


**Columbus State University  
College of Education  
Department of Teacher Education**

**Master of Education in Accomplished Teaching**

**EDAT 6226: Curriculum Design for Student Achievement**

<b>Course:</b>	EDAT 6226		<b>Semester:</b>	Fall, 2013 August 19 – November 29
<b>Instructor:</b>	Dr. Jackie Lintner		<b>Time/Day:</b>	Asynchronous
<b>Office:</b>	None on campus		<b>Phone:</b>	706-505-3310 cell
<b>Texts</b>	<p><b>Oliva, P.F. (2009).</b> <i>Developing the Curriculum.</i> Boston: Pearson</p> <p><b>Posner, G. J. (2004).</b> <i>Analyzing the curriculum.</i> (3<sup>rd</sup> ed.) New York: McGraw-Hill.</p>		<b>Prerequisites:</b> A bachelor's degree and certification in a teaching field.	This course is part of the on-line Master of Education in Accomplished Teaching.
<b>Email:</b>	<a href="mailto:lintner_jacqueline@columbusstate.edu">lintner_jacqueline@columbusstate.edu</a>		<b>Office Hours:</b>	

**Course Textbooks. – There are 2!!**

The textbooks for the course are listed below. Please get them as soon as possible. You will have an assignment from the textbook in the second week of class. ***I strongly recommend ordering the textbooks directly from the publishers through their websites.*** This will be a lot faster, although it may be more expensive.

**Oliva, P.F. (2009).** *Developing the curriculum.* (7<sup>th</sup> ed.) Boston: Pearson. ISBN – 130978-205-59350-7

The Pearson web address is <http://www.mypearsonstore.com/>

Also available is the CourseSmart eTextbook  
It's quick and cheaper for students.

**Posner, G. J. (2004).** *Analyzing the curriculum.* (3<sup>rd</sup> ed.) New York: McGraw-Hill.  
ISBN-13: 978-0-07-282327-1

The McGraw-Hill web address is <http://catalogs.mhhe.com/mhhe/search.do>

This title is not available in CourseSmart

**LiveText** is required for CSU students only.

**Course Goals:** As a result of EDAT 6226, the student will:

1. Demonstrate technical skills in completing assignments and participating in on-line discussions.
2. Be able to investigate best research practices in curriculum development, curriculum alignment, standards, and benchmarks.
3. Be able to develop/align curricula.
4. Be able to ensure that local school curricula are aligned with local, state, federal criterion-referenced and norm-referenced test standards.
5. Be able to establish benchmarks for student achievement.

**Course Requirements:**

- Reading and reflecting upon text material, illustrative case studies, and practicum experiences
- Review of online materials
- Participation in weekly essay assignments
- Participation in weekly quizzes.
- Participation in online weekly discussions
- Completion of 30 clock hours of practicum experience with written reflection
- Completion of projects related to curriculum alignment (to be completed DURING the 30 hours of practicum)

**Assignments**

This schedule is subject to change according to the needs of the class. All assignments are due at 11:59pm on the due date listed.

<b>Due Dates</b>	<b>Topic</b>	<b>Readings &amp; Assignments</b>
8/19	EDAT 6226 Begins	
8/23	<b>First Things First</b>	Read Syllabus <b>Assignment 1</b> , complete the Syllabus Statement. <b>Discussion 1</b> , introduce yourself, <b>Quiz 1</b>
<b>Introduction to Curriculum</b>		
8/28	<i>Overview of Curriculum and Decision Making</i>	Oliva, Ch. 1 & 2; <b>Discussion 2 due; Assignment 2 due, Quiz 2</b>
9/4	<i>Concepts of Curriculum</i>	Posner, Ch. 1 & 2; <b>Discussion 3 due; Assignment 3 due, Quiz 3</b>
9/11	<i>Theoretical Perspectives on Curriculum</i>	Posner, Ch. 3; <b>Discussion 4 due; Assignment 4 due, Quiz 4</b>
<b>Basis for Curriculum Process; Purpose</b>		
9/18	<i>Roles of School Personell</i>	Oliva Ch 3 & 6; <b>Discussion 5 due; Assignment 5 due, Quiz 5</b>
9/25	<i>Curriculum Purpose and Content</i>	Posner, Ch. 4 & 5; Discussion 6 due; Assignment #6 due
<b>Curriculum Organization</b>		
10/2	<i>Curriculum Organization &amp; Models</i>	Oliva, Ch. 5; Posner, Ch. 6; <b>Discussion 7 due; Assignment 7 due, Quiz 7</b>
10/9	<i>Multiple perspectives for Curriculum Organization &amp; Introductions for Curriculum Projects</i>	Oliva, Ch. 9; Posner, Ch. 7; <b>Discussion 8 due; Assignment 8 due, Quiz 8</b>

<b>Development and Use of Curriculum</b>		
10/16	<i>The Realities of Teaching and Curriculum Implementation</i>	Posner, Ch. 8; <b>Discussion 9 due; Assignment 9 due, Quiz 9</b>
10/23	<i>Conflicting Models for Curriculum Implementation</i>	Posner, Ch. 9; <b>Discussion 10 due; Assignment 10 due, Quiz 10</b>
10/30	<i>Curriculum Instructional Goals and Objectives</i>	Oliva, Ch. 8 & 10; <b>Discussion 11 due; Assignment 11 due, Quiz 11</b>
11/6	<i>Implementing Instructional Outcomes &amp; the Creation of Project Experiences</i>	Oliva, Ch. 11 & 14; <b>Discussion 12 due; Assignment 12 due, Quiz 12</b>
<b>Curriculum Evaluation</b>		
11/13	<i>Curriculum Evaluation</i>	Oliva, Ch. 12; Posner, Ch. 10; <b>Discussion 13 &amp; Assignment 13 due, Quiz 13</b>
11/20	<b>Thanksgiving Break!</b>	No Assignments Due!!
11/27	<i>Curriculum Evaluation: Conflicting Perspectives; Critique</i>	Posner, Ch. 11 & 12; <b>Discussion 14 &amp; Assignment 14 due, Quiz 14</b>
12/2	Curriculum Audit Project	<b>Curriculum Audit Project Due</b>

### Assignments will be graded according to the following criteria:

- Turned in and ON TIME.
- Complete. All questions responded to accurately in a way that shows understanding and ability to apply or practice what has been studied.
- All assignments will be submitted in digital dropboxes within our class site.

### Weekly Essay Questions

Each week (with the exception of assignment 1) there will be essay questions to be answered pertaining to the weekly text readings.

- Instructions are included with each attachment, as well as instructions for submitting into the drop box.
- Keep the responses very professional, no slang or informal language. Master's level writing is expected.
- Grammatical accuracy is required – punctuation, capitalization, spelling, subject-verb agreement, etc.
- Format to be followed: Single spaced, 1" margins, 12 point font, Times New Roman
- Each essay question should be followed by at least 2 references in APA format.  
Those references should be correctly cited in-text as well. One reference may be your text. The second is your choice. Wikipedia is NOT a valid reference. Please stick with professional journals or reputable websites.
- Each response should be a minimum of **15 LINES** (not sentences) long and a maximum of 20 lines.

## **Discussions:**

- Each week, in the Discussion section, you will be given a discussion topic based on the text. You will make an initial post on the topic. Then, you must respond to at least 2 peers. It is not necessary to re-respond to them, though you most certainly may, to add to the discussion thread.
- These posts **MUST** be written professionally, with proper spelling, grammar, and punctuation. No slang or shortcuts. You are **NOT** emailing or texting a friend.
- The post **MUST** have substance. A response of simply “I agree” will not merit full credit. You can certainly agree (or disagree) but you must explain your reasoning behind your position.
- I will not go backward to grade a prior discussion for a “late poster” so make your posts in a timely manner.
- Your initial post should be made as soon in the assigned week as possible so that your peers may have ample time to respond.

**Quizzes:** Each week you will be responsible for a short quiz. You will need to make sure you submit your quiz by the due date and time. The drop box will close after the due date.

**Curriculum Audit Project:** Students may choose to work in small groups or individually. For this project, you will audit an existing curriculum in your current school location in order to evaluate its alignment with state standards and assessments.

In each final document(s) students or groups will include:

- an introduction
- a description of the process used to audit the curriculum
- the detailed curriculum audit document,
- a plan for implementation or explanation of the curriculum audit to stakeholders.
- **Curriculum Presentation** - groups or individuals will **post 10-12 PowerPoint slides on the discussion board** presenting the details of the project for the rest of the class.
- **CSU students only: LiveText:** This document and the grading form will be entered into your EDAT MED Portfolio as Standard I, Artifact I-2: Elective Assignment – Content.

**Practicum:** Students will participate in a 30-hour (or 2 hours per week) practicum in an elementary, middle or high school. Forms will be provided for documentation of the practicum. \*\*\*This 30 hours is actually the time allocated to complete your curriculum audit project. (It is **not** intended to be a separate assignment.)

## **Course Assessment**

14 Assignments: 20 points each	280
14 Discussions: 10 points each	140
14 Quizzes: 20 points each	280
Curriculum Audit project	150
Practicum Log (reflections and 30 hours)	70
Curriculum Audit Presentation	80
<b>Total</b>	<b>1,000</b>

The student's final course grade will reflect the total number of earned points:

Total Earned Points	Course Grade
900 – 1,000	A
800 – 899	B
700 – 799	C
600 – 699	D
< 600	F

## **IMPORTANT INFORMATION REGARDING DUE DATES**

Communication with the instructor and class members will be conducted through D2L email.

Assignments will be posted on the digital assignment box within D2L.

- **Essay assignments** will be accepted up to 24 hours after the due date and time with a penalty. Contact the instructor PRIOR to due date for special circumstances.
- **Discussions** will not be graded after the due date.
- **Quizzes** will not be accepted after the due date. Dropboxes will close when the due date passes.
- **Curriculum Audit/Practicum** will not be accepted after the due date. There is a very limited turn-around between students' due date and instructors' grades due. These projects may be turned in early, but will not be accepted late.

### **Attendance Policy:**

Regular logging onto the class web-site is a student obligation. Failure to submit completed assignments on the due dates may result in a grade of WF or an F. Turning in assignments indicates attendance.

Failure to submit two assignments in consecutive dates or three overall will result in a grade of WF or an F.

### **Technical Information Related to This Online Course:**

The EDAT 6226 website will contain modules for you to complete (readings and activities). There will be due dates for module completion and due dates for assignments within the module. These will be posted on the website. Assignments will not be accepted after the due date and time. Contact the instructor for special circumstances.

You must have a computer with internet access in order to participate in this course. In order to ascertain if your computer and browser will operate effectively with the instructional software, go to:

<http://www.usg.edu/usgweb/browserchecker/>

The College of Education at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in

teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COE faculty guide individuals in this developmental process.

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Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). The Department of Teacher Education has adopted these principles and assumptions as standards for beginning and advanced teachers. Those for advanced study follow.

**NBPTS Core Assumptions:** [www.nbpts.org/](http://www.nbpts.org/)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from researching the literature and experience.
5. Teachers are members of learning communities.

**Georgia Framework for Teaching:**

All courses in The Master of Education in Accomplished Teaching degree are based on the *Guiding Principles of Georgia Framework for Teaching*, as shown below:

**Guiding Principles of the Georgia Framework for Teaching**

The following principles guided the development of the Framework:

- **The Process Principle:** Learning to teach is a career-long process.
- **The Support Principle:** Successful engagement in the process of learning to teach requires support from multiple partners.
- **The Ownership Principle:** Professional teachers have ownership of their careers, which they create and design.
- **The Impact Principle:** Effective teaching yields evidence of student learning.
- **The Equity Principle:** All teachers deserve high expectations and support.
- **The Dispositions Principle:** Productive dispositions affect student learning, teacher growth, and school climate positively.
- **The Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Course Description:**

**EDAT 6226: Curriculum Design for Student Achievement (2-2-3).** *Prerequisite: Bachelors Degree and valid teaching certificate. This course is part of the on-line M.Ed. in Accomplished Teaching.* Investigates best practices in curriculum development, curriculum alignment reflecting state and national standards, and assessment in ensuring high student achievement. Explores subject-specific pedagogical content, related content areas, inclusion of resources and technology that enhance curriculum development and implementation in the classroom. Includes a thirty-hour field experience in the public school environment in activities related to curriculum development and alignment. A curriculum development or curriculum alignment project will be submitted as partial requirement for the successful completion of the course.

**Specific objectives for this course are found in the Georgia Framework for Teaching,**

**Domain 1: Content & Curriculum:**

Teachers demonstrate strong knowledge of content area(s) appropriate for their certification levels.

**Accomplished teachers:**

- 1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.
- 1.2 understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
- 1.3 stay current in their subject areas as engaged learners and/or performers in their fields.
- 1.4 relate content area(s) to other subject areas and see connections to everyday life.
- 1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
- 1.6 interpret and construct school curriculum that reflects state and national content area standards.

**Academic Integrity and Plagiarism:**

Plagiarism involves the intentional or unintentional appropriation of the writing of another and its use as one's own, either word for word or by paraphrasing. The use of the work or ideas of another must be properly documented. This includes the use of the work of another student as one's own. Plagiarism of any kind will result in the course grade of "F". (CSU 2010 – 2011 Catalog, Academic Misconduct [available through the CSU website])

**Cultural Diversity:**

In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; to respect the dignity of all persons- respect the rights and property of others; celebrate diversity, to strive to learn from differences in people, ideas, and opinions; and to demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity on the various topics will be included in the readings.

The College of Education's overall mission is congruent with and complements that of Columbus State University. This mission is to guide individuals in the process of becoming skillful, competent, knowledgeable and reflective professionals.

The College of Education is committed to creating and nurturing an atmosphere where the diversity of all individuals is celebrated. Our intention is to establish and continue an atmosphere that encourages and appreciates diversity in faculty, staff, and students, to include, but not be limited to the following: cultural, ethnic, racial, gender, and sexual orientation; socio-economic status; geographical, disabilities, religious, and in academic freedom. It is also to instill in the teacher, counselor and educational leader candidates an appreciation of the diverse nature of school children, their families, and the wider community.

**Technology:**

Because this is an asynchronous course students will be using the broad range of electronic technology available in the University's computer laboratories and library. Resources available include, but are not limited to, Google, Copernic, Peachnet, Galileo, and SilverPlatter; search engines include Hotbot, Inference Find, Metacrawler, Dogpile, MetaFind, Yahoo!, Infoseek, Alta Vista, Lycos, and Northern Light.

### **Americans with Disabilities Act**

"If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. We recommend that you contact the Office of Disability Services located in Schuster Student Success Center, room 221, [706-507-8755](tel:706-507-8755) as soon as possible. The Office of Disability Services can assist you in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived but accommodations may be able to assist you to meet the requirements. Technical support may also be available to meet your specific need."

### **Bibliography:**

Jacobs, H. H. (Ed.) (1989.) *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA:

Association for Supervision and Curriculum Development.

Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Alexandria,

VA: Association for Supervision and Curriculum Development.

Jacobs, H. H. (2004). *Getting results with curriculum mapping*. Alexandria, VA: Association for

Supervision and Curriculum Development.

Mooney, N.J., & Mausbach, A.T. (2008). *Align the design: A blueprint for school improvement*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Parkay, F. W., Anctil, E.J., & Hass, G. (2006). *Curriculum planning: A contemporary approach*. (8<sup>th</sup> ed.)

New York: Pearson Education, Inc.

Posner, G.J., & Rudnitsky, A. N. (2006). *Course design: A guide to curriculum development for teachers*

(7th ed.). New York: Pearson Education, Inc.