



## Course Syllabus

2022-2023

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**EDS 8815 Curriculum Design for a Changing World****College**

College of Education

**Section**

OLA02

**Term**

2023SP

**Class Time & Place**

Asynchronous (Online)

**Campus**

Online

**Course Description**

This hands-on course will examine the historical and theoretical underpinnings of curriculum and instruction and their connection to school reform and school improvement initiatives across the nation. Completers will be able to demonstrate advanced ability to design, implement and evaluate viable curricula through an understanding of curriculum alignment, assessment, and instructional design. An examination of state and national curricula, the media, professional journals, and recommendations from various sources, i.e. think tanks, foundations, colleges and school systems will be the basis of the study. By relating experiences of others to the setting in which the class candidates are working, there will be realistic opportunities to consider and synthesize old and new knowledge of practices that will assist the candidate in becoming a more effective teacher, student advocate, and change agent in the area of curriculum development and implementation.

**Credits**

3

**Instructor**

Dr. Audrey M. Williams

**Email Address**

awilliams@piedmont.edu

**Office**

Available Upon Request via Zoom

**Phone**

(706) 913-3636

**Office Hours**

Wednesdays 5:00 pm - 6:00 pm via ZOOM-by appointment only

Appointments are always available - Monday - Saturday 8:00 am - 8:00 pm.

Please feel free to text or call anytime during the times listed.

## Textbooks and Class materials

Glatthorn, A., Boschee, F., & Whitehead, B. (2019). *Curriculum leadership: Strategies for development and implementation* (5th ed.). SAGE Publications.

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

Supplemental readings will be required as needed throughout the course.

## Minimum Technology Requirements for Online or Hybrid Courses

Minimum technology requirements for online and hybrid courses may be found on the Distance Learning page of the Piedmont website available at the following URL: <https://www.piedmont.edu/distance-learning>

## Student Learning Outcomes

Upon the completion of this course, students will be able to:

1. Differentiate curricular planning to support all levels of student needs.
2. Evaluate technology, professional learning, and instructional resources to support best teaching practices.
3. Create environments that promote learning and are based on best practices and student performance data.
4. Analyze the political nature of the curriculum and the roles and responsibilities of curriculum stakeholders.
5. Analyze the various stages of curriculum implementation and curricular change across local, state, and national standards within subject areas.

## Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following URL: <https://www.piedmont.edu/academics/technology-requirements/>.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

## Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

## Grading System

### 10-Point Grading System

90 - 100 points A

80 - 89 points B

70 - 79 points C

60 - 69 points D

Below 60 points F

## Attendance

**Our first ZOOM will be on Monday, January 9, 2023. Attendance is OPTIONAL yet strongly suggested.**

Attendance, timeliness, and participation are required in this course. In order to effectively complete the course requirements and gain the most toward professional development, promptness, and attendance in all classes are mandatory. Active, weekly

participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

## Class Policies

### Written Work

Use APA style (7<sup>th</sup> ed.). All papers for the course are to be typed using size 12 point and one of the following fonts: Bookman, Times New Roman, Geneva, or similar font. Papers should be double-spaced, error-free, and grammatically correct (including punctuation, spelling, capitalization, etc.). Each paper should have a cover sheet following APA requirements for the cover sheet. Quality is important! All work submitted should reflect your professionalism and graduate-level work. Your writings and reflections will be assessed according to their depth, breadth, clarity and accuracy.

### Academic Integrity

By accepting admission to Piedmont College, each candidate makes a commitment to understand, support, and abide by the "Academic Integrity Policy" without compromise or exception (See the Piedmont College Catalog and the Student Handbook for details of the policy). This class will be conducted in strict observance of the policy. The College imposes strict penalties for academic dishonesty (cheating, fabrication, facilitating academic dishonesty, and plagiarism) as defined in the Catalog and Handbook.

All work submitted must be your **original work created in and for this course**. Cite and reference work properly using the current APA guidelines.

### **Piedmont Policies:**

The Learning Center exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, and writing. Our tutors are selected by department chairs, trained in the art of tutoring, and monitored to provide the individualized attention our students need to achieve their personal best. We offer by-appointment or walk-in hours during both working and after-business hours. For more information, please visit: <https://www.piedmont.edu/learning-center>

or call 706-778-8500, ext. 1503 (Demorest) or 706-543-6973 (Athens).

Accessibility and Accommodations: It is the College's goal that learning experiences be as accessible as possible. Should you choose to disclose a disability, contact your professor and Disability Support so that possible accommodations can be discussed. Accommodations are designed to minimize the impact of a disability and ensure access to programs for all students with disabilities. Piedmont College, professors, and staff make every effort to provide reasonable and appropriate accommodations. The Director of Disabilities Support can be reached at [disabilityservices@piedmont.edu](mailto:disabilityservices@piedmont.edu) or 706-778-8500, ext. 1504.

Statement on Academic Integrity: Students must be familiar with the College Academic Integrity Policy. Plagiarism, the intentional or unintentional use of another's words or ideas as one's own, will not be tolerated. Instructors must send any Academic Integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See the Catalog at <https://www.piedmont.edu/catalog> for the complete policy.

Student Email Policy: All Piedmont College students are required to use their Piedmont Lions email account (see Catalog at <https://www.piedmont.edu/catalog> for complete policy). Since the Lions account is the official communications channel of the College, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

Withdrawal Policy: Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 weeks or 16 weeks). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the College Catalog at <https://www.piedmont.edu/catalog> for the particulars regarding the withdrawal policy.

## Make-up Policy

All work for the course is to be submitted **on time**. Completion of all assignments is required for a passing grade in the course. If at any time you are unclear about assignments or expectations, please contact the instructor for clarification. Other assignments or activities may be required as deemed necessary to assure the mastery of the course objectives as stated. Due dates for every assignment are provided on the course syllabus and course schedule with specific due dates and times (and posted in Canvas). Unless otherwise stated, assignments are due on those days.

## Course Outline/Schedule

**REFLECTIONS/READING RESPONSES:** Write a response for the assigned readings as indicated at the end of the modules. This reflection should include your new learning and how you plan to apply your learning to your current school situation. I encourage you to use the Application Section at the end of each chapter as a focus. As you approach each reflection/reading response always reference your book's author for all reflections and reading responses. You are consulting and obtaining information from Glatthorn's text in this course. Use appropriately as you document your sources. **Specific due dates are located on the calendar within the Canvas modules for this course.**

**DISCUSSIONS/PEER RESPONSES:** Respond to the discussion posts as indicated at the end of the modules. Use appropriately. This reflection should include your new learning and how you plan to apply your learning to your current school situation. I encourage you to use the Application Section at the end of each chapter as a focus. As you approach each discussion/peer response always reference Glatthorn's text. Initial discussions must be posted on specific Thursdays at 11:59 pm. **Specific due dates are located on the calendar within the Canvas modules for this course. Please provide meaningful responses which would enhance and benefit our class about the topic of concern. Your responses should benefit your colleagues and their body of work.**

**MODULE 5 | MATERIALS REVIEW | TEXTBOOK/INSTRUCTIONAL MATERIALS REVIEW:** The assignment asks you to critique textbook/instructional materials review from. During this asynchronous course, the process of resource adoption includes at a minimum: planning, analyzing, and identifying what is most wanted in a textbook, methodically evaluating and selecting the materials that most closely match what is wanted, implementing (getting those who were not involved in the selection decision to accept and use the new materials effectively), and using a consensus building matrix to determine the ranking of the evaluation forms.

**Using the 5 samples, develop a process and a form for evaluating and evaluating and selecting instructional materials.** (Note that included with this assignment is determining the reading level of a textbook that is being used in a school district. The Fry method or a computerized version can determine the reading level.) The assignment will be scored as follows: Form (5 points), Process (5 points), and use of APA and Conventions (5 points). **MODULE 5 | MATERIALS REVIEW | TEXTBOOK/INSTRUCTIONAL MATERIALS REVIEW is due February 9, 2023.**

**MODULE 9 | FLAGSHIP PAPER ASSIGNMENT:** Review your school's most recent summative data (from the State Report Card, SLDS Dashboard, local assessment reports, etc.). **Analyze** a specific grade band and a specific subject area. Also, **choose** a specific grade level and subject. Review the state standards, curriculum maps, pacing guides, textbooks, vertical/horizontal alignment documents, and any other curriculum resources available to your school for this subject area/grade level.

**Write a 5-7 page paper** describing the need and what initial recommendations you would make to improve student academic achievement in this area. **Include data** to support your recommendations. Consider all possibilities for change including any curriculum recommendations (changes to curriculum maps, pacing guides, textbooks, and instructional resources), data analysis, professional development, and so on.

The essay should be thoughtful and written from the point of view of a teacher-leader. Some questions to respond to within the essay are:

1. What does the data tell you?
2. What are the strengths and weaknesses shown from the data?
3. What gaps exist (SWD, Gifted, ESOL)?
4. What type of professional learning would you design in response to your analysis of the data?
5. How would you engage your fellow teachers in developing your recommendations?
6. What assumptions can be made from the data about teaching and learning?
7. Does the curriculum seem to be aligned with the materials used during instruction?
8. What best practices need to be implemented? What research exists to support your recommendations?

**Your paper should be written in APA format (7th edition), and you should use a minimum of 5 scholarly resources (in addition to the resources noted above) to support your plan/recommendations. MODULE 9 | FLAGSHIP PAPER ASSIGNMENT is due March 19, 2023.**

**MODULE 15 | EDS PROGRAM OUTCOME REFLECTION AND FIELD EXPERIENCE REFLECTION is due April 29, 2023.**

**COURSE OUTLINE/SCHEDULE (daily work, homework, readings, dates, etc.):**

WEEK	MODULE	TITLE   DUE DATE   EDS EXPECTATIONS	CLO	NEXT ASSIGNMENT
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		<b>BEFORE YOU BEGIN THE COURSE:</b>  Complete the <b>Introduction to Online Courses Modules</b>  Complete the <b>Student Responsibility Agreement</b>  Complete the <b>Introduce Yourself Discussion Thread</b>  <b>REVIEW COURSE SYLLABUS, INSTRUCTOR VIDEO, &amp; MODULES</b>		
Jan 9-15	1 ZOOM	Foundations of Curriculum	1	Read Chapter 2
Jan 16-22	2	Curriculum History	1	Read Chapter 3
Jan 23-29	3	Curriculum Theory	1	Read Chapter 4
Jan 30 - Feb 5	4	The Politics of Curriculum	7	Read Chapter 5
Feb 6-12	5	Curriculum Planning  <b>TEXTBOOK/INSTRUCTIONAL MATERIALS REVIEW due February 9</b>  <b>QUIZ</b>	1	Read Chapter 6
Feb 13-19	6	Improving the Program of Studies  <b>QUIZ</b>	1, 2	Read Chapter 7
Feb 20-26	7	Improving a Field of Study	1, 2	Read Chapter 8
Feb 27 - Mar 5	8	Curriculum Developing	1, 2	Read Chapter 9
<b>SPRING BREAK MARCH 6-12</b>				
Mar 13-19	9	Curriculum Supervision  <b>FLAGSHIP PAPER ASSIGNMENT due March 19</b>	7	Read Chapter 10
Mar 20-26	10	Curriculum Implementation	3, 5, 8	Read Chapter 11
Mar 27 - Apr 2	11	Curriculum Alignment	3, 5	Read Chapter 12
Apr 3-9	12	Curriculum Evaluation	8	Read Chapter 13
Apr 10-16	13	Trends and Issues, Part 1	4, 6	Read Chapter 14
Apr 17-23	14	Trends and Issues, Part 2	4, 6	Read Chapter 15
April 24-29	15	Individualizing the Curriculum  <b>EDS PROGRAM OUTCOME REFLECTION AND FIELD EXPERIENCE REFLECTION due April 29</b>	1, 8	

Within the Canvas EDS 8815 Curriculum Design for a Changing World platform, your calendar, calendar agenda, and modules have full explanations for each lesson, online discussion, group activities, assigned groups for each group activity, and assignments.

#### Social Justice Statement

All are welcome as we strive to learn together, regardless of ability status, affectional orientation, age, color, ethnicity, gender expression, gender identity, marital status, nationality, political ideology, race, religious beliefs, sex, sexual orientation, spiritual beliefs, socioeconomic status, or veteran status. It is important that professors and students all strive to maintain an environment (online and in-person) in which all individuals receive respect, acceptance, positive regard, and the opportunity to safely develop and exchange ideas. We must acknowledge diverse world views and celebrate our rich differences. As educators, our ability to respect, support, and celebrate our differences has a profound impact on our daily interactions with our students and our classrooms. To support a safe and welcoming environment in our classrooms, Piedmont University College of Education professors will seek to promote fairness, empowerment, and advocacy for each student.

## Department Assessment

The Piedmont University School of Education strives to prepare scholarly, reflective, proactive educators in a caring environment with challenging and meaningful learning experiences. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities. Students may review the *School of Education Syllabus A* for a detailed description of program learning outcomes.

## Piedmont Policies

**Non-Discrimination Policy:** It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

**Piedmont University** adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

**The Learning Center** exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington [ohowington@piedmont.edu](mailto:ohowington@piedmont.edu) or call 706-778-8500, ext. 1176 or visit: <https://www.piedmont.edu/learning-center>.

**Piedmont University** strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **Office of Accessibility, Resources, and Services (OARS)** to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at [csnow@piedmont.edu](mailto:csnow@piedmont.edu) or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: [https://piedmont-accommodate.symlicity.com/public\\_accommodation/](https://piedmont-accommodate.symlicity.com/public_accommodation/). If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: <https://piedmont-accommodate.symlicity.com/students>

**Statement on Academic Integrity:** Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at <https://piedmont.smartcatalogiq.com/> for complete policy.

**Directives on Completion of Student Work:** Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

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week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at <https://piedmont.smartcatalogiq.com/> for the particulars regarding the withdrawal policy.

*Excused Absence Policy:* Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at <https://piedmont.smartcatalogiq.com/>.

*Starfish®:* We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at <https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379>.

*Piedmont University Library* is dedicated to the success of our on- and off-campus students. The Library's website (<https://library.piedmont.edu/home>) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.