



EDAD 619.01W GLB/DESIGNING CURRICULUM FOR EFFECTIVE INSTRUCTION COURSE SYLLABUS: FALL 2016

Instructor: Warren G. Ortloff, Assistant Professor

Office Location: Virtual Office

Cell Phone: 469-734-9341

Office Fax: 903-886-5507

University Email Address: warren.ortloff@tamuc.edu

COURSE INFORMATION

Course Description

This course focuses on the development of a designing curriculum for facilitating continuous improvement in the instructional program. Sound research-based practices related to planning, supervision, curriculum development and delivery, program evaluation, and change management for diverse learners in multicultural settings are incorporated.

Standards Addressed

TAC 241.15 Principal Curriculum Standards

(6) Learner Centered Curriculum Planning & Development.

A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

- a. Use emerging issues, occupational and economic trends, demographic data, student learning data, motivational theory, learning theory, legal requirements, and other information as a basis for campus planning;
- b. Facilitate the use of sound research-based practice in the development and implementation campus curricular programs;
- c. Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum

- revision to ensure appropriate scope, sequence, content, and alignment; and
- e. Facilitate the effective coordination of campus curricular programs in relation to other school district programs.

TEXES Principal 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.

149.00 Instructional Leadership: Standard 1

The principal is responsible for ensuring every student receives high-quality instruction.

- 1a. Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

Textbook(s) Required

Ornstein, A.C., & Hunkins, F.P. (2013). *Curriculum, Foundations, Principles, and Issues* (7th ed.). USA: Pearson Education, Inc. ISBN: 978-0132678100

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.) Washington, D.C.: American Psychological Association. ISBN: 978-1433805615

English, F.W. (2010). *Deciding what to teach and test: Developing, aligning, and leading the curriculum* (3rd ed.) Corwin Press. ISBN-10: 1412960134; ISBN-13: 978-1412960137

Student Learning Outcomes

1. The learner will know how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment (Principal Competency 7).
2. The learner will know 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 (Principal Competency 4).

3. The learner will know how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth (Principal Competency 5).
4. The learner will know how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management (Principal Competency 6).
5. The learner will be able to *demonstrate and apply knowledge* of the interconnectedness of global dynamics (issues, processes, trends, and systems) while viewing themselves as *engaged* citizens within an interconnected and diverse world. (All Three QEP Learning Outcomes & Principal Competency 5 & 7)
6. The learner will be an active and engaged team member within the cohort learning community by analyzing, constructing, creating, and evaluating information presented within the textbooks, selected readings, and resources

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This web-based course relies heavily on written responses, interaction, and discussion. It is problem-based and inquiry oriented. Learning in this course will take place as a result of online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises in online venues.

Assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important to set aside time to read and digest the readings before writing or participating in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these may include focused discussions, written reflections, problem-solving activities, case-studies, independent research, and the direct teaching model.

Assignment Submission Format

All written assignments must be presented in APA Style (6th Edition) format unless the instructor states otherwise. It is the student's responsibility to become familiar with APA. All assignments are required to be introduced by an Assignment Submission Cover Page that meets APA expectations, with the exception of Threaded Discussion activities. Threaded Discussions that have a citation, must present a full reference at the end of the submission.

In addition, whenever a Drop Box submission has a citation within the text or contents require a citation, there must be a titled reference page as the last page.

Projects

Student Learning Outcomes: 1-4

Assessment Method: Assignments will include individual and group projects.

Threaded Discussions

Each student is expected to participate through E-College, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings (class assigned and student generated). The student must participate online several times by responding to the prompt and making insightful / noteworthy comments to a least two others. Participate in this endeavor with the goal of contributing meaningfully and implement higher order thinking skills. Participation points can't be received unless there is a meaningful contribution to the class discussion. To earn participation points, discuss and apply knowledge from readings and cite.

Read, analyze, and respond to the issues of the week/questions, comments from the instructor, and the other members of the class. Actively participate in classroom discussions and online. Do more than complete assignments; demonstrate regular reading through responses. The instructor looks for evidence of active participation in the learning experience. This can be done by relating real world experiences to the discussions or summaries, building on other's comments with alternative solutions, and pointing out problems or adding another dimension to the discussion. Simply stating agreement or providing a one sentence response does not fall within these parameters. Responses should be substantial.

The discussion forums are related to the readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, expectation is to engage in an ongoing discussion/debate with learning community peers. Contributions to the discussion forums will be graded for quality and timeliness of contributions.

Student Learning Outcomes: 1-4

Assessment Method: Class participation will be determined by the professor. Each online forum will be graded using the *Discussion Forum Participation Rubric* found in *Doc Sharing*.

Reflections:

Student Learning Outcomes: 1-4

Assessment Method: Reflections will be based and supported through reading assignments and student generated additional topical research. The student is expected to also demonstrate considerable effort in developing the reflection.

Exams:

Student Learning Outcomes: 1-4

Assessment Method: The examinations will be comprised of essay questions that indicate application of the knowledge gained from the course.

GRADING

Grades will be determined on a total point basis as follows:

Project (Board Policies)	5 pts
Discussion Forums	5 weeks @ 4 pts each
Reflections	5 weeks @ 2 pts each
Project (Philosophies)	10 pts
Position Statement	5 pts
Curriculum Map	5 pts
Implementation Assignment	5 pts
Mid-term Exam	10 pts
Project (Instructional Strategies)	10 pts
Final Exam	20 pts
Total Course Points Possible:	100 Pts =100%

NOTE: All assignments above are to be placed in the appropriate course assignment Dropbox with the exception of the Discussion Forum activities. The grading scale listed below is a guide. The Instructor reserves the right to evaluate and assign the final course grade.

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below- 60%	F

NOTE: This syllabus represents a relationship between the Professor and the Students regarding the evaluative measures and the content included in EDAD 619. The instructor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

EDAD 619 RECOGNIZED AS A GLOBAL COURSE

Identified Activities

1. Incorporated within this online course is a **Global Threaded Discussion** activity. Students are expected to: Informally talk to two (2) recent immigrant parents from separate families. Immigrant parents should be asked "What is it about American education (way of doing things) that you find confusing or are in disagreement with and why? Findings are to be posted in a pithy manner for all classmates to read and comment.
2. The course's **Final Examination** has an identified *Global Awareness question* that requires the student to: Identify four (4) important and specific culturally derived issues that immigrant parents may have difficulty in understanding about the American education system. The student will offer a detailed and specific "plan of action" to address each of these identified issues. The four issues chosen can be from the student's own research and/or the interview of classmates or his/her self. Sources are to be identified as per APA!
3. An **ePortfolio Global Awareness Artifact** is required and will be evaluated on a pass/not pass basis, however, this end-of-course assignment must be completed and meet instructor expectations with regards to content, completeness and neatness. Although not actually computed as part of the course grade, this requirement must satisfy instructor expectations in order to receive course credit. Therefore, students are encouraged to seek the instructors' guidance throughout this artifact's development. Please see ePortfolio template with instructions located within your eCollege EDAD 619 Course *Doc Sharing*.

TECHNOLOGY REQUIREMENTS

This is a web based course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred), 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word preferred).

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet

Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the "myCourses" tab and then select the "Browser Test" link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. You are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will NOT check for your email in spam.

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

E-mail is the best method of contacting me. TAMU Commerce eCollege provides an efficient system of email for communication for class work and individual communication. We will check our e-mail each day. *Please reserve the use of cell phone calls for emergencies.* If you would like to meet, please email a request for an appointment. We will be happy to provide any reasonable support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Examination Policy

Questions will require analysis and synthesis expecting the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy

Project due dates are posted in eCollege along with instructions for each project. All projects should be submitted to the Dropbox and saved as a doc file unless specified otherwise.

Late Work

Late work will not be accepted in the course, so it is important to submit assignments early enough so should there be complications, there may be options to make other arrangements. However, previous experience has shown that submitting assignments at a time very close to the submission deadline (last minute) opens one up to the possibility of a late submission should technical issues arise. Late submissions due to technical issues that result from the student's end do not qualify as an excuse for late submission. So submit early and be safe!

Incompletes

An incomplete will not be available for this course.

Graduate Online Course Attendance Policy

A major component of this course is online interaction with peers and the instructor. Each class member is expected to participate fully in online discussions, projects, journaling etc. each week of the course. For this course, a week of instruction is Monday through Sunday. Expectations for attendance online will be posted. Learning will be segmented into weeks or units. Presentations and assignments will be available to students and then close on established dates. Go beyond the due date and the system will not allow for assignment submission. To be successful, it is important to stay on schedule with the class agenda.

University Specific Procedures

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the

Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

FALL COURSE OUTLINE / CALENDAR

IMPORTANT NOTE: See Online Course for Definitive Information Regarding Assignments / Due Dates.

Week 1: August 29 (Mon.) – September 4 (Sun.) (Unit 1) **Instructional Leadership**

*Presentation * Discussion * Project * Reflection

Week 2: September 5 (Mon.) – September 11 (Sun.) (Unit 2) **Building Effective Learning**

*Presentation * Reflection * Global Discussion

Week 3: September 12 (Mon.) – September 18 (Sun.) (Unit 3) **Curriculum Foundations**

*Project *Discussion * Mid-Term Exam

Week 4: September 19 (Mon.) – September 25 (Sun.) (Unit 4) **Curriculum Development**

*Discussion * Reflection * Personal Position Statement

Week 5: September 26 (Mon.) – October 2 (Sun.) (Unit 5) **Curriculum Implementation**

*Discussion *Reflection *Curriculum Map *Implementation Assignment

Week 6: October 3 (Mon.) – October 9 (Sun.) (Unit 6) **Curriculum Evaluation**

*Presentation *Discussion *Project

Week 7 October 10 (Mon.) – October 14 (Fri.) (Unit 7) **Building Human Capital**

* ePortfolio Global Awareness Artifact * Presentation * Discussion * Reflection ***** FINAL EXAM *****