



EDCI 651.01SW & 651.41B: Curricular and Instructional Design

COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Kathryn V. Dixon, Ph.D.

Office Location: Dallas 1946; NHS 315

Office Hours: By appointment

University Email Address: Kathryn.Dixon@tamuc.edu

Preferred Form of Communication: **email**

Communication Response Time: 24 hours; Emails received after Friday at 5pm will be answered by Monday at 5pm

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Curriculum: From Theory to Practice, 3rd edition, (2023), by Wesley Null, published by Rowan & Littlefield.

Optional Texts and/or Materials

APA 7 manual

Course Description

This course provides an examination of research literature relative to the process of designing, implementing, and evaluating curricula and instructional strategies.

Prerequisite: Doctoral level standing or consent of instructor.

Student Learning Outcomes

The learning outcomes are what you are able to do as a result of the activities, readings, and direct instruction that have occurred in this course. Assignments/activities designed to produce these outcomes are described in the assignments and

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assessments portion of the syllabus.

The learner will be able to:

- Engage in group discussions by analyzing, designing, and evaluating information within the texts, supplementary readings, and class activities.
- Compare and contrast different theories, research, and philosophical stances which address the organization of learning activities in relation to curriculum and instructional activities
- Identify and elaborate on, both verbally and in writing, the contextual factors and diversities that affect the learner and the learning environment.
- Demonstrate the ability to read and synthesize existing professional literature related to curriculum theory and instructional design; and, analyze and evaluate research designs and findings.
- Plan and carry out a curriculum design project related to his/her current work assignment and which demonstrates the integration of best practices based on new ideas learned through the class activities, readings, and discussions.

COURSE REQUIREMENTS

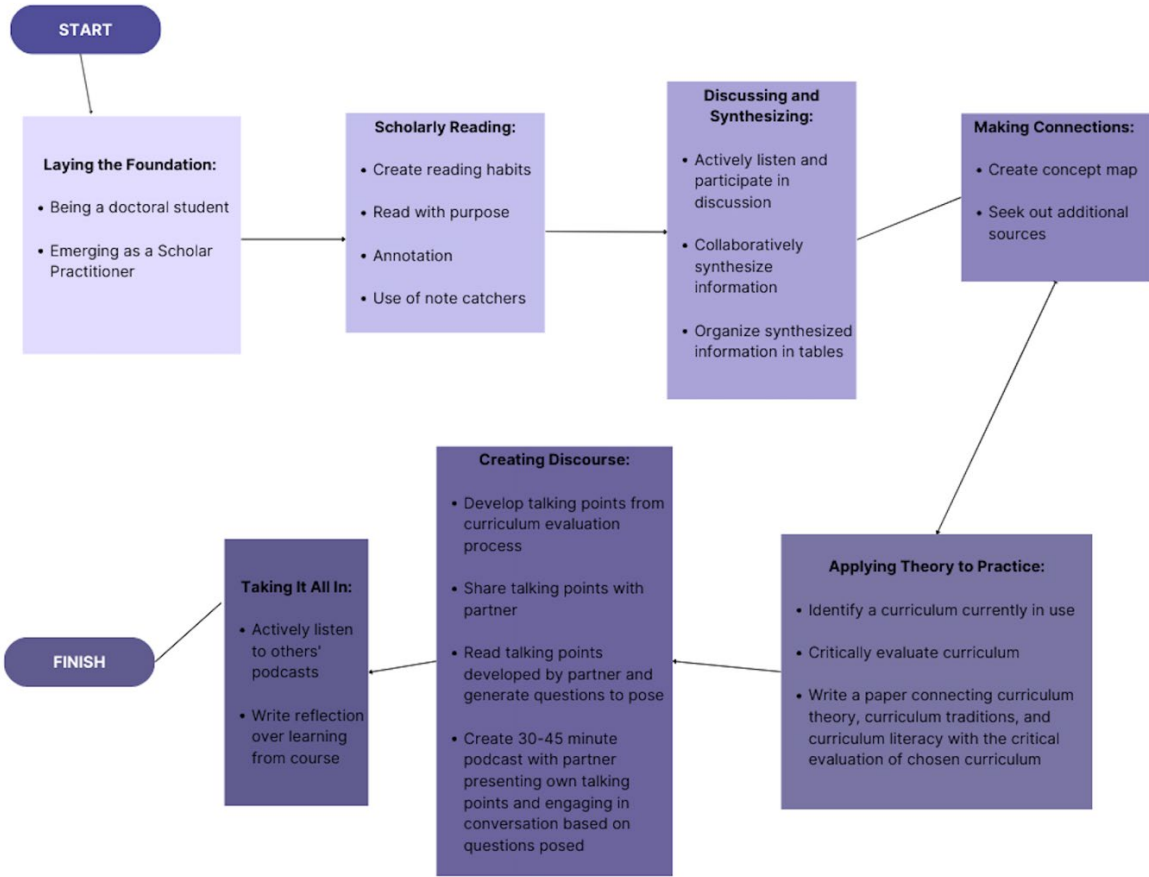
All work due by midnight the night before class. Due dates are included in the appropriate modules in D2L. Please see the sub-module entitled “Ungrading” for an explanation of how grading will work this semester.

The following graphic shows the progression of learning activities for the semester.

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EDCI 651

Progression of Course Activities



Due Dates:	Assignments
Sept. 9	Scholarly Practitioner Positionality Paper
Sept. 23	Chapters 1-3 Note Catchers
Oct. 7	Chapters 4-6 Note Catchers/Self-Reflection of Learning
Oct. 21	Concept Map (Version 1)
Nov. 4	Curriculum Evaluation Paper (Version 1)/Self-Reflection of Learning
Nov. 11	Concept Map (Revised)
Dec. 2	Podcast Episode & Revisions to Curriculum Evaluation Paper
Dec. 12	Final Reflection, Final Concept Map & Self and Peer Evaluations

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Minimal Technical Skills Needed

Familiarity with Zoom, Google Docs, Microsoft Word, and PDFs are needed for this course.

Instructional Methods

This class is designed to follow a HyFlex learning format/model. While there are differing definitions of what HyFlex learning means and looks like, we will be following a model that aligns with how Columbia University implements HyFlex learning.

From the [Columbia University Center for Teaching and Learning](#):

What is HyFlex?

HyFlex combines the terms “hybrid” and “flexible.” Hybrid learning refers to learning that integrates complementary face-to-face (synchronous) and online learning (asynchronous) experiences in service of intended learning objectives (see CTL’s guide on [Blended Learning](#) to learn more). All students in a hybrid course are expected to undergo the same combination of online and in-person activities. In contrast, the “flexible” aspect of HyFlex is that students are given choice in how they participate in the course and engage with material in the mode that works best for them over the course and from session to session.

In HyFlex courses, students can choose from one of three participation paths:

1. Participate in face-to-face synchronous class sessions in-person (in a classroom)
2. Participate in face-to-face class sessions via video conference (e.g., Zoom)
3. Participate fully asynchronously via D2L.

A HyFlex class makes class meetings and materials available so that students can access them online or in-person, during or after class sessions. All students, regardless of the path taken, will achieve the same learning objectives.

Synchronous Class Meetings

We will hold synchronous class meetings on the following dates for those who would like to join either in person or via Zoom. (Reminder that all synchronous class meetings will be posted on D2L for asynchronous participation later in the evening.)

Monday, August 26th

Monday, September 9th

Monday, September 23rd

The syllabus/schedule are subject to change.

Monday, October 7th

Monday, October 21st

Monday, November 4th

Monday, November 18th

Monday, December 2nd

Student Responsibilities or Tips for Success in the Course

1. The more you engage with the content and your classmates, the more you will get out of class.
2. Create a routine for completing readings and assignments that will afford you time and a space for concentration and deep learning.
3. Keep lines of communication between you and the professor open.

GRADING

Final grades in this course will be based on the “Ungrading” structure outlined in the D2L submodule and as described in class.

AI Policy

For this course, I will be implementing a Red-Yellow-Green Guide for AI use. This is fully outlined in D2L, but the graphic below provides an overview:

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Can I Use AI on this Assignment?

Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code, etc) This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Bard, etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NC DPI) from the work of Dr. Leon Fuzze, Dr. Mike Perkins, Dr. Jasper Rose FHEA, & Dr. Jason Mowhugh
Link to Original Work



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TECHNOLOGY REQUIREMENTS

LMS

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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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.

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>

Interaction with Instructor Statement

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.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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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 [Procedures 13.99.99.R0.01](#)

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

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 Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

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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

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty