



## **EDAD 519 Designing Curriculum (Online)**

SUMMER I 2022

Course Syllabus

### **INSTRUCTOR INFORMATION**

**Instructor:** Joshua W. Tremont, Ed.D., Adjunct Professor

**Office Location:** Virtual (Online)

**Office Hours:** Virtual (Online)

**Office Phone:** N/A

**Cell Phone:** 281-799-3057

**Office Fax:** 903-886-5507

**University Email Address:** joshua.tremont@tamuc.edu

**Preferred Form of Communication:** email

**Communication Response Time:** 24 hours or less

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Expanded 2nd Edition. Association for Supervision and Curriculum Development.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms*. (4th Ed). Heinemann.

American Psychological Association. (2020). *Publication manual of the American psychological association*. (7th ed.). American Psychological Association.

#### **Other Required Documents**

- Campus TAPR reports for the following school years: 2020-2021 and 2021-2022
  - *Note.* 2019-2020 is not required due to COVID-19 statewide disaster rating
- 2021-2022 Campus Improvement Plan or School Improvement Plan

Other suggested readings and available websites may be provided during the course.

### **Course Description**

This course focuses on the development of and designing of curriculum for facilitation continuous improvement in the instructional programs. Sound research-based practices related to

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planning, supervision, curriculum development and deliver, program evaluation, and change management for diverse learners in a multicultural setting.

**TExES 268 Principal Standards Addressed**  
**DOMAIN II-Leading Learning**  
**(Instructional Leadership/Teaching and Learning)**

**Competency 003: The beginning principal knows how to collaboratively develop and implement high quality instruction.**

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment (Backward Design)
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

**Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

**Student Learning Outcomes:**

1. The student will articulate how curriculum is designed, developed, and managed through course discussions and assignments.

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2. The student will outline the principals' role in designing curriculum for effective instruction through course discussions and assignments.
3. The student will conduct a brief needs assessment and data collection of campus curriculum and curriculum processes.
4. The student will conduct a curriculum unit review using the Understanding by Design (UbD) model.
5. The student will develop a curriculum plan incorporating three curriculum goals over a three-year period.

## **COURSE REQUIREMENTS**

The instructor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbooks and other assigned readings, projects, and class interaction.

### **Assignments:**

Each student is expected to submit course assignments through D2L and complete all reading and written assignments on time, and actively engage in the class by closely connecting class topics and discussions to the textbook and other readings. Participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills.

### **Quizzes (3 @ 25 each = 75 Points)**

Application-focused quizzes over content and reading will be conducted in Modules 1,5, and 7.

### **Final Pillar Project (3 Products = 400 Points)**

This course will include a project to demonstrate mastery and application of learning. The project is designed to be a real-world experience to assist you as a school leader/practitioner by using data to create an improvement plan. Projects vary in nature and are individualized to the student's current professional situation. Each project will have its own set of parameters for completion. Some of your Module assignments will assist you in developing this final course project. Detailed instructions are provided within the course.

The final exam will be an application component comprised of 3 steps.

- Step 1: Data Collection/Needs Assessment PowerPoint and narrative (100 pts)
- Step 2: Curriculum Review (150 pts, in the form of 3 discussion posts)
- Step 3: Developing a Curriculum Plan in narrative form (150 pts)

### **Step 1: Data Collection/Needs Assessment (100 pts)**

Conduct a brief needs assessment and data collection of your school's current curriculum and curriculum processes. Create a brief PowerPoint of your findings and

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provide a narrative component to address other bulleted items.

**Step 2: Curriculum Unit Review (3 Discussion Boards, 150 points)**

Conduct a curriculum unit review using the Understanding by Design (UbD) model. You will receive feedback from your peers on your work. You must post each phase of your review in a discussion post format and respond to at least two classmates. Templates will be provided for each phase.

**Step 3: Developing a Curriculum Plan (Narrative, 150 points)**

Based on the data collected in Step 1 and 2, you will identify 1 to 3 goals for the curriculum plan. Using a narrative format, write a paper with organized into the following sections: justification of curriculum, evaluation of curriculum, impact on learning, research to support the curriculum plan, other factors impacting the implementation of the curriculum plan, building support and collaboration, and follow up and support.

**Assignment and Point Value Breakdown**

<b>Assignment Name</b>	<b>Point Value</b>
Final Exam Pillar Step 1	100
Final Exam Pillar Step 2 (Discussion Board)	150
Final Exam Pillar Step 3	150
Quizzes (3 quizzes)	75

**Total Points – 475 Points**

**FINAL GRADE:**

- A = 90% (475 to 445 points)
- B = 80% (444 to 414 points)
- C = 70% (413 to 384 points)
- D = 60% (383 to 353 points)
- F = 50% or less (352 or less points)

**TECHNOLOGY REQUIREMENTS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

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YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

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:** 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.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### 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](#).

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<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **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](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### **Students with Disabilities-- ADA Statement**

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  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835

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Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

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<b>Course Outline (Tentative)</b>	
<b>Week 1 Introduction</b>	<p><b>Introduction</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>• 51<sup>st</sup> Annual Gallup Poll on Education (located in the module)</li> <li>• Carefully read the Pillar Project Final Exam Description (located in the module)</li> </ul> <p><b>Explore and Learn:</b></p> <ul style="list-style-type: none"> <li>• Work through the content in the module. Be sure to explore the additional resources.</li> </ul> <p><b>Connect and Collaborate:</b></p> <ul style="list-style-type: none"> <li>• Complete Introduction and Pillar Discussion</li> </ul>
<b>Week 2 Module 1 And Module 2</b>	<p><b>Part I: What is Curriculum and Why is it Important?</b>  <b>Module 1: What is Curriculum?</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>• Web links within the Module</li> </ul> <p><b>Explore and Learn:</b></p> <ul style="list-style-type: none"> <li>• Work through the content in the module. Be sure to explore additional resources.</li> </ul> <p><b>Experiment and Apply:</b></p> <ul style="list-style-type: none"> <li>• <b>Quiz 1 (25)</b></li> <li>• Begin collecting data for the Pillar Project Final Exam Step 1: Data Collection and Needs Assessment</li> </ul> <hr/> <p><b>Part II: What is Curriculum and Why is it Important?</b>  <b>Module 2: Facilitation of Curriculum Processes at the Campus Level and District Level</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>• Web links within the Module</li> </ul> <p><b>Explore and Learn:</b></p> <ul style="list-style-type: none"> <li>• Work through the content in the module. Be sure to explore additional resources.</li> </ul> <p><b>Experiment and Apply:</b></p> <ul style="list-style-type: none"> <li>• Continue collecting data for the Pillar Project Final Exam Step 1: Data Collection and Needs Assessment</li> </ul>
<b>Week 3 Module 3</b>	<p><b>Part III: What are Curriculum Alignment Processes?</b>  <b>Module 3: Planning for Learning</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>• Wiggins and McTighe – Chapters 1-6</li> </ul> <p><b>Explore and Learn:</b></p> <ul style="list-style-type: none"> <li>• Work through the content in the module.</li> </ul> <p><b>Experiment and Apply:</b></p> <ul style="list-style-type: none"> <li>• <b>Pillar Project Final Exam Step 1: Data Collection and Needs Assessment Due (100 pts)</b></li> </ul>
<b>Week 4 Module 4</b>	<p><b>Part III: What are Curriculum Alignment Processes?</b>  <b>Module 4: Assessment and Alignment</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>• Wiggins and McTighe – Chapters 7-9</li> </ul> <p><b>Explore and Learn:</b></p> <p><b>Experiment and Apply:</b></p> <ul style="list-style-type: none"> <li>• <b>Curriculum Unit Review Phase 1 Due (50 pts) – Discussion Board (post by midnight on Thursday and respond to at least two posts of other students by midnight Sunday.</b></li> </ul>

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<p><b>Week 5 Module 5</b></p>	<p><b>Part III: What are Curriculum Alignment Process?</b>  <b>Module 5: Putting the Pieces Together</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>• Wiggins and McTighe –Chapters 10-13</li> </ul> <p><b>Explore and Learn:</b></p> <ul style="list-style-type: none"> <li>• Work through the content in the module</li> </ul> <p><b>Connect and Collaborate:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 3: Planning</b></li> </ul> <p><b>Experiment and Apply:</b></p> <ul style="list-style-type: none"> <li>• <b>Curriculum Unit Review Phase 2 Due (50 pts) – Discussion Board (post by midnight on Thursday and respond to at least two posts of other students by midnight Sunday.</b></li> <li>• <b>Curriculum Unit Review Phase 3 Due (50 pts) – Discussion Board (post by midnight on Thursday and respond to at least two posts of other students by midnight on Sunday.</b></li> <li>• <b>Quiz 2 Due (25 pts)</b></li> </ul>
<p><b>Week 6 Module 6</b></p>	<p><b>What are Best Practices in Instruction?</b>  <b>Module 6: Instructional Best Practices – Part 1</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>• Zemelman, Daniels, and Hyde – Chapters 1 &amp; 2</li> <li>• Zemelman, Daniels, and Hyde – Chapters 3 &amp; 4</li> </ul> <p><b>Explore and Learn:</b></p> <ul style="list-style-type: none"> <li>• Work through the content in the module. Be sure to explore additional resources.</li> </ul> <p><b>Experiment and Apply:</b></p> <ul style="list-style-type: none"> <li>• <b>Curriculum Unit Final Review Due (20 pts)</b></li> <li>• Begin working on Pillar Project Final Exam – Step 3 Planning (150 pts)</li> </ul>
<p><b>Week 7 Module 7</b></p>	<p><b>What are Best Practices in Instruction?</b>  <b>Module 7: Instructional Best Practices- Part 2</b>  <b>Read:</b></p> <ul style="list-style-type: none"> <li>• Zemelman, Daniels, and Hyde – Chapters 5 &amp; 6</li> <li>• Zemelman, Daniels, and Hyde – Chapters 7, 8, &amp; 9</li> </ul> <p><b>Explore and Learn:</b></p> <ul style="list-style-type: none"> <li>• Work through the content in the module. Be sure to explore additional resources.</li> </ul> <p><b>Experiment and Apply:</b></p> <ul style="list-style-type: none"> <li>• <b>Pillar Project Final Exam – Step 3: Planning Due (150 pts)</b></li> <li>• <b>–Quiz 3 (25 pts)</b></li> </ul>
	<p><b>COURSE CLOSES</b></p>

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