writing includes clarity of expression, appropriate use of references and correct grammar, spelling and punctuation.

Responsibility
As a teacher candidate, you are expected to maintain a high level of responsibility. Therefore, you must be responsible for verifying dates, expectations, and quality of work. If there is something you don’t understand, please ask. Assigned readings and tasks should be completed before class for discussion, reflection and evaluation.

E-mail
If you have questions or need to send a document for review, please send through my TAMUCT account shelley.harris@tamuct.edu.

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