WKU

TCHL 530: Curriculum Development
Summer 2021 Syllabus

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Any times mentioned throughout the term are for the Central Time Zone

Credit Hours: Three (3) hours

Course Description: Study of curriculum design and evaluative techniques used by P-12 teachers. Covers research-based strategies for implementing integrated, differentiated curriculum. Students must have access to technology resources and/or equipment identified by instructor.

Rationale: This course is designed to prepare P-12 classroom and special education teachers to design and implement curricula and instructional elements. This advanced curriculum design is based on students' needs, current research on student learning, and the Kentucky curriculum documents.

Required Text

Ornstein, A. C. & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
Enhanced Pearson eText ISBN 978-0-13-406035-4_

Course Objectives:
The goal of this course is that:

Regardless of subject, concentration on teaching, the successful student will develop understanding of curriculum philosophy, history, design, implementation and evaluation. Society has placed strong mandates on public education over a period of time. The well-versed curriculum student will understand the social, political, and psychological influences upon curriculum development in the United States and how they affect classroom teachers, and the developers of curriculum. This course gives the student the basis from which to pursue further study in specified areas of curriculum, such as math or social studies. It is intended that students will take from this course two major capabilities:

1. The ability to develop a concise, effective, innovative process to develop a curriculum plan which can be used or easily shared with others, and
2. The ability to evaluate curriculum based on the usability and flexibility it displays with the ever-changing demands and influencing forces in society.

Course Topics:

Major topics to be explored include:

- History of Curriculum Development in United States
- Definition of Curriculum and Instruction
- Philosophy and Curriculum
- Societal Influence on Curriculum Development
- Needs and Curriculum
- Curriculum Planning and Design (Development)
- Curriculum Implementation
- Curriculum Evaluation
- Politics and Curriculum
- Student Development and Curriculum
- Curriculum Changes and the Future
- Elementary School Issues and Curriculum Development

Essential Curriculum Questions:

1. What is a curriculum? How does it relate to teaching and learning about elementary/middle/and secondary school and technology?

2. What are the goals, products, and processes of curriculum work?

3. What is the nature of curriculum reform movements and changes in education? What issues, products, and processes underpin contemporary reform movements?

4. What processes and criteria are commonly used to evaluate curriculum?

5. How might evaluation improve teaching and learning about the technological world?

6. How can research help improve curriculum work?

<div align="center">Assignment Synopses</div>

Note: Detailed descriptions of assignments and accompanying rubrics are posted on Blackboard. All assignments are subject to revision at instructor's discretion.

To successfully complete this course, students need to critically read the curriculum literature, contribute substance and insights to class discussions, complete assignments, and document new understandings in various projects.

1. **Scavenger Hunt**

To become familiar with course organization, content and expectations, the student will complete a scavenger hunt.

2. **"Getting to Know You" Blog**
   As a getting acquainted activity, the student will participate in the "Getting to Know You" blog. See assignment for guidelines and scoring guide.

3. **Textbook and Other Course Materials.**
   The student is expected to read selected text material and/or other supplemental materials to complete course assignments. Topics are listed on the course calendar.

4. **Key Assessment #1: Personal Philosophy of Education**
   Submit a personal philosophy of education that addresses the following topics: purpose of the school, how students learn, the role of the teacher in the classroom, school, and community, and effective teaching approaches (i.e., direct instruction, inquiry, discovery, cooperative learning, nondirective).

5. **Achievement Gap Analysis**
   Complete a research project with the focus of closing the achievement gap. The project should synthesize content of three or more articles from highly regarded sources and include meaningful classroom connection.

6. **Key Assessment 2: Lesson Plan**
   Identify and complete one lesson plan which is part of a unit of instruction on a topic you teach (or one in which you would like to teach). Content area teachers or departmentalized elementary school teachers should focus on **one** class.
   - Examine the curriculum document(s) within the school or district (i.e., curriculum map). Identify a focus for unit of instruction based on standards.
   - Using the most current School Report Card, examine achievement gaps presented in the data. Select at least one gap group to be addressed in the unit.
   - From the unit of instructor targeted, select one plan you teach or would like to teach.
   - Analyze the lesson chosen to revise using current content standards.
   - Create a plan that thoroughly explain how the gap group identified will be addressed in the lesson.
   - Revise and submit the lesson plan following the required lesson plan format.

7. **Course Modules**
   Modules are posted in an order designed to scaffold the learner toward proficiency on the Key Assessments. Students are expected complete the modules using the timeline established on the course calendar.

8. **Professionalism**
   The amount of professionalism points earned will depend upon the standards being met. See scoring guide for further information.

Assessment, Evaluation and Grading:
Although the expected quality of student products and contributions is contingent upon the goals

and characteristics of the activity, general quality guidelines for all deliverables include:
- completeness and coherence of work;
- logically applying curriculum concepts and processes within the assignment;
- attributing ownership of ideas, maintaining privacy and conforming to other practices established within the current edition of the *Publication Manual of the American Psychological Association*; and
- applying standard convention of English composition. Remember to use a spell checker, and grammar checker as well as proofreading before submitting documents. It would be helpful to ask another person to read your documents before submitting them.

Tentative Point Values (May be adapted by instructor, as needed)

Assignment	Point value
Scavenger Hunt	10
Getting to Know You Blog	10
Key Assessment 1: Personal Philosophy of Education	50
Key Assessment 2: Lesson Plan	100
Course Modules	160
Professionalism	20
Total Points	**350**

Grade Assignment Scale:

Percentage	Grade
93 -100	A
85 - 92	B
76 - 84	C
70 – 75	C
Below 70	F

Assignment Schedule:

A schedule of due dates is located on Blackboard. Additionally, information will be posted under Announcements on Blackboard. All activities must be submitted as scheduled. A 10% grade/point reduction will occur for each day the assignment is late. Extensions will be administered on a case-by-case basis at the instructor's discretion.

Class Policies and Expectations:

Student Expectations:
1. Daily check class Blackboard Announcements and WKU email for updates and instructor notifications.
2. Actively participate in all course components.
3. Exhibit ethical and professional behavior in all aspects of the course, including communications with peers and instructor.

Course Policies

Technology

 Students in a web-delivered class accept the responsibility for making certain their computer and internet technology is compatible with WKU's online instructional delivery. Further, students take responsibility their technology is working correctly (and with the WKU technology) at the time of exams and assignments. Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the [WKU Help Desk](#) (phone number 270-745-7000) to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard. Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary. Note: these actions do NOT shift responsibility away from the student. Students are expected to *not* work together on tests or assignments.

Title IX Misconduct/Assault Statement

 Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

 Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement

 In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from the Student Accessibility Resource Center.

Plagiarism

 To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a

source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism will not be accepted and will be given a grade of 0, and the student may face further disciplinary action according to university policy. Student work will be checked using plagiarism detection software, Turnitin.com.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, report, assignment or other project which is submitted for purposes of grade determination. The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course. Working with other students enrolled in the course or other individual on any course requirement is strictly prohibited and is considered academic dishonest unless the instructor has authorized group work.

Academic Dishonesty

Web-based delivery brings concerns of ethics. Students in these classes should exercise a high degree of academic honesty in completing assignments and participating in evaluations. Each student should make certain that all work submitted is their own and give credit to authors when their words are used. The student should complete assignments individually and not with other class members unless the assignment provides directions for group work. The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure. You will find more information about policies for graduate students on the CEBS webpage. Open the following link and scroll down and find the links for Graduate Students. Open and read Academic Policies and the Code of Conduct: http://www.wku.edu/cebs/programs/graduate/policies/index.php

Due Dates

Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course. Working with other students enrolled in the course or other individuals on any course requirement is strictly prohibited and is considered Academic Dishonest (see Cheating and Academic Dishonesty sections) unless the instructor has authorized group work. Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course. The student will make every effort to be a contributing member of the online learning community to experience optimal educational and professional growth.

Assignment Submission
- All assignments must be completed using a word processor. APA guidelines will be used for all assignments. All work submitted by students must follow the assignment guidelines or it will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors. You will submit your assignments by uploading them to the Blackboard site. The upload link for each assignment can be found underneath each assignment guideline link.
- The student should keep a copy of all assignments. In the event that an assignment is misplaced, lost, or the instructor is unable to open the document when uploaded to Blackboard, the burden of proof that the assignment was completed rests with the student.
- All assignments will be submitted online via Blackboard and NOT via email unless obtained prior approval by the instructor.

Grading

Grading in TCHL 545 is based on a point system. The total point accumulation determines the final grade. See the Tentative Grading Scale below for a breakdown of the points and correlating letter grade. Assignments are graded based upon the scoring criteria specified in the assignment scoring guides.

Grade Reporting

Students will be required to check Blackboard for posting of grades throughout the term. Open Blackboard, open Tools (button located on the left side of the Home page), then find the My Grades link and open it to find your grades.

Instructor Feedback

The instructor will leave feedback for any point deductions on all assignment submissions throughout the term. Check the page where the assignment was submitted to find this feedback OR check the Grade Center where the grade is posted for a "view" option. The instructor rarely leaves feedback when the student earns a perfect score. The score itself indicates that the standard was met or exceeded. Way to go!

Late Assignment Submission

Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. Projects, assignments, quizzes, discussion boards, and any online requirement must be completed and uploaded no later than time listed on the course schedule on the due date. After two days, late assignments will not be accepted without significant extenuating circumstances and prior approval from the instructor. Problems with due dates and exams must be discussed with the instructor prior to the due date.

Grade Appeal

If you do not agree with a grade on an assignment, you may schedule an appointment (phone conference or face-to-face meeting) to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however, the instructor reserves the right to mark any oversights. Grades for assignments returned to students will not be changed after two days. However, students are encouraged to report any

computational errors or posting errors in graded work to the instructor immediately. No discussion of point deductions (i.e., grades) will take place via email (due to privacy concerns).

Incomplete (X)

As per University policy, "A grade of X (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. A grade of X received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer term excluded). An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A Student should work with the instructor who assigned the incomplete on an independent basis to complete the necessary assignments. A grade of incomplete is not used under any circumstances as a substitute for F or W." (Graduate Catalog, 2020).

Alignment of Course Key Assessments with Standards

Course Objective(s)	Assessment(s)	Kentucky Teacher Performance Standard(s)	Teacher Leader Standards	Framework for Teaching Component(s)
1. The ability to develop a concise, effective, innovative process to develop a curriculum plan which can be used or easily shared with others.	**Key Assessment 2: Lesson Plan**	**Standard 4**: Content Knowledge	**Standard 2**. Access and Use Research to Improve Practice and Student Learning. **Standard 3**. Promote Professional Learning for Continuous Improvement.	**1A** – Knowledge of Content and Pedagogy
2. The ability to evaluate curriculum based on the usability and flexibility it displays with the ever-changing demands and influencing forces in society.	**Key Assessment 2: Lesson Plan** **Course Modules**	**Standard 1:** Learner Development **Standard 2:** Learning Differences **Standard 4:** Content Knowledge **Standard 5:** Application of Content **Standard 6:** Assessment	**Standard 4.** Facilitate Improvements in Instruction and Student Learning **Standard 5:** Promote the Use of Assessments and Data for School and District Improvement.	**1A** – Knowledge of Content and Pedagogy **1B** – Demonstrates Knowledge of Students **1C** – Setting Instructional Outcomes **1E** - Designing Coherent

Course Objective(s)	Assessment(s)	Kentucky Teacher Performance Standard(s)	Teacher Leader Standards	Framework for Teaching Component(s)
				Instruction **1F –** Designing Student Assessments