



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

## **INSTRUCTOR INFORMATION**

**Instructor:** Deborah Goodwin, Assistant Professor

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**Preferred Form of Communication:** Email

**Communication Response Time:** 24 hours

## **COURSE INFORMATION**

*Materials – Textbooks, Readings, Supplementary Readings*

### **TEXTBOOK(S) REQUIRED**

You will need three books for this course:

- 1. Ornstein, A.C. & Hunkins, F.P. (2017). Curriculum, Foundations, Principles, and Issues (7th ed.). USA: Pearson Education, Inc. ISBN: 9780134060354**
- 2. American Psychological Association (2010). Publication Manual of the American Psychological Association (6th ed.) Washington, D.C.: American Psychological Association. ISBN: 978-1433805615**
- 3. 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**

## **TECHNOLOGY REQUIREMENTS**

This is an online class. All of the instruction and assignments will be delivered using the eCollege learning media platform.

## **OPTIONAL TEXTBOOKS / MATERIALS**

None

## **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.

## **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

## **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.

# **COURSE REQUIREMENTS**

## **MINIMAL TECHNICAL SKILLS NEEDED**

Minimal technical skills include using the learning management system, using Microsoft Word and PowerPoint, and using presentation and graphics programs, etc.

## **INSTRUCTIONAL METHODS AND STUDENT RESPONSIBILITIES**

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 (6<sup>th</sup> 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

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.  
 JavaScript is enabled.  
 Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical](https://secure.ecollege.com/tamuc/index.learn?action=technical)

## **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 [myLeo](http://www.tamuc.edu/myleo) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>



You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses 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 for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **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.

**Accessing Help from within Your Course:** Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

**Note:** Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, 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 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 provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto: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 [myLeo](http://myLeo). <https://leo.tamuc.edu>

### Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

## FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone</b>
	<b>Operating System:</b>	<b>iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS</b>
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

## **LearningStudio Notifications**

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## **COMMUNICATION AND SUPPORT**

### ***Interaction with Instructor Statement***

The instructor's communication response time and feedback on assessments are stated clearly.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### ***Course Specific Procedures/Policies***

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## ***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

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### ***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 \*\*\*\*\*