EDUC 5397 Curriculum Planning and Development

University of St. Thomas
School of Education

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UST IT Help Desk: 713-525-3544

REQUIRED TEXTS
All readings/articles can be found on BlackBoard under each respective Learning Module (LM)

GENERAL DESCRIPTION
EDUC 5397 Curriculum Planning and Development provides an overview of the curriculum planning and development process for classroom instruction.

THE INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM STANDARD (INTASC)
The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. INTASC has developed model “core” standards for what all beginning teachers should know, be like, and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught. C.W. Post encourages its students to become aware of the standards and prepare at least two pieces of “evidence” indicating that they have met each of the 10 Core Standards.
INSTRUCTIONAL OBJECTIVES

- To develop an understanding of curriculum and assessment in philosophical, historical, psychological, social, and environmental contexts (INTASC 1)
- To identify and analyze instructional models and strategies that drive academic performance (INTASC 2, 3, 4)
- To grasp the connection between empirical research in curriculum, instruction, assessment, and evaluation and how this informs effective teaching practice (INTASC 1)
- To review instructional resources that support curriculum in today’s diverse K-12 classrooms and evaluate their strengths and limitations (INTASC 5, 6, 7, 8)
- To design a curriculum unit of study anchored in several content areas and including literacy connections, standards, rubrics, technology, and assessment procedures (INTASC 3, 4, 6)
- To explore current debates, issues, and trends in curricular and assessment and evaluation reform (INTASC 1)
- To enhance your prospective leadership role as a teacher using major ideas in curriculum, instruction, assessment and evaluation in a variety settings (INTASC 9, 10)

STUDENT OUTCOMES

- Students will be able to understand and demonstrate the interrelationship among curriculum, instruction and assessment. (INTASC Standards 7, 8)
- Students will have reflected on the issues of teaching that are of greatest concern to them at this point in their development. (INTASC Standard 9)
- Students will understand the cultural component in their relationship to students, parents, and colleagues in international schools. (INTASC Standards 2, 3, 5, 7, 10)
- Through class participation, students will understand the importance of interacting with others in the class in a way which will encourage them in the future sharing of information, ideas and resources with colleagues in their schools. (INTASC Standards 9, 10)
- Students will understand and articulate how their own values drive their teaching.
- Students will leave having evaluated and weighed what they bring to teaching from their own characters and past experiences. They will demonstrate their ability to write a philosophy of education and of classroom management and discipline. (INTASC Standard 9)
- Students will understand their own learning and teaching styles, and be equipped to evaluate those of their students. (INTASC Standards 2, 3, 4, 7)
- Students will be able to conduct a parent-teacher conference and participate in a job interview. (INTASC Standards 9, 10)
- Students will understand the purposes behind educational testing, and their responsibilities in relation to children with special needs. (INTASC Standards 2, 3, 4, 8)
- Students will become familiar with the Primary Years Program of the International Baccalaureate Program and be able to design a unit and assessment in line with the PYP framework. (INTASC Standards 4, 6, 8)
- Students will have assessed and understood various grading systems and will create one that reflects their own academic values. (INTASC Standards 7, 8, 9)
- Students will have given thought to how their teaching and schooling need to change in order to prepare students for the future.
- Students will examine various ways to encourage collaborative work among students, and to promote inquiry and reflection among their students. (INTASC)

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?

IDEA OBJECTIVES

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving and decisions)
- Developing specific skills, competencies, and points of view needed by professionals
- Developing creative capacities (writing, inventing, designing, etc.)
- Learning how to find and use resources for answering questions or solving problems
- Learning to analyze and critically evaluate ideas, arguments, and points of view

COURSE REQUIREMENTS

The following assignments are required to have been accepted as master’s level work in order to receive at least a B- in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

Attendance, Readings, Engagement & Professionalism

Each classroom is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. Students are expected to participate in class discussions, posing interesting questions, and exhibiting a connection with course content. Excessive absence (ONE) and lateness, especially if unexplained, will result in administrative withdrawal. Thus, please make every effort to notify the instructor of any impending absence. Participation in BB forum discussions is required. Participation does not just mean posting in class. Its components include careful meaningful attempts to interpret what is being posted, discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation is essential to your success in this class.

Absence, which means students did not participate fully in the class or the required LM will result in the renegotiation of this contract. After the first absence, the professor and student will have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class. After the second absence, the student will be administratively withdrawn from the class. Again, if a student is absent more than once, the student will be administratively dropped from the course. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy

Tardies/lateness

All LM will close on Sundays at 10:00 pm and the new LM will be opened and closed on the following Sunday at the time indicated. If you fail to post and/or be present for any of the course requirements, the LM will not be reopened. Failure to post, participate and/or show up to the LM will be considered an absence. The professor may take any action he thinks is just when a student is absent for two class sessions.

Course Evaluations

It is expected that each of you will complete an online course evaluation prior to the deadline at the end of the term. These evaluations help to determine course and teacher effectiveness. Your input is needed.

Blackboard Use
Internet access is essential. BB coursework is required of this class. All course announcements, documents, assignments, and email communications will be delivered online via Blackboard. Internet access is therefore essential.

Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination and/or project. Again, the final decision rests on the professor of record.

COURSE ASSIGNMENTS/EXPECTATIONS

All assignments will be written in APA style, using Word, double space, Times New Roman, and 12-point. Students will submit electronic original work of the assignment on the due day according to the schedule. The following assignments are required to have been accepted as master’s level work in order to receive at least a B in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

ASSIGNMENTS

1. DISPOSITION/EXPECTATIONS/PARTICIPATION- (20%). Your 20% will be based on the DISPOSITIONS below, how well you participate in class, on BB, your interactions between and among your colleagues and professor, as well as the thoughtful contributions made. For each incomplete LM, 5 points will be deducted from your overall final grade unless prior arrangements have been made with the professor. A prior arrangement does not mean you emailed me on the due date but rather an actual conversation has taken place and response given. We will work in class and leaving early is not an option as we have much to complete in 5 weeks. If you decide to leave early, points will be deducted for not meeting the tenants of the participation and attendance. 2% will be deducted for each Disposition violated.

A. Demonstrate Professional Responsibility by-

- Being present, punctual and prepared for professional and academic activities.
- Demonstrates ethical and responsible behavior through actions.
- Being actively engaged in all professional activities.
- Maintains composure under pressure by exhibiting self-control, respect and professionalism.
- Meets professional expectations and obligations and responsibilities.
- Expresses feelings effectively and appropriately without putting others or their ideas down.
- Responds appropriately and respectively to directives from faculty members, supervisors, and mentor teachers.
- Is open to constructive feedback and does not become defensive or engaged in confrontational behavior.

B. Interpersonal Interactions by-

- Respects and is cordial to others’ points of view other than their own.
- Refrains from putting down others either in person, email, BB postings, in writing, and/or other forms of communication.
- Resolves conflict situations in a professional manner and follows the chain of command.
- Communicates responsibly with faculty, peers, supervisors and/or mentors avoiding aggressive and rude behavior either in person, phone calls, email and other forms of communication such as in SKYPE, etc.

C. Foster Collegiality by-

- Exhibiting a willingness to accept and respond to feedback and productively acknowledge the validity of the feedback.
- Using positive conflict resolution techniques that can be handled at the lowest level with professor or colleagues.
- Respecting others’ points of view even when their own views differ.
- Collaborating with students and working cooperatively with colleagues.
- Demonstrating an awareness of one’s impact on others.
- Expressing feelings appropriately, professional, ethically, morally and responsibly.
D. Demonstrate commitment to Diversity by-
- Showing adaptability in instruction for individual differences.
- Demonstrating that diversity in the classroom is a commitment to equity and social justice.
- Facilitating lessons that counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that is not demeaning or harmful to any individual or group(s).
- Avoids entitlement at all costs.

E. Demonstrate commitment to Learning by-
- Demonstrating an openness and willingness to learn even when the outcome is not in their favor.
- Demonstrating flexibility to take constructive feedback and learn.
- Creating a learning environment which enables students to fulfill their potential.
- Respecting individual differences and avoiding patronizing or entitled attitudes.
- Adapting instruction to “best practices” to benefit all students.
- Displaying creativity, curiosity and enthusiasm for teaching and learning in all types of environments.

F. Maintain professional and personal Integrity by-
- Adhering to the UST academic honesty code.
- Maintaining ethical and legal behaviors in interactions with others.
- Respecting SOE policies and procedures.
- Demonstrating language that communicates and reflects professional decorum such as verbal, nonverbal and body language.

2. Curriculum Planning and Development Project. (See TEMPLATE for further details.)

Brief Explanation
For this class, you will create and develop a curriculum project. Your topic can be any of your choosing such as an after school program, a parent curriculum program, a music education program, a tutoring program, a runaway school program, a dance studio curriculum program, etc. You do have the option of doing this solo or in pairs. No more than two people are allowed per project, no exceptions.

A template is provided for you to follow. However, you can change the format any way you want, not what the template requires. All the items and features of the template are to be addressed and covered. Any tasks omitted will result in point deducted.

Each section of the template is explained for you. You should have no issues not following what is being asked. You must address each section thoroughly and it must show development, elaboration, and be succinct and easy to follow. For those who are doing a project not aligned with STAAR standards, these will be omitted. However, you are still required to have Objectives. This is the only exception where something will be omitted or not addressed.

For this project, you will only be required to address two objectives addressing all the components in the Evidence of Learning section. Should you have any questions, please feel free to contact me.

EVALUATION/GRADING

Class assignments:

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<tr>
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<th>20%</th>
<th>80%</th>
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<tbody>
<tr>
<td>Learning Groups/Class Discussion</td>
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| Cap stone project      | 20% | 80%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
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PEDAGOGY

The professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the professor is to come to class prepared and to facilitate conversation, pace the class, and keep the conversation on topic. The role of students is to come to the table having completed and pondered the readings in order we can have a scholarly conversation with their classmates and professor and can integrate the readings with their professional lives and lived experiences.

GENERAL INFORMATION FOR SUCCESS IN THIS CLASS

Community of Learners

As a community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize academic dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree but we will appreciate and respect one another.

Academic Misconduct

All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student’s work will fail this class. The university holds Academic Misconduct as a serious and punishable infraction. Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. When writing any paper, reference information, websites, books, etc. If a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students must cite themselves if they copy from another paper that they have written. Plagiarism is a violation of integrity.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information. Drawing from one source, then another source, etc. is not Master’s Level Work.
Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be failed for this course and possible dismissal from the School of Education is left to the discretion of the professor.

Things to keep in mind:

- In all written work, unless otherwise noted, should be word-processed according to the standards referenced in the *Publications Manual of the American Psychological Association, 6th Edition* (APA) (i.e., double-spaced, one-inch margins, 12 pt fonts, cover page, paginated, Times, etc.) and conforming to the conventions of formal standard English grammar, usage, and sentence structure. All assignments not proofread will be penalized with point deductions. A condensed version of most commonly used APA styles can be retrieved from [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).

- While the content of your writing is the most important consideration, proper formatting can make it easier for your instructors to read and understand your writing. Please follow these formatting guidelines, unless otherwise directed by your instructor:
  - Papers should be word processed.
  - Your name, the course title/number, and the date should be written in the upper right hand corner, single-spaced. Do not add an additional title page.
  - Center the title two lines below the date. (A title may be optional.)
  - The body of the paper should be double-spaced.
  - The top and bottom margins should be 1 inch, and the right and left can be 1.25 inches. These are the default margins in Microsoft Word.
  - Use a 12-point font that is clear and easy to read, such as Times New Roman. Script or cursive fonts are difficult to read and will not be accepted.
  - Insert the page number in the upper right hand corner, beginning on the second page.
  - If any of the content of the paper is taken from a source (textbook, website, journal article, etc.) properly site the source both in the text and in the bibliography using APA style. You may use a handbook (i.e. from *Writing for Thinking*) or this website: [http://webster.commnet.edu/apa/apa_index.htm](http://webster.commnet.edu/apa/apa_index.htm)
  - Professional editing and proofreading are expected. Papers should be written in standard English and free of grammatical, punctuation, spelling and other editing issues. Papers with frequent mechanical issues may not pass, regardless of content.
  - If the assignment calls for you to write 2-4 pages, writing 1 1/2 pages will not be sufficient, and even a scant two pages may not suffice. A paper which does not meet minimum page length is likely to fail. Do not attempt to “increase” the length of your paper by altering margins, font size, etc.

- Students are expected to attend all scheduled BB classes when required and be prepared for full participation. In order to participate, the student must complete all assigned readings, reflections, and assignments AND be logged in to BB on the week indicated;

- All modules will be opened and start on Monday and will be closed on Sunday at 10:00 pm. Hence, late submissions risk not being accepted or graded. All assignments must be submitted via email. If technical difficulties hinder the timely submission of an assignment, the professor should be notified (via e-mail) immediately and the assignment emailed as soon possible. Any document should have your last name and identification of assignment (i.e. gardnerCurriculumguide);

**LANGUAGE DIVERSITY**

The University of Saint Thomas values the speaking of more than one language. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course and the Master of Education Program.
RETENTION

For retention in EDUC 5397 Curriculum Planning and Development and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4)

This class functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violates the honor system.

Integrity is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate their integrity. Dismissal is not limited to academic dishonesty and plagiarism.

Plagiarism is taking credit for any thought, idea, written or spoken work that does not come from the student. When writing any paper, reference information, websites, books, etc., if a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information.

Plagiarism is a serious offense that will result in students’ failing the course, being dismissed from the School of Education as well as from UST.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be dismissed from the School of Education as well as the University.

AMERICANS WITH DISABILITIES ACT

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students can see the professor before or after class or request another time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will
become official when the professor received word in writing from the officer in charge of ADA compliance.

TOPOCAL OUTLINE

Our class is a face-to-face class. However the corresponding online modules are added here to help you prepare and study course materials. Additional assignments may be given from this material. Subject to change on short notice

***These readings are expected to have been completed at the time class begins.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Day/ Date</th>
<th>Instructional Focus</th>
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</table>
| Orientation     | CLASS MEETING 1 5/27 | Introduce yourself to the class  
Read the syllabus in its entirety.  
Make note of your assignments and when they are due.  
Write down the contact information for your instructor. |
2. Read the article "Vision and Mission: What’s the Difference and Why Does it Matter." |
| LM2             | CLASS MEETING 1 5/27 | 1. Submit first part of the Capstone Project |
| LM3             | CLASS MEETING 1 5/27 | 1. Read the chapter “Educational Philosophies.” |
| LM4             | CLASS MEETING 1 5/27 | 1. Submit second part of the Capstone Project |
| LM5             | CLASS MEETING 2 6/3 | 1. Read the chapter "Aims, Goals and Objectives." |
| LM6             | CLASS MEETING 2 6/3 | 1. Submit third part of the Capstone Project |
| LM7             | CLASS MEETING 2 6/3 | 1. Read article on "Curriculum Approaches."  
2. View handout on “Curriculum Approaches.” |
| LM8             | CLASS MEETING 2 6/3 | 1. Submit fourth part of the Capstone Project |
| LM9             | CLASS MEETING 3 6/10 | 1. Read article on "Curriculum Design."  
2. Read article on "50 Education Technology Tools all Teachers Should Know." |
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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>LM10</td>
<td>6/10</td>
<td>Submit fifth part of the Capstone Project</td>
</tr>
<tr>
<td>LM11</td>
<td>6/17</td>
<td>Read the article “Curriculum Development/Models.”</td>
</tr>
<tr>
<td>LM12</td>
<td>6/17</td>
<td>Submit sixth part of the Capstone Project</td>
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<tr>
<td>LM13</td>
<td>6/24</td>
<td>Read the chapter “Assessment &amp; Evaluation”</td>
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<tr>
<td>LM14</td>
<td>6/24</td>
<td>Submit last part of the Capstone Project</td>
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