COLLEGE *of* **EDUCATION**
PIEDMONT UNIVERSITY

EDS 8815 Curriculum Design for a Changing World

College

College of Education

Section

OLS01

Term

2023SP

Class Time & Place

Asynchronous Dates 1/12/2023-5/4/2023

Campus

Hybrid

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. Noreen Freeman

Email Address

nfreeman@piedmont.edu

Office

Synchronous (meeting every other week via Zoom) Zoom dates: 1/12, 1/26, 2/9, 2/23, 3/9, 3/23, 4/13, 4/27,/2023

Phone

908-391-2749

Office Hours

Wednesdays and Thursdays 5:00-6:00 via Zoom--by appointment only
Appointments are always available. Please feel free to text or call anytime during the times listed.

Online Dates: 1/19, 2/2, 2/16, 3/2, 3/16, 3/30, 4/6, 4/20/2023.

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.

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.

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Educational Technology Requirements

Face-to-Face

Canvas is the learning management system used by Piedmont University and, through Canvas, students may view the syllabus and grades for this course. The link to Canvas is: https://piedmont.instructure.com/login/ldap.

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

90 – 100 points A

80 – 89 points B

70 – 79 points C

60 – 69 points D

Below 60 points F

Attendance

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the 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 is mandatory. The only time a
candidate should be absent from a class is if he or she has an extreme medical issue for self or immediate family, an

emergency, an extenuating circumstance, or for a required meeting for employment reasons (a letter of verification for such is required and should be provided in advance of the absence). Contact the professor prior to an absence when possible.

Class Policies

Written Work

Use APA style (7th 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 the depth, breadth, clarity and accuracy they convey.

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.

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.

Make-up Policy

Educational Technology Requirements
Online/Hybrid
Minimum technology requirements for online and hybrid courses may be found at the followingURL:
https://www.piedmont.edu/academics/technology-requirements/
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Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging ontoa course, in the absence of active participation, is not sufficient to register attendance.

Course Outline/Schedule

Description of Major Assignments: Course Outline/Schedule (daily work, homework, due dates, etc.):

(A schedule of major assignments is required for online and hybrid syllabi.)

Module	Title/Content	CLO	Next Assignment
Complete Prior to Class 1	Course Orientation: Introduction to online modules Student Responsibility Academic Integrity Policy Agreement Introduce Yourself		Read Chapter 1 Read Lecture Notes- Chapter 1 Review PPT- Chapter 1

Class 1: 1/12/2023 Zoom Assign Groups for Class 1 & 2 Provide 4As Protocol & Template	An Introduction: Foundations of Curriculum Review PPT- Chapter 1 **Due 1/17/23** Module I: Group Activity, Part 1 Module I: Group Activity, Part 2	I & VI	**Due 1/15/23** Complete Online Discussion 1 Complete Online Discussion 2 Module I: Applications Assignment **Then** Read Lecture Notes- Chapter 2 Review PPT- Chapter 2
Class 2: 1/19/2023 Online Email additional article (Wragg).	Curriculum History: The Perspective of The Past Review PPT- Chapter 2 **Due 1/24/23** Module 2: Group Activity, Part 1 (4 Groups) Module 2: Group Activity Part 2 (5 Groups)	I & III	**Due 1/22/2023** Complete Online Discussion 1 Complete Online Discussion 2 Survey Activity **Then** Read Lecture Notes- Chapter 3 Review PPT- Chapter 3
Class 3: 1/26/2023 Zoom	Curriculum Theory Review PPT- Chapter 3 **Due 1/31/23** Curriculum Theory Analysis Curriculum Theory Review **Model Instructional Materials/Resources Review Assignment**	I & III	**Due 1/29/2023** Complete Online Discussion, Part 1 Complete Online Discussion, Part 2 **Then** Read Lecture Notes- Chapter 4 Review PPT- Chapter 4
Class 4: 2/2/2023 Online	The Politics of Curriculum Review PPT- Chapter 4 **Due 2/7/23** Analysis of article Assignment Critical Essay Assignment	I & III	**Due 2/5/2023** Complete Online Discussion Complete Applications Assignment **Then** Read Lecture Notes- Chapter 5 Review PPT- Chapter 5

Class 5:	Curriculum Planning	I, II, & III	Due 2/12/2023
2/9/2023	Review PPT- Chapter 5		Complete Online Discussion, Part 1
Zoom	**Due 2/14/23**		Complete Online Discussion, Part 2
	Self-Analysis Assignment		**Then**
	Module 5 Quiz		Read Lecture Notes- Chapter 6
	Model Current Trends Assignment		Review PPT- Chapter 6
Class 6:	Improving the Program of Studies	IV	Due 2/19/2023
2/16/2023	Review PPT- Chapter 7		Complete Online Discussion, Part 1
Online	**Due 2/22/23**		Complete Online Discussion, Part 2
	Instructional Materials/Resources Review Assignment		**Then**
	Module 6 Quiz 1		Read Lecture Notes- Chapter 7
	Module 6 Quiz 2		Review PPT- Chapter 7
	Module 6 Quiz 2		
Class 7:	Improving A Field of Study	II & III	Due 2/26/2023
2/23/2023	Review PPT- Chapter 7		Complete Online Discussion, Part 1
Zoom	**Due 2/28/23**		Complete Online Discussion, Part 2
Assign groups for next class.	Article Analysis Assignment		**Then**
	Current Trends Assignment		Read Lecture Notes- Chapter 8
			Review PPT- Chapter 8
Class 8:	Curriculum Development	I, III, & VI	Due 3/5/2023
3/2/2023	Review PPT- Chapter 8		Complete Online Discussion, Part 1
Online	**Due 3/7/23**		Complete Online Discussion, Part 2
	Evidenced-Based Response Assignment		**Then**
	Strategies Assignment		Read Lecture Notes- Chapter 9
			Review PPT- Chapter 9

Class 9: 3/9/2023 Zoom	Curriculum Supervision Review PPT- Chapter 9 **Due 3/14/23** Case Study Assignment Group Activity-upload due 3/12/23 **Model Flagship Paper Assignment**	I, IV, & VI	**Due 3/12/2023** Complete Online Discussion, Part 1 Complete Online Discussion, Part 2 **Then** Read Lecture Notes- Chapter 10 Review PPT- Chapter 10
Class 10: 3/16/2023 Online	Curriculum Implementation Review PPT- Chapter 10 **Due 3/21/23** Case Study Assignment Curriculum Management Assignment	I, III, IV, & VI	**Due 3/19/2023** Complete Online Discussion, Part 1 Complete Online Discussion, Part 2 Applications Assignment **Then** Read Lecture Notes- Chapter 11 Review PPT- Chapter 11
Class 11: 3/23/2023 Zoom	Curriculum Alignment Review PPT- Chapter 11 **Due 3/28/23** Case Study Assignment Analysis Assignment Applications Assignment	I, III, IV, & VI	**Due 3/26/2023** Complete Online Discussion, Part 1 Complete Online Discussion, Part 2 **Then** Read Lecture Notes- Chapter 12 Review PPT- Chapter 12
Class 12: 3/30/2023 Online Create Groups for next class	Curriculum Evaluation Review PPT- Chapter 12 Group Activity- upload due 4/4/23	I, II, III, & IV	**Due 4/2/2023** Complete Online Discussion Applications Assignment Case Study Assignment **Then** Read Lecture Notes- Chapter 13 Review PPT- Chapter 13

Class 13: 4/6/2023 Online	Trends and Issues, Part 1 Review PPT- Chapter 13 **Due 4/11/23** Case Study Assignment Applications Assignment Group Activity-upload to Canvas	II, III, & VI	**Due 4/9/2023** Complete Online Discussion, Part 1 Complete Online Discussion, Part 2 **Then** Read Lecture Notes- Chapter 13
Class 14: 4/13/2023 Zoom	Trends and Issues, Part 2 Review PPT- Chapter 14 Group Activity-in class -upload due 4/16/23 **Due 4/23/23** Flagship Paper Assignment	II, III, & VI	**Due 4/16/2023** Complete Online Discussion Case Study Assignment Applications Assignment **Then** Read Lecture Notes- Chapter 14 & 15 Review PPT- Chapter 14 & 15
Class 15: 4/20/2023 Zoom	Individualizing the Curriculum Review PPT- Chapter 14 & 15 **Due 4/26/23** Group Activity Applications Assignment **Due 4/30/23** Field Experience Program Outcome Reflection	I, II, III, IV, V, & VI	**Due 4/23/2023** Complete Online Discussion, Part 1 Complete Online Discussion, Part 2 Case Study Assignment

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 the Office of Accessibility, Resources and Services (OARS) 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 Coordinator of OARS can be reached at OARS@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 Catalog at https://www.piedmont.edu/catalog for complete policy.

Student Email Policy: All Piedmont College students are required to use their Piedmont Lions email account (see Catalog athttps://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 week or 16week). 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/catalogfor the particulars regarding the withdrawal policy.

Excused Absence Policy: Student absences for College-sanctioned events are excused absences (with the exception of clinicals). Since College-sanctioned events are considered to be supportive of the College program, instructors must allow students to make up work that has been missed. Students are responsible for notifying their instructors, in advance, about College-sanctioned events.

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. We will be!

Piedmont College Library is dedicated to student success both on- and off-campus. The Library's website (library.piedmont.edu) offers the fastest, simplest solution to finding the authoritative sources you need. In addition to our online catalog, you will find valuable resources for every subject and discipline: journal citations and full-text articles, books and ebooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: reference assistance is available via chat or email.

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 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 **O**ffice of **A**ccessibility, **R**esources, and **S**ervices (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 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.symplicity.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.symplicity.com/students

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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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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.

Additional Information

Course Learning Outcomes (CLO)

   I.   Design complex learning environments in which to deliver curriculum that meets the needs of students related to their area of content   specialization

   II.   Apply principles of assessment for the purpose of measuring student outcomes, instructional practices, and program outcomes.

   III.   Apply relevant research to solve problems that improve student learning, classroom processes, and institutional practices related to   their area of content specialization.

   IV.   Assume leadership roles beyond the classroom in the forms of professional development, mentorship, collaboration, and managing

change.

V.   Demonstrate advanced knowledge of students as influenced by cognitive, physical, emotional, social, cultural, environmental, and   economic factors.

VI.   Demonstrate an advanced knowledge of content specialization through applications of curriculum, instruction, assessment,

professional practice, and uses of technology.