### Course Information

<table>
<thead>
<tr>
<th>Course</th>
<th>EDUC5397 Curriculum Planning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name:</td>
<td>Dr. Mike Papadimitriou</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Summer 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:papadim@stthom.edu">papadim@stthom.edu</a> <a href="mailto:mpapadimitriou@conroeisd.net">mpapadimitriou@conroeisd.net</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>936-672-3891 Cell 936-709-5795 office</td>
</tr>
<tr>
<td>Program</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Sections</td>
<td>KL-26 KL-36 online</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Just call—almost anytime 😊 Before and after class</td>
</tr>
<tr>
<td>IT Help Desk</td>
<td>713-525-3544</td>
</tr>
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<thead>
<tr>
<th>Required Subscription</th>
<th>none</th>
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<tr>
<td>Textbook(s) Recommended</td>
<td><em>Publication Manual of the American Psychological Association</em>, Sixth Edition</td>
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| Course Description | This course provides an overview of the aspects of leadership of curriculum planning and development process for a school campus. |

### 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?

**Teacher Education Accreditation Council (TEAC): Principle One, Evidence of candidate learning, Claim #3 Candidates demonstrate the ability to advocate, nurture and sustain instructional programming, counseling programming, and campus culture that serves a diverse community.**

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:** All course announcements, documents, assignments and email communication will be delivered via Blackboard. Internet access is imperative. Please utilize Firefox or Chrome web browser for optimal user experience.

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 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**

1. **One short (1 page at most) personal statement**:  
   *What is your personal definition of curriculum?* (should be short and no References are needed; should represent your personal beliefs).

2. **6-10 In Class Discussions**: *These are very short activities or responses to readings or quotations. The responses will be listed online in Blackboard, but the discussions will take place in class. Again, these are very short and highly opinionated.* Their purpose is to stimulate thought and discussion.

3. **10 Reflections to Readings**: One-two paragraph responses to Readings.

**Grading Rubrics are Associated with Each Assignment in Blackboard**

4. **Research Paper/Final Project**
   The student will plan to lead a grade level team meeting or subject area team meeting using common assessment data. Disaggregate the data by socio-economic status, ethnicity, and ELL status. Determine which key concepts or learning outcomes are deficit and which are on target. Determine what teaching/learning strategies are needed to facilitate learning. Create a roadmap for the ensuing six or nine week period that will identify changes that need to be made in teaching/learning strategies, grouping, and assessments. At the end of the paper reflect on the process, specifically the role of the principal. The product should include an agenda for the meeting or meetings, the resulting plan, and the reflection. *This assignment is collected for TEAC accreditation.* *(LM11)*

5. **Four Short Research Papers:**
Short Paper #1: (Curriculum and Personnel)
   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. (LM 2)

Short Paper #2: (Curriculum Professional Reading)
   • Choose a topic related to curriculum planning and development. Locate an article based upon your topic (current within 5 years). Summarize the article and explain how what you have learned could be incorporated into a PLC or professional development opportunity. (3-5 pages total) (LM6)

Short Paper #3 (REQUIRED TEAC CLAIM 3):
   (Curriculum and Technology) Does your district use technology to advance the planning, development or implementation of the curriculum. Research a software application to curriculum planning and development in your district or another district and address the advantages and liabilities involved in implementation (i.e., like eduphoria, forethought, etc.). (LM12)

Short Paper #4 (Curriculum Process)
   • 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. (LM 10)

5. Mid-term exam

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
</tr>
<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>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
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Grading:

1. 7 discussion board responses                                      70 pts (10 pts each)
2. Personal Definition of Curriculum                                15 pts
3. Mid-term exam                                                    50 pts
4. Four Short Papers                                                 200 pts (50 pts each)
5. Final Project/Paper                                               100 pts
6. Final Exam                                                       50 pts
7. 10 mini reflections (1-2 paragraphs)                             150 pts (15 pts each)
TOTAL 635 pts.

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.

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.

Use of UST Email Accounts and Blackboard
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

Attendance
Students are expected to be present for and participate in all class discussions.
Missing several classes can cause grade reduction or administrative withdrawal from the class. Being late for class can hurt your final grade. If it is necessary to be absent or significantly late, students should email or telephone the instructor as soon as the student knows he/she will be late or absent.

**Late Assignments**

Late work will be accepted due to individual extenuating circumstances that are deemed credible by the instructor.

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### Student Learner Expectations

**Week/Session Definition:** In most instances a “week/session” begins at 12:01 AM on Tuesday and ends at 11:59 PM on the following Monday. In reality, the session should be open the Sunday before the beginning Tuesday for folks who work fast. Also, this timing gives folks two weekends to work. Just remember, sooner or later the course ends, so don’t get behind 😊

<table>
<thead>
<tr>
<th>Session</th>
<th>Week/Dates</th>
<th>Instructional Focus</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Week of 5/31-6/6</td>
<td><strong>Orientation module</strong></td>
<td>Review syllabus</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Introduce yourself on the discussion board</td>
</tr>
<tr>
<td>1</td>
<td>Week of 5/31-6/6</td>
<td><strong>Module 1 Definition of Curriculum and Principles of Development</strong></td>
<td><strong>Discussion Board</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1. What is your personal definition of curriculum? (submit online)</td>
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<td></td>
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<td></td>
<td>2. Read 25 Years Article and submit reflection.</td>
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<tr>
<td>2</td>
<td>Week of 6/7-6/13</td>
<td><strong>Module 2 Role of School Personnel in Curriculum Development</strong></td>
<td><strong>Discussion Board</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Curriculum styles Inventory</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Curriculum Development Since 1900 article and reflection</td>
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<tr>
<td></td>
<td>Week</td>
<td>Module</td>
<td>Assignment</td>
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</table>
| 3 | Week of 6/14-6/20     | **Module 3** Models for Curriculum Development | Short Paper #1  
Tyler Rationale Reflection                                                   |
| 4 | Week of 6/21-6/27     | **Module 4** Philosophy and Aims of Education | Discussion Board  
3. *Goals of Curriculum* Article and submit reflection.  
4. *Philosophy self-assessment*                                                   |
| 5 | Week of 6/28-7/4      | **Module 5** Data-Driven Curriculum Decisions | Research paper topic is due in a non-graded Discussion Board  
Discussion Board  
TAPR Reflection                                                                      |
| 6 | Week of 7/5-7/11      | **Module 6** Curriculum Goals, Objectives, and Products | Discussion Board  
1. Read *Tyler Rationale* and *Tyler Remembered* articles; submit reflection  
Short Paper #2                                                                             |
| 7 | 7/12-7/18             | **Module 7**                                | Midterm EXAM ???                                                             |
| 7 | Week of 7/12-7/18     | **Module 8** Organizing and Implementing the Curriculum | 1. Skim *Glatthorn1* article and submit reflection.  
.                                                                                      |
<p>| 8 | Week of 7/19-7/25     | <strong>Module 9</strong> Instructional Goals and Objectives | Discussion Board                                                             |
| 8 | Week of 7/19-7/25     | <strong>Module 10</strong> Strategies for and Evaluation of Instruction | Short paper #4                                                              |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>8/4</td>
<td>Module 14</td>
<td>No Final EXAM</td>
</tr>
</tbody>
</table>
| 9    | Module 11 Evaluating the Curriculum | 1. Skim *all of the articles*. Choose one you like and submit a short reflection or response to it.  
2. Begin Final Project!! |
| 9    | Module 12 Digital Curriculum | Short Paper #3  
*Complete the Technology Standards Article response*  
Discussion Board |
| 10   | Module 13 Current Issues in Curriculum Development | Discussion Board  
1. Read *Rating Curriculum Documents* article and complete reflection.  
2. Read *HeidiJacobs* article  
Research Paper is Due 8/2 in LM11 (due date might change) |

This schedule is subject to modification as deemed necessary by the course instructor. Please review announcements and/or course calendar daily to keep abreast of any and all course information including date changes.