Course: EDUC5397
Curriculum Planning and Development

Instructor: Dr. Eduardo Torres

Semester: Summer 2015
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Program: Educational Leadership
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Sections: KL05
Office Hours: Call me on my cell phone.

Prerequisites: none

Textbook(s) Required:
- Publication Manual of the American Psychological Association, Sixth Edition

Course Description:
This course provides an overview of the curriculum planning and development process for classroom instruction.

State/National/Professional Association Standards Guiding Course
Teacher Education Accreditation Council (TEAC): Principle One, Claim 1a: Facilitate the design and implementation of curricular and strategic plans that enhance teaching and learning.

The following essential questions align with the TEAC quality principle, guide the content and instruction, and serve as learning outcomes:

- Is the curriculum’s development based on sound educational theory (motivation and teaching and learning), emerging issues, principles of curriculum design, human development processes and legal requirements?
- How does the administrator in the school facilitate implementation and revision to ensure appropriate scope, sequence, content and alignment of curriculum?
- Is the curriculum appropriate based on the evaluation with use of student assessments to measure learning and ensure educational accountability?
- Does the curriculum promote problem solving, creative thinking and higher levels of cognitive engagement in its design and delivery?
Does the administrator facilitate the use of technology telecommunications, and information systems to facilitate learning?

Support for Technology:

**Blackboard:** Student internet access is essential since the features of Blackboard will be used throughout the course. The course requires reading, study and the completion of weekly online assignments. The on-line assignments are included the component of the course for grading purposes.

**Course Objectives/Learner Outcomes**

**Major Course Objectives:**

**Competency 004**

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, and legal requirements).
- Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- Facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- Promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

**Competency 005**

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff

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professional growth.

- Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- Use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students’ development and learning.

Social Justice Tenets Guiding this Course

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

Major Assignments

Grading Rubrics are Associated with Each Assignment in Blackboard

**REQUIRED (TEAC CLAIMS 1A AND 6): Research Paper Directions—Curriculum Map—Planning and Development**

Research a significant curriculum recently developed at your school or district. Trace the planning and development of the curriculum and instruction for a grade, subject area or program. APA format should be used for all formal papers.

Four Short Research Papers:

- **Short Paper #1 Interview Report (Curriculum and Personnel)** Interview about curriculum committee work. Talk with a teacher, instructional specialists or curriculum director who has had direct responsibility for the curriculum planning and development. What are the concerns of this individual in regard to their contribution? What are the rewards of participation on a curriculum writing team?

- **Short Paper #2 (Curriculum Professional Reading)** Reaction to an article
about curriculum and instruction that is provided in the folder for this session/week.

- **Short Paper #3** REQUIRED (TEAC CLAIM 3): (Curriculum and Technology) Does your district use technology to advance the planning, development or implementation of technology. Research a software application to curriculum planning and development in your district or another district and address the advantages and liabilities involved in implementation.

- **Short Paper #4** (Curriculum Process) Trace the history of curriculum planning and development in your district. How do teachers use the curriculum today as opposed to five years ago, ten years ago, fifteen years ago? What changes have been made to accommodate the way teachers need to use curriculum today? This paper is about the process in general, not one example as in the research paper assignment.

**Projects**

1. **Research Paper**: Research a significant curriculum recently developed at your school or district. Trace the planning and development of the curriculum and instruction for a grade, subject area or program.

2. **Group Chapter Brochure Presentation**: Students will work in a group to create a brochure which captures the important concepts in the assigned chapters. The group will conduct an in-class brochure presentation. Each student should receive a copy of the brochure during the presentation.

**Mid-Term Exam**

Students will be a panel discussion on one of the following topics:

- The Principal’s Role in Campus Curriculum
- Evaluate the state of Texas’ Social Studies TEKS K-12. Do the Social Studies TEKS meet the criteria established in *Developing the Curriculum* by Oliva and Gordon?

Students will create a ten page power point presentation and present their findings alongside their colleagues on the panel. The grade for the final will consist of 75% for individual power point and 25% for participation in the panel discussion. Bring copies of your power point for each one of your classmates.

**Final Exam**

Students will have 2 and one hours for the final exam which is scheduled for June 30, 2015. The test will have 40 multiple choice questions and four short essay questions.
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<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
<td>1.7</td>
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**Grading:**

10 Class Attendance and Participation (CAP)

30 Projects (Research Paper, Power Point, and Presentation)

20 In Class Discussions

20 Short Papers/Essays

20 Mid-Term / Final Exam

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**Student Accommodations**

Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should let the professor know about these factors and should then request assistance through UST Counseling Services/Disability Services at 713.525.6983.

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**Professional Standards of Behavior for Students and Faculty**

**Academic Integrity**

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the dean of the School of Educations. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference all information, websites, books, etc. that are not your own.
<table>
<thead>
<tr>
<th><strong>Use of UST Email Accounts and Blackboard</strong></th>
<th>All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements. UST Blackboard use is a requirement in this course. Helpful numbers: UST Technology Helpdesk: 713-525-6900 Blackboard help: 713-525-3153</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Participation in all assigned activities in a timely manner constitutes “attendance” in an online class</td>
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<tr>
<td><strong>Late Assignments</strong></td>
<td>It is the instructor's policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness.</td>
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