

**CIED 9100**  
**Curriculum Design, Implementation, and Evaluation**  
**Three (3) Semester Hours**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Curriculum, Leadership, and Technology**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOKS**

Flinders, D. J. & Thornton, S.J. (Eds.). (2013). *The Curriculum Studies Reader*. New York, NY: Routledge.

**Additional Required Resources**

- The 6th edition of the *Publication Manual of the American Psychological Association* is required for this course and all others in the Doctoral Program. Online resources related to the manual are not sufficient for successful completion of the program. The book is a required text. If you do not already own the book do not purchase it before this class meets.
- Georgia Professional Standards Commission, *Educator Ethics Division* website <http://www.gapsc.com/ethics/index.asp>
- Additional instructor identified resources will be provided in the course learning module.

## **REQUIRED TECHNOLOGY**

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

## **COURSE DESCRIPTION**

Advanced design, implementation, and evaluation of curricula to promote student learning.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

\*I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

\*V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

\*VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

## **CURRICULUM AND INSTRUCTION GAPSC CERTIFICATION PROGRAM STANDARDS**

(\*identify those that apply to the course)

\*1.0000 Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning. (CFS I, V)

2.0000 Knowledge of Instruction. Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning. (CFS III, V)

3.0000 Knowledge of Content. Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy. (CFS I, V)

4.0000 Knowledge of Students. Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors. (CFS II, IV)

5.0000 Knowledge of Research. Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession. (CFS IV)

6.0000 Knowledge of Assessment. Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning. (CFS IV)

\*7.0000 Professional Practices. Program completers will demonstrate high standards for professional practice. (CFS VI)

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

N/A

### **SELECTED EDUCATIONAL OUTCOME(S) (EO).**

1. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their field by completing an online portfolio. (GaPSC A-G)

### **COURSE OBJECTIVES (CO):**

1. Analyze the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design. (CFS I, V; GaPSC 1.0100)
2. Align curriculum across local, state, and national standards within and across subject areas. (CFS I, V; GaPSC 1.0200)
3. Evaluation of resources, including technology, to support best teaching practices. (CFS I, V; GaPSC 1.0300)
4. Evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum. (CFS I, V; GaPSC 1.0400)
5. Demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice. (CFS I, V; GaPSC 1.0400)
6. Demonstrate high standards for academic rigor, intellectual inquiry, and professional integrity. (CFS VI; GaPSC 7.0100)
7. Participate in and/or lead professional learning experiences to promote effective practices. (CFS VI; GaPSC 7.0200)
8. Advocate for the profession by modeling collaboration, leadership, and professionalism. (CFS VI; GaPSC 7.0300)

## **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below. These activities include: Reflective writing (Course objectives 1, 4-7); Discussion (Course objective 1); and Revision by Expert, Peer & Self (Course objectives 2-4).

### **COURSE EVALUATION**

#### **A. Curriculum Planning and Philosophical Frameworks Discussions (25 pts.)**

You will participate in structured discussions based on your textbook content and others readings related to curriculum planning and the philosophical frameworks that support curriculum design. Detailed instructions and criteria will be provided in the CIED 9100 Learning Module.

#### **B. Curriculum Planning Project (50 pts.)**

In the first part of the Curriculum Planning Project you will focus needs analyses in educational settings. In the second part of the Curriculum Planning Project, you will focus on scope and sequence within an educational domain. In the third part of the Curriculum Planning Project, you

will demonstrate planning within the curriculum at one level. You will prepare a curriculum unit (module) description for defined objectives or standards. Detailed instructions and criteria for all three parts of the Curriculum Planning Project will be provided in the CIED 9100 Learning Module.

### **C. Research-Based Best Practices Repository – Required for C&I Majors (25 pts.)**

You will add to an ongoing research-based best practices repository containing article annotations and digital resources to support environments that promote learning. Detailed instructions and criteria will be provided in the CIED 9100 Learning Module.

### **D. Field Experience Log – Required for C&I P-12 Majors (S/U)**

Detailed instructions for using the Field Experience Log in the LiveText shell will be provided in the C&I Advising BlazeVIEW shell. Field Experience hours will be accumulated across the doctoral program courses. Notify your advisor when all field experience hours have been logged. A minimum of 20 clock hours of fieldwork is required in the C&I doctoral program. The hours must be divided among elementary, middle, and high school levels of curriculum and instruction. Document the following information for each field experience in the Field Experience Log in LiveText:

1. number of clock hours;
2. location of experience;
3. grade level;
4. type of population (students, teachers (including preservice), or other educational professionals);
5. description of participant characteristics and needs; and
6. connection to specific program standards.

### **E. Program Portfolio Submission – Required for C&I Majors (S/U)**

1. Detailed instructions for using the Program Portfolio LiveText shell will be provided in the C&I Advising BlazeVIEW shell.
2. Upload the designated or selected artifact into the LiveText Program Portfolio shell.
3. Prepare a reflective caption that details the standards which have been demonstrated in the artifact.
4. Upload the reflective caption into the LiveText Program Portfolio shell.
5. Notify your course instructor that the artifact and caption have been submitted.
6. Make revisions to the reflective caption based on instructor feedback.
7. Repeat steps 2 through 5 until all artifacts and captions have been completed.

### **Grading Scale**

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly. The grading scale below will be used in this course

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F

Work will be considered late if it is submitted after the due date and time. Late work will be penalized 10% for each 24 hours after the due date and time that it is submitted. For example, an assignment submitted 3 hours late will be penalized 10%.

### **ATTENDANCE POLICY**

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Online work is generally conducted asynchronously, and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as chats that will be scheduled, and you are responsible for the content of those sessions if you do not attend.

### **PROFESSIONALISM**

Within the coursework and fieldwork, educators are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity when producing products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

I only accept original work created by you and your teams created specifically for this class. Work created for other courses or submissions that contain others' words or ideas without appropriate attributions constitutes plagiarism and will be dealt with as described by the COE guidelines described below. ***Content copied and pasted from websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations.***

NOTE: By taking this course, you agree that all required coursework may be subject to submission for textual similarity review to TurnItIn, a tool within BlazeVIEW designed to detect plagiarism.

### **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as

set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

**FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a [Valdosta State University Report of Academic Dishonesty](#).

**SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a [Valdosta State University Report of Academic Dishonesty](#). According to the [Academic Honesty Policies and Procedures](#) document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

**ACCESSIBILITY STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.