



EDAD 519 Designing Curriculum  
Spring 2025

**INSTRUCTOR INFORMATION**

Instructor: Mack Hines, Ed.D  
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Preferred Form of Communication: Email  
Communication Response Time: 24-48 Hours

**COURSE INFORMATION**  
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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.

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

*The syllabus/schedule are subject to change.*

### **Student Learning Outcomes:**

1. **Articulate and Analyze Curriculum Design:** The student will critically articulate the processes and frameworks involved in designing, developing, and managing curriculum, demonstrating a deep understanding of these concepts through thoughtful course discussions, case studies, and assignments.
2. **Evaluate the Role of Leadership in Curriculum Design:** The student will assess and analyze the principal's strategic role in shaping curriculum for effective instruction, integrating leadership theories and practices into curriculum design processes through discussions, research, and applied assignments.
3. **Conduct a Comprehensive Needs Assessment:** The student will design and implement a thorough needs assessment, collecting and analyzing relevant data to evaluate current campus curriculum and processes, identifying areas for improvement and aligning with institutional goals.
4. **Apply Understanding by Design (UbD) to Curriculum Review:** The student will lead an in-depth curriculum unit review using the Understanding by Design (UbD) model, evaluating key components of alignment, assessment, and instructional strategies to ensure effectiveness and relevance.
5. **Develop a Strategic Multi-Year Curriculum Plan:** The student will create a comprehensive, data-driven curriculum plan that outlines three specific curriculum goals over a three-year period, integrating evidence-based strategies and best practices for sustained educational improvement and success.

## **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.

### **Minimal Technical Skills Needed**

Students should be comfortable with basic word processing, web navigation, and use of learning management systems (LMS) such as Canvas. Some assignments may require the use of presentation tools like PowerPoint or Google Slides.

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### **Instructional Methods**

This course will use a combination of lectures, group discussions, case studies, interactive learning activities, and project-based assignments. Students will work

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collaboratively to design and critique curriculum models and engage in reflective practices about their learning.

### **.Student Responsibilities or Tips for Success in the Course**

1. **Active Participation:** Engage fully in class discussions, group activities, and projects. Active participation enhances both your learning and the learning of your peers.
2. **Time Management:** Plan your time effectively. Graduate-level coursework requires significant commitment, so it is essential to keep up with reading assignments, projects, and deadlines. Procrastination can hinder your ability to complete high-quality work.
3. **Complete All Readings:** Read assigned materials thoroughly before class. Come prepared with questions or insights to contribute to class discussions. The readings will provide the foundation for the topics discussed, and your understanding of them will be essential for assignments.
4. **Collaborative Learning:** Be open to feedback from peers and provide constructive feedback in return. Collaboration is a valuable aspect of learning in this course, and working with others will help expand your understanding of curriculum design.
5. **Engage in Self-Reflection:** Take time to reflect on your learning throughout the course. Consider how the course content relates to your own experiences and professional goals. Reflection will help you deepen your understanding of the concepts discussed.
6. **Seek Help When Needed:** If you have questions or are struggling with course material, reach out for assistance early. Whether it's through office hours, emails, or discussion forums, I am here to help you succeed.
7. **Meet Deadlines:** Timely submission of assignments is critical. Make sure to submit all assignments on time to avoid penalties and to stay on track with the course progression.
8. **Stay Organized:** Keep track of assignments, deadlines, and course materials. Organization will help you manage your workload efficiently and ensure that nothing is overlooked.
9. **Professionalism:** Demonstrate professionalism in all your interactions. This includes respect for your peers' ideas, timely communication, and a commitment to high-quality work.
10. **Embrace Constructive Criticism:** Be open to feedback and use it as an opportunity for growth. Revising and improving your work based on feedback is an essential part of the learning process.

**TExES 268 Principal Standards Addressed  
DOMAIN II-Leading Learning**

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**(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

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## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Assignment	Value
Module Discussions	50%
Pillar Project	50%

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University 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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](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](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>

### **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.

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## 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/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 [Procedures 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 East Texas A&M University 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

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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**

East Texas A&M University

Velma K. Waters Library Rm 162

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

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**

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **East Texas A & M University Supports Students' Mental Health**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to

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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)

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

**East Texas A&M University 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**

**Department or Accrediting Agency Required Content**

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## **COURSE OUTLINE / CALENDAR**

The course shell will provide the scope and sequence for weekly activities.

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