

Fall 2016

Curriculum Design for Student Achievement

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Grants Collection

Columbus State University



UNIVERSITY SYSTEM
OF GEORGIA

Jennifer Brown, Amy McDaniel, Michelle Jones

Curriculum Design for Student Achievement





Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
 - The initial proposal describes the grant project's aims in detail.
- **Final Report**
 - The final report describes the outcomes of the project and any lessons learned.



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Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grant

Award Cycle: Round 4

Internal Submission Deadline: Monday, September 7, 2015

Application Title: 156

Submitter First Name: Jennifer

Submitter Last Name: Brown

Submitter Title: Assistant Professor of Educational Foundations

Submitter Email Address: brown_jennifer2@columbusstate.edu

Submitter Phone Number: (706) 569-3118

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Jennifer

Applicant Last Name: Brown

Co-Applicant Name(s): Michelle Jones, Amy McDaniel

Applicant Email Address: brown_jennifer2@columbusstate.edu

Applicant Phone Number: (706) 569-3118

Primary Appointment Title: Assistant Professor of Educational Foundations

Institution Name(s): Columbus State University

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Michelle Jones

Associate Professor, Schwob Library

jones_michelle@columbusstate.edu

Amy McDaniel

Part-time Faculty, Teacher Education

mcdaniel_amy1@columbusstate.edu

Sponsor, (Name, Title, Department, Institution):

Dr. Tom Hackett

Provost, Academic Affairs

Columbus State University

Proposal Title: 156

Course Names, Course Numbers and Semesters Offered:

EDUC 6226 (Curriculum Design for Student Achievement)

Offered every fall semester

Final Semester of Instruction: Fall 2016

Average Number of Students per Course Section: 32

Number of Course Sections Affected by Implementation in Academic Year: 6 to 8

Total Number of Students Affected by Implementation in Academic Year: 256

List the original course materials for students (including title, whether optional or required, & cost for each item):

1. Oliva, P.F., & Gordon, W.R. (2013). Developing the curriculum (8th ed.). Boston: Pearson.
\$189.75 new
\$142.50 used
\$90.25 used rental
\$104.36 digital rental
2. Posner, G. J. (2004). Analyzing the curriculum (3rd ed.). New York: McGraw-Hill.
\$197.25 new
\$148.00 used
\$128.21 used rental

**Both are required textbooks.

Proposal Categories: No-Cost-to-Students Learning Materials

Requested Amount of Funding: \$15,800

Original per Student Cost: \$387.00

Post-Proposal Projected Student Cost: \$0.00

Projected Per Student Savings: \$387.00

Plan for Hosting Materials: LibGuides

Project Goals:

- Develop a Library Guide in order to assist the students with designing, implementing, and evaluating curriculum that promotes student learning within the P-12 classroom.
- Offer a practical textbook in a usable format at no charge to students.

Statement of Transformation:

To accomplish these project goals, Jennifer L. Brown, Michelle Jones, and Amy McDaniel will utilize available resources in GALILEO and other USG Libraries to create an online collection of learning materials (i.e., textbook) for the EDAT 6226 course. The EDAT 6226 (Curriculum Design for Student Achievement) is 1 of 9 required courses for the M.Ed. in Curriculum and Instruction in Accomplished Teaching, and it is 1 of 3 required courses offered by Columbus State University within the collaborative program. This collaborative program is taught among three USG institutions, Columbus State University, Valdosta State University, and Georgia Southern University. This course, which is offered each fall, is taught 100% online through the GoVIEW (Desire 2 Learn) platform. The primary instructional objective for this course is to design, implement, and evaluate curriculum that promotes student learning within the P-12 classroom.

For fall 2015 semester, Columbus State has seven sections of the courses with a combined total of 223 students from the three intuitions. All of these students are in-service teachers within the P-12 setting from across the state of Georgia, which is a requirement for admission to the program. Nearly half of the students at Columbus State are eligible to receive the Pell Grant. Many of the surrounding counties for all three institutions are considered high need areas. Some students deem textbook purchases as unnecessary, opt not to purchase them to save the money, and allocate those funds for other purchases. Unfortunately, this option has a negative impact on their final course grade, and it can affect their decision to earn a degree at Columbus State. Most of the students within the Accomplished Teaching program fund their education through student loans. In addition, most of them have spouses and children. Beyond the savings, these in-service teachers will benefit from a practical reference guide about curriculum design for a variety of grade and content levels.

For this particular course, the critical assessment, which the students utilize at the end of the program in their capstone portfolio, is a curriculum audit using the current classroom instructional practices and content-specific curriculum. The current textbooks does not offer students with practical assistance when completing this task. The team would like to offer those practical resources to the students at no-cost. In addition, the students enrolled in this program and course are all certified teachers within the state of Georgia. This textbook would focus on the curriculum that is specific to Georgia (i.e., Georgia Standards of Excellence and Georgia Performance Standards). One of the summer 2015 graduates from the CSU program

stated the advantage and disadvantage of the curriculum audit, “I had no prior knowledge of what strenuous amounts of work this involved or how beneficial it could be to assess a set of curriculum. While auditing the math series, I was able to determine that there were unnecessary lessons in the math book that were not aligned to the current standards... By completing a curriculum audit, I am now more cognizant of what I teach before I teach it” (T. Hart, personal communication, July 15, 2015). These two key components for this proposed textbook will impact the students within our courses across three institutions as well as the P-12 students sitting in the teachers’ classrooms across the state of Georgia.

Transformation Action Plan:

Upon completion, this textbook will be implemented into all sections of EDAT 6226 as the one textbook beginning fall 2016. The final product will be accessible to the students via a Library Guide that will be embedded into the GoVIEW homepage for each section of EDAT 6226 by the instructor of record.

- **Dr. Jennifer L. Brown** is an Assistant Professor of Educational Foundations at Columbus State University, where she is a faculty member and program coordinator for the M.Ed. in Curriculum and Instruction in Accomplished Teaching. She earned her PhD in Educational Psychology from Auburn University in 2008. Dr. Brown worked 11 years as a special education teacher and secondary math teacher and earned National Board Certification. Each of these experiences allowed her to gain extensive expertise with using effective instructional methods and curriculum within the classroom. For this project, Dr. Brown will serve as the primary investigator. In addition, she will locate materials in GALILEO and other USG Libraries. After reviewing these materials, she will review the available materials and work with her team to decide which items should be included. Then, Dr. Brown will ensure that the items align with the course objectives. If the course syllabus needs revision, she will complete that task and acquire the necessary approval from the department, college, and university curriculum committees. Furthermore, Dr. Brown will work with all faculty who are teaching the EDAT 6226 course to implement the revised course syllabus and Library Guide-based course materials. Lastly, she will notify the program coordinators at the other two collaborative institutions whose students enroll in the course of the textbook materials changes during their regularly scheduled meetings so their students will have proper notification prior to the semester beginning.
- **Michelle Jones** is Interlibrary Loan Librarian and Associate Professor of Library Science at Columbus State University. She has taught a credit bearing library information literacy course for 10 years. As the liaison librarian for Education and Exercise Science for 11 years, Michelle has extensive knowledge of resources specific to the field of Education. She currently maintains 3 subject specific LibGuides. Her experience will lend well in helping to find appropriate resources to supplement the content for the course online and within GALILEO. She will work with the team members to build a LibGuide for this course that will encompass the best no cost materials available related to course suitable for students at all institutions involved. Ms. Jones will work to ensure that the access is seamless for students and easy for faculty members to add to their homepages.

- **Dr. Amy McDaniel** is a part-time faculty member for the M.Ed. in Curriculum and Instruction in Accomplished Teaching. She earned her PhD in Instructional Technology and Curriculum Evaluation from University of Tennessee in 2004. Dr. McDaniel has worked in classroom and online settings at the college level and worked 7 years as a Deaf Educator in both residential and public school settings in all subjects/grades. She is currently certified as Secondary Math Specialist for the state of Georgia and Deaf Education Specialist for both states of Georgia and Tennessee. From educational and life experiences, Dr. McDaniel has gained varied perspectives aiding students gain knowledge/comprehension using adaptive instructional methods and curriculum within the classroom settings. Dr. McDaniel will locate materials in GALILEO and other USG Libraries and use her skills to serve as a member of the team to develop and evaluate the textbook.

Quantitative & Qualitative Measures: Goal #1: Develop a Library Guide in order to assist the students with designing, implementing, and evaluating curriculum that promotes student learning within the P-12 classroom.
 Proposed Measures: final course grades and final course project (Curriculum Audit) grades (quantitative)
 Timeframe: December 2016
 Goals #2: Offer a practical textbook in a usable format at no charge to students.
 Proposed Measures: textbook evaluation survey (quantitative and qualitative) for students and instructors
 Timeframe: November - December 2016

Timeline:

October 2015 – Attend the kick-off meeting

November 2015 – January 2016 – locate available materials in GALILEO and other USG Libraries

February – March 2016 – Review available materials, research, and resources to complete detailed outline for textbook; Meet with previous instructors of the course to introduce each topic of the textbook and gain their input.

April 2016 - Meet as a team to determine which items to include in the textbook.

May – June 2016 – Compile resources; Organize and develop the Library Guide.

July 2016 – Conduct a training session for all faculty who will teach the fall 2016 course; Notify program coordinators from other two collaborative institutions.

August 2016 – implement the textbook.

November – December 2016 – Administer student and instructor surveys.

December 2016 – Collect completed final course project rubrics from GoVIEW

December 2016 – Collect final course grades from instructors of record.

December 2016 – Analyze data.

January 2017 – Submit final report.

Budget:

Extra Pay for Dr. Jennifer L. Brown - \$5000

Extra Pay for Michelle Jones - \$5000

Extra Pay for Amy McDaniel - \$5000

travel expenses to October meeting - \$800

total - \$15,800

Sustainability Plan:

The EDAT 6226 course is offered in each fall semester in 6 to 8 sections of 32 students. This program has seen significant increases in enrollment since its inception in the fall of 2008. The Teacher Education Department plans to utilize this textbook as the only required course material in all sections beginning fall 2016. The textbook will be available for all part-time and full-time faculty beginning fall 2016 for student and classroom use within a Library Guide. The library guide will be updated each year prior to the teaching of the course based upon instructor and student feedback, current practice, and ongoing related research. In addition, textbook content will be evaluated every other year to ensure that materials remain current and relevant. Dialogue with faculty teaching the course will be a mainstay in providing the best course possible for students and a vested interest in teaching the course for faculty.



August 20, 2015

Affordable Learning Georgia Textbook Transformation Grants
University System of Georgia
270 Washington Street, S.W.
Atlanta, GA 30334

Dear Committee:

Columbus State University (CSU) is pleased to submit a comprehensive application to the Affordable Learning Georgia Textbook Transformation Grant Program. The proposal submitted by Dr. Jennifer Brown, Dr. Amy McDaniel and Ms. Michelle Jones focuses upon developing no-cost-to-students learning materials (textbook) for the EDAT 6226 course, which is one of nine courses required for the M.Ed. degree in Curriculum and Instruction in Accomplished Teaching. The Accomplished Teaching Program is a collaborative venture between CSU, Georgia Southern University, and Valdosta State University and is offered 100% online through GoVIEW. The course is offered each fall semester and usually has from six to eight sections of 30 to 35 students in each section. For this fall semester, we have currently 223 students enrolled in the EDAT 6226 course. The first implementation of the no-cost-to-students learning materials (textbook) will occur in the fall semester of 2016 in all sections, and these learning materials will continue to be utilized each time the course is offered.

The CSU Office of Sponsored Programs will be responsible for the receipt and distribution of any award funds based upon the proposal budget. If the proposed project is successful, CSU will act accordingly to institutionalize the project to lower costs to students and to support this interdisciplinary partnership between Teacher Education and the Library.

If you have any questions regarding this proposal, please contact Dr. Brown at 706-569-3118 or via email at brown_jennifer2@columbusstate.edu. I may be contacted at 706-507-8968 or at hackett_tom@columbusstate.edu.

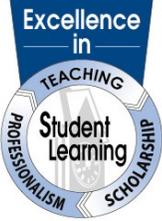
Sincerely,

Tom Hackett, Professor
Provost and Vice President for Academic Affairs

Syllabus

**Department of Teacher Education
College of Education and Health Professions
Columbus State University**

COURSE SYLLABUS

Course	EDAT 6226 (Curriculum Design for Student Achievement)		Semester	Fall 2016
Instructor	Dr. Jennifer L. Brown		Time/Day	Asynchronous online
Office	350 Jordan Hall		FAX	(706) 569-3134
Phone	(706) 569-3118		Prerequisites	A bachelor's degree and certification in a teaching field.
Email	brown_jennifer2@columbusstate.edu **Email is the best and fastest way to contact me! I will respond to you within 24 hours. ☺		Office Hours	Tuesdays 10 AM – 12 PM Wednesday 9 – 10 AM Thursdays 10 AM – 1 PM AND By appointment

The College of Education and Health Professions 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. COEHP faculty guide individuals in this developmental process.

Teaching, scholarship, and professionalism encompass the highest standards represented in the five 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/

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.

GaPSC Curriculum and Instruction Standards

Standard 1: Knowledge of Curriculum

Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.

- Element 1.1.** Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design.
- Element 1.2.** Completers provide evidence of the ability to align curriculum across local, state and national standards within and across subject areas.
- Element 1.3.** Completers provide evidence of knowledge of resources, including technology, to support best teaching practices.
- Element 1.4.** Completers exhibit the ability to evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.

Standard 2: Knowledge of Instruction

Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.

- Element 2.1.** Completers demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data.
- Element 2.2.** Completers exhibit ability to differentiate instruction through use of best practices, student performance data, appropriate resources and culturally responsive pedagogy.
- Element 2.3.** Completers give evidence of ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment.

Standard 3: Knowledge of Content

Program completers will demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.

- Element 3.1.** Completers exhibit the ability to apply current research and data to demonstrate content knowledge and appropriate resources to promote student success.

Element 3.2. Completers exhibit sufficient pedagogical content knowledge to plan, implement and assess the important ideas and organizational structure of the domains represented in the content body of knowledge to benefit each student.

Standard 4: Knowledge of Students

Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.

Element 4.1. Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning.

Element 4.2. Completers exhibit ability to meet the diverse needs of students.

Element 4.3. Completers provide evidence of an understanding of the cultural and linguistic contexts of learning.

Standard 5: Knowledge of Research

Program completers will demonstrate ability to use research to promote student learning and to contribute to the teaching profession.

Element 5.1. Completers give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction and assessment in P-20 systems to improve student learning, classroom processes, and /or institutional practices.

Element 5.2. Completers demonstrate ability to use quantitative, qualitative and/or mixed research methods to investigate education problems and are able to articulate the findings in a variety of forums.

Standard 6: Knowledge of Assessment

Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.

Element 6.1. Completers exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating student learning and effective instruction.

Element 6.2. Completers demonstrate understanding of principles of assessment design.

Element 6.3. Completers demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning.

Element 6.4. Completers demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice.

Element 6.5. Completers demonstrate the ability to use assessment data to identify longitudinal trends, achievement gaps, and establish goals for improvement and are able to articulate pertinent information to a variety of audiences.

Standard 7: Professional Practices

Program completers will demonstrate high standards for professional practice.

Element 7.1. Completers establish high standards for academic rigor, intellectual inquiry and professional integrity.

Element 7.2. Completers participate in and/or lead professional learning experiences to promote effective practices.

Element 7.3. Completers advocate for the profession by modeling collaboration, leadership and professionalism.

REQUIRED READINGS

(These materials are available for download within GoVIEW or using this LibGuide link*:

<http://columbusstate.libguides.com/EDAT6226>)

*You will be required to log into your affiliated university's GALILEO.

- Au, W. (2011). Teaching under the new Taylorism: High-stakes testing and the standardization of the 21st century curriculum. *Journal of Curriculum Studies*, 43(1), 25-45.
- Burks, B. A., Beziat, T. L. R., Danley, S., Davis, K., & Lowery, H. (2015). Adapting to change: Teacher perceptions of implementing the common core state standards. *Education*, 136(2), 253-258.
- Charalambous, C. Y., & Hill, H. C. (2012). Teacher knowledge, curriculum materials, and quality of instruction: Unpacking a complex relationship. *Journal of Curriculum Studies*, 44(4), 443-466.
- Clarke, N. A., Stow, S., Ruebling, C., & Kayona, F. (2006). Developing standards-based curricula and assessments: Lessons from the field. *The Clearing House*, 79(6), 258-261.
- Cogan, L. S., Burroughs, N., & Schmidt, W. H. (2015). Supporting classroom instruction: The textbook navigator/journal. *Kappan*, 97(1), 29-33.
- Coenders, F., Terlouw, C., & Dijkstra, S. (2008). Assessing teachers' beliefs to facilitate the transition to a new chemistry curriculum: What do the teachers want?. *Journal of Science Teacher Education*, 19, 317-335.
- Conley, M. W., & Wise, A. (2011). Comprehension for what?: Preparing students for their meaningful future. *Theory Into Practice*, 50, 93-99.
- Frase, L. E., & English, F. W. (2002). A tool for success. *American School Board Journal*, 189(4), 60 – 62, 75.
- Hinde, E. R. (2005). Revisiting curriculum integration: A fresh look at an old idea. *The Social Studies*, 96(3), 105-111.
- Huizinga, T., Handelzalts, A., Nieveen, N., & Voogt, J. M. (2014). Teacher involvement in curriculum design: Need for support to enhance teachers' design expertise. *Journal of Curriculum Studies*, 46(1), 33-57.
- Läänemets, U., & Kalamees-Ruubel, K. (2013). The Taba-Tyler rationales. *Journal of the American Association for the Advancement of Curriculum Studies*, 9, 1-12.
- Lunenburg, F. C. (2011a). Curriculum development: Deductive models. *Schooling*, 2(1), 1-7.
- Lunenburg, F. C. (2011b). Curriculum development: Inductive models. *Schooling*, 2(1), 1-8.
- Lunenburg, F. C. (2011c). Instructional planning and implementation: Curriculum goals and instructional objectives. *Schooling*, 2(1), 1-4.
- Mosier, L., & Wagner, K. (2006). Interdisciplinary curriculum mapping with big ideas: It's elementary!. *Social Studies Review*, 45(2), 7-11.
- Nichols, S. L., & Berliner, D. C. (2008). Testing the joy out of learning. *Educational Leadership*, 65(6), 14-18.
- Notar, C. E., Zuelke, D. C., Wilson, J. D., & Yunker, B. D. (2004). The table of specifications: Insuring accountability in teacher made tests. *Journal of Instructional Psychology*, 31(2), 115-129.
- Park, D. (2005). Differences between a standards-based curriculum and traditional textbooks in high school earth science. *Journal of Geoscience Education*, 53(5), 540-547.
- Ryan, K., Johnston, J., Newman, K., & Tyler, R. (1977). An interview with Ralph Tyler. *The Phi Delta Kappan*, 58(7), 544-547.

Sullivan, S. C., & Downey, J. A. (2015). Shifting educational paradigms: From traditional to competency-based education for diverse learners. *American Secondary Education*, 43(3), 4-19.

Tan, A., & Leong, W. F. (2014). Mapping curriculum innovation in STEM schools to assessment requirements: Tensions and dilemmas. *Theory Into Practice*, 53, 11-17.

Vogler, K. E. (2002). The impact of high-stakes, state-mandated student performance assessment on teachers' instructional practices. *Education*, 123(1), 39-55.

Watson, C. E., Johanson, M., Loder, M., & Dankiw, J. (2014). Effects of high-stakes testing on third through fifth grade students: Student voices and concerns for educational leaders. *Journal of Organizational Learning and Leadership*, 12(1), 1-11.

Yurdakul, B. (2015). Perceptions of elementary school teachers concerning the concept of curriculum. *Educational Sciences: Theory & Practice*, 15(1), 125-139.

COURSE DESCRIPTION

Prerequisite: Bachelor's 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.

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 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 SCHEDULE

Week	Topic	Assignment(s)/Task(s)	Discussion Boards
Beginning August 15, 2016 (week 1)	Course Overview	<ul style="list-style-type: none"> • Review the Course Syllabus. • Submit your signed "Statement of Understanding" by Friday, August 19, 2016 at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> • "Include information about your current educational setting - Are you working in elementary, middle or high school, public school or private school? What is your teaching field now or in the past? What was your undergraduate major? In what city or town are you located? Share your interests and hobbies and any other personal information that will help us all get to know you." Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.

Week	Topic	Assignment(s)/Task(s)	Discussion Boards
Beginning August 22, 2016 (week 2)	Defining Curriculum	<ul style="list-style-type: none"> Read Conley and Wise (2011) AND Yurdakul (2015). Submit your Weekly Assignment #1 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<p><i>NOTE: Beginning this week, I will divide the class into small discussion groups. You will only see the communication among your assigned group members.</i></p> <ul style="list-style-type: none"> "How has your understanding of curriculum changed as you have become an educator? What influenced these changes?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning August 29, 2016 (week 3)	Historical Perspectives of Curriculum.	<p>Review the following timelines of American Education</p> <ul style="list-style-type: none"> http://www3.nd.edu/~rbarger/www7/index.html http://www.eds-resources.com/educationhistorytimeline.html Submit your Weekly Assignment #2 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> "What common trends have ran through all time periods of American education? How have they affected the curriculum?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning September 5, 2016 (week 4)	Philosophical Perspectives of Curriculum: Part 1	<ul style="list-style-type: none"> Read Lunenburg (2011a) AND Lunenburg (2011b). Submit your Weekly Assignment #3 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> "Choose one theoretical perspective that most closely aligns with your perspective. What about this theoretical perspective resonates with you? Does your choice of a theoretical perspective have something to do with the subject matter or discipline you teach within? What educational reforms would you suggest to make the curriculum you currently teach (the content, standards, and objectives and methods for teaching it) more in alignment with this theoretical perspective?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning September 12, 2016 (week 5)	Philosophical Perspectives of Curriculum: Part 1	<ul style="list-style-type: none"> Read Läänemets and Kalamees-Ruubel (2013) AND Ryan, Johnston, Newman, and Tyler (1977). Submit your Weekly Assignment #4 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> "In what ways has your philosophical perspectives of curriculum changed? What influenced the changes? Why did these changes occur?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning September 19, 2016 (week 6)	Standards and Accountability : Part 1	<ul style="list-style-type: none"> Read Burks, Beziat, Danley, Davis, and Lowery (2015). Submit your Weekly Assignment #5 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> "What four factors are most important to consider in teacher accountability? Why?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.

Week	Topic	Assignment(s)/Task(s)	Discussion Boards
Beginning September 26, 2016 (week 7)	Standards and Accountability : Part 2	<ul style="list-style-type: none"> • Read Au (2011) AND Nichols and Berliner (2008). • Submit your Weekly Assignment #6 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> • "What tools would you use to ensure teacher accountability? Student accountability? Why did you select these tools?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning October 3, 2016 (week 8)	Impact of High-Stakes Testing	<ul style="list-style-type: none"> • Read Vogler (2002) AND Watson, Johanson, Loder, and Dankiw (2014). • Submit your Weekly Assignment #7 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> • "Based on the readings and your clinical experiences, what are your thoughts about the current testing culture within schools and its effect on curriculum?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning October 10, 2016 (week 9)	Curriculum Design	<ul style="list-style-type: none"> • Read Lunenburg (2011c). • Submit your Weekly Assignment #8 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> • "How do you go about specifying curriculum goals and objectives? Who does the specifying? In what ways do instructional goals and objectives differ from curriculum goals and objectives?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning October 17, 2016 (week 10)	Curriculum Design: Teacher Involvement	<ul style="list-style-type: none"> • Read Coenders, Terlouw, and Dijkstra (2008) AND Huizinga, Handelzalts, Nieveen, and Voogt (2014). • Submit your Weekly Assignment #9 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> • "How much input do you, as a classroom teacher, have in the actual curriculum development in your system? Have you served on a curriculum adoption committee at your school or in your district? If you wanted to have more input or involvement, how could you be more involved?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning October 24, 2016 (week 11)	Textbooks	<ul style="list-style-type: none"> • Read Cogan, Burroughs, and Schmidt (2015) AND Park ((2005). • Submit your Weekly Assignment #10 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> • "What are your thoughts about current textbooks available for your grade level or content area?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning October 31, 2016 (week 12)	Assessment and Curriculum	<ul style="list-style-type: none"> • Read Clarke, Stow, Ruebling, and Kayona (2006), Notar, Zuelke, Wilson, and Yunker (2004), AND Tan and Leong (2014). • Submit your Weekly Assignment #11 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> • "What do you consider to be the three most important factor to determine if an assessment is valid? Why did you chose those factors?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.

Week	Topic	Assignment(s)/Task(s)	Discussion Boards
Beginning November 7, 2016 (week 13)	Curriculum Mapping and Curriculum Audit	<ul style="list-style-type: none"> Read Charalambous and Hill (2012), Mosier and Wagner (2006), AND Frase and English (2002). Submit your Weekly Assignment #12 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> "Who should be involved in the curriculum audit, and what role should each participant take? Consider if parts of the audit should be assigned to participants from different levels." Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Beginning November 14, 2016 (week 14)	Reform Movements	<ul style="list-style-type: none"> Read Hinde (2005) AND Sullivan and Downey (2015). Review Ten Views for Integrating the Curriculum (http://128.32.250.11/research/NCRVE/ST2.1/TowardanIntegrated.html). Submit your Weekly Assignment #13 by Day 7 (Sunday) at 11:59 PM EST in GoVIEW's DropBox. 	<ul style="list-style-type: none"> "Describe your experiences with curriculum change through the implementation of the GPS and/or CCGPS and with other curricular changes in your school district, school, or department or grade level. What parts of the change process worked well, and what suggestions would you make for improvement of others?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. Reply to at least 3 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST. Post your PowerPoint or other type of presentation (10 to 12 slides) to summarize your Curriculum Audit Project by Day 7 (Sunday) at 11:59 PM EST.
Thanksgiving Break (no classes week of November 21, 2016)			
Beginning November 28, 2016 (week 15)	Submitting Curriculum Audit Project	<ul style="list-style-type: none"> Submit your final Curriculum Audit Project in the GoView "Dropbox" by Wednesday, November 30, 2016 at 11:59 PM EST. Submit your 30-hour Field Experience Documentation in the GoView "Dropbox" by Wednesday, November 30, 2016 at 11:59 PM EST. 	<ul style="list-style-type: none"> Reply to at least 3 classmates' presentations using two stars and a wish by Wednesday, November 30, 2016 at 11:59 PM EST.

COURSE REQUIREMENTS

Students are expected to:

- Log into GoVIEW a minimum of two times per week.
- Participate in class discussions with original and meaningful thoughts from scholarly sources.
- Read all course materials before or during the designated week.
- Complete and submit all assignments and discussion posts.
- Participate in a 30-hour field experience as part of your Curriculum Audit project.

GRADING AND EVALUATION PROCEDURES

	Percentage of Final Grade
Attendance (via Log-ins) and Participation	20%
Weekly Assignments	30%
30-hour Field Experience Documentation	10%
Curriculum Audit Project	40%

The following scale will be used:

A = (90% -- 100%)

B = (80% -- 89%)

C = (70% -- 79%)

D= (60% -- 69%)

F= (Below 60%)

COURSE ASSIGNMENTS*

*All submitted assignments will be graded and returned to the student within one week after the submission deadline.

Attendance and Participation (20%)

In order to explore topics effectively, attendance and class participation are essential. The evaluation of class participation will be made as follows.

- a. *Attendance.* You are expected to log into GoVIEW (Desire 2 Learn) a minimum of two times per week. If you are unable to log-in (and you have a valid excuse), you are responsible for making arrangements to complete that week's responsibilities. **You must log into this course within GoVIEW and post on the Week 1 Discussion Board by Day 7 of Week 1 (Sunday, August 21, 2016) to be counted as "present" for the purposes of attendance verification. Failure to login and post may result in you being dropped from this course.**
- b. *Readings and Class Preparation.* You must complete the assigned readings prior to or during the designated week so you will be prepared to participate in the classroom discussions and related practice tasks and activities.
- c. *Discussion Posts.* You are expected to a post the initial response and the three replies during the designated week. You must complete the assigned discussion board posts within the time frame listed in this course syllabus. Students who post on the Discussion Board before or after the designated week will have their weekly grade penalized. **You must post your initial post first before you can view other students' postings.** When posting the initial response and replying to fellow classmates, the student should use at least one of the following strategies from (Gao, 2014, p. 4):
 - Elaborate and clarify –Support an argument with evidence or details.
 - Make connections – Connect response to other arguments, issues, or resources.
 - Challenge others' views – Suggest a different point of view.
 - Build upon others' views – Further develop others' viewpoints.
 - Question – Raise questions to move the discussion forward.

Discussion board posts should use proper language, cordiality, grammar, and punctuation. In addition, all posts are expected to be original work of the student and follow APA (6th edition) style guidelines at the graduate level. For quality, discussion board postings must have citations throughout with information from various research sources and reading assignments supporting your responses, including the reading materials assigned for the designated week, previous weeks, and materials from other courses. See the student example of an initial discussion board post below. (*Note:* The expectations will vary for discussion boards during Weeks 1 and 15.) For further information about quality, these two links are a good start point: <http://www.facultyfocus.com/articles/online-education/art-science-successful-online-discussions/>

Student Example of Initial Discussion Board Post

Oliva and Gordon (2013) pointed out, “any particular strategy must not run counter to any sources of strategies” (p. 272). If a strategy, such as competition, could cause harm or “run counter” (Oliva & Gordon, 2013, p. 272) to another strategy, it should be used with caution—if at all. Research shows that students from low-income backgrounds are not as willing to compete in the classroom (Slavin, 2012). Slavin (2012) reported that researchers contend there is a “structural bias in traditional classrooms” (p. 84) and recommend incorporating cooperative learning when possible with these students. It is important for teachers to know their students and be sensitive to their needs in order to determine what is appropriate for their class, which may vary.

Overall, I believe the most effective approach is cooperation. Oliva and Gordon (2013) highlighted studies showing that cooperative learning produced more positive results, such as higher-level reasoning, creation of new ideas, and transfer of learning, than competition or individualization. In my experience at the middle grades level, I have seen competition work effectively when paired with cooperation. My students’ desire for the approval of their peers has been successfully channeled to produce achievement in the classroom. In my classes, students have competed for “best class” where they earn points for homework completion and behavior. Students self-monitor their peers and it produces good results. I also use competition on a small scale when students are working on various tasks in collaborative groups. Oliva and Gordon (2013) referred to this positive peer pressure creating a “healthier climate than does competition among individuals” (p. 290).

References

Oliva, P. F., & Gordon, W. R. (2013). *Developing the curriculum* (8th ed.). Boston, MA: Pearson.

Slavin, R. F. (2012). *Educational psychology: Theory and practice* (10th ed.). Boston, MA: Pearson.

Student Example of Reply to a Classmate on the Discussion Board

Oliva and Gordon (2013) pointed out the importance of “recognize[ing] the pupil as a source of strategy” and making an effort to find out a students’ reasons studying a subject. Understanding our students’ reasons, needs, and interests is important as we plan instruction and choose strategies. Howard Gardner defined nine different types of intelligence in his theory of multiple intelligences (Slavin, 2012). Because the individualized needs and interests children vary, the most effective of these strategies may vary based on the class of students. It sounds like you have taken the time to get to know your students and found a way to use competition and collaboration in effective ways!

References

Oliva, P. F., & Gordon, W. R. (2013). *Developing the curriculum* (8th ed.). Boston, MA: Pearson.

Slavin, R. F. (2012). *Educational psychology: Theory and practice* (10th ed.). Boston, MA: Pearson.

Grades on this assignment (i.e., Discussion Board Postings) will be based on the following rubric. Read it carefully to get a sense of the instructor's specific expectations.

Criteria	Excellent 3 points	Good 2 points	Fair 1 point	Poor 0 points
Quality of Initial Post	Successfully completed all of the requirements set forth in the discussion board criteria with at least two references OR Thoroughly and clearly answered/completed the discussion prompt requirements.	Completed some, but not all, of the requirements set forth in the discussion board criteria with at least one reference OR Answered/completed some, but not all, of the discussion prompt requirements.	Partially completed the requirements set forth in the discussion board criteria without any references OR Partially answered/completed the discussion prompt requirements.	No discussions or assignments were submitted OR Initial comments were posted but did not address the assignment.
Quality of Responses to at least 3 classmates	Addressed the expectations set forth in the discussion board criteria with at least two references OR gave appropriate contributions and/or corrective feedback.	Completed some, but not all, of the requirements set forth in the discussion board criteria with at least one reference OR Give some, but not all, appropriate contributions and/or corrective feedback.	Partially addressed the expectations set forth in the discussion board criteria without any references OR Did not give appropriate contributions and/or corrective feedback.	No responses were submitted.
Quantity of Responses to Classmates	Replied to a minimum of 3 classmates' posts.	Replied to 2 classmates' posts.	Replied to 1 classmate's post.	Did not reply to any of the classmates' posts.
Timeliness of Initial Post/Response	Material was submitted on time.	Material was submitted up to one day late.	Material was submitted two to four days late.	Material was submitted more than four days late OR was not submitted.
Timeliness of Responses to at least 3 classmates	All of your replies were submitted on time.	One of your replies was submitted up to one day late.	One of your replies was submitted two to four days late.	One of your replies was submitted more than four days late OR replies were not submitted.
Duration	--	Posted initial posts and/or replies on two different days during the designated week (e.g., Week 1 posts were posted on or before Day 7 of Week 1).	--	Did not post initial posts and/or replies on two different days during the designated week.
Mechanics	0 to 2 misspelled words, incorrect grammar, and/or improper punctuation.	3 to 6 misspelled words, incorrect grammar, and/or improper punctuation.	7 to 10 misspelled words, incorrect grammar, and/or improper punctuation.	More than 10 misspelled words, incorrect grammar, and/or improper punctuation OR no posts were submitted.

Weekly Assignments (30%)

The students will complete 13 weekly assignments that are posted in the GoVIEW “Dropbox”. These submissions will require the students to apply required readings, classroom discussions, and personal experiences. See the files within the weekly modules for specific directions. The paper should follow APA (6th edition) Style Guidelines with various references from research and course reading material.

Grades on this assignment (i.e., Weekly Assignments) will be based on the following rubric. Read it carefully to get a sense of the instructor's specific expectations.

Criteria	Excellent	Good	Fair	Poor	Points
Prompt Completeness	All prompts had a response.	At least one response was missing.	At least two responses were missing.	More than two responses were missing.	10
Prompt Quality	All prompts were answered thoroughly.	All prompts were answered adequately.	At one prompt was answered minimally.	More than one prompt was answered minimally.	20
Clarity	Writing was clear, concise, and well-organized.	Writing was adequate but lacked clarity. It was well-organized.	Writing was adequate but lacked clarity and organization.	Writing was not clear and concise. It lacked organization.	10
Mechanics	0 to 2 errors in spelling, capitalization, grammar, and/or punctuation.	3 to 5 errors in spelling, capitalization, grammar, and/or punctuation.	6 to 9 errors in spelling, capitalization, grammar, and/or punctuation.	More than 9 errors in spelling, capitalization, grammar, and/or punctuation.	5
APA Style Guidelines	All APA Style Guidelines were implemented correctly.	1 to 2 APA Style Guidelines were not implemented correctly.	3 to 4 APA Style Guidelines were not implemented correctly.	More than 4 APA Style Guidelines were not implemented correctly.	5
Timeliness	Your final grade will be reduced by 5% for each calendar day. See the following formula: $f(x) = (\text{final grade})(.95)^{(\text{number of calendar days late})}$				

30-hour Field Experience Documentation (10%)

Each student will utilize at least 30 hours to collaborate with stakeholders about the selected curriculum and assessment data for the Curriculum Audit Project. The collaborate can include, but is not limited to, meetings with administration or fellow colleagues, department/grade level meetings, faculty meetings, district-level meetings, and/or committee meetings within the school or district. In addition, these hours include your individual work during the audit process and on the audit project. The student will submit a logsheet to document those hours at the end of the course.

Curriculum Audit Project (40%)*

**This assignment is a critical assessment for your capstone portfolio.*

Each student will audit an existing curriculum in order to evaluate its alignment with instructional practices, state standards, and assessments. Usually, curriculum audits are undertaken

by school district officials, and the process encompasses all aspects of the curriculum (e.g., content, resources, budgeting, staffing, and testing) rather than focusing on a single content area or grade level. For the purpose of this project, the student will select a single curriculum within his or her school (e.g., reading in Kindergarten, math in fifth grade, or 11th grade English). The audit should address each of the prompts within the Curriculum Audit Template. The final document should follow APA (6th edition) Style Guidelines and utilize the heading within the provided template. In addition, the student will create a PowerPoint presentation and post it on the discussion board. This presentation should summarize the final audit document and be appropriate for the dissemination plan's target audience.

Curriculum Audit Template

Introduction

- What is the written content of the selected curriculum (e.g., scope [what should be taught] and sequence [guidance for the order in which to teach])?
- Why did you select this content/grade level of the curriculum?
- How does this content/grade level of curriculum match your school's philosophy?

Data Sources

- What data sources were utilized (e.g., lesson plans; district, local, or teacher-made assessments, Georgia Performance Standards, Georgia Standards of Excellence, or teacher or administrator interviews)?

Audit Procedures

- What procedures were followed to conduct this audit? (These procedures should be sequential with enough detail for another research to replicate the process.)

Instructional Content

- What specific topics/content are taught within the classroom on a daily basis?
- What types of instructional strategies are emphasized (e.g., different modalities, multiple exposures to the content, and varied embedded learning opportunities)?

Instructional Alignment

- How is the instructional content align with the written curriculum content (e.g., what are the topics and/or skills in the written curriculum that are not taught, are some topics and/or skills given more weight than others, are there topics and/or skills in the taught curriculum not in the written curriculum, and how are decisions made about what is taught)?
- How does the curriculum align with the state/national standards?
- Are there additional, or more specific, content standards or explicitly specified resources? If so, indicate them.

Assessment Content

- What specific topics/content are assessed within the classroom on a daily basis?
- What instruments are used to assess the curriculum (e.g., state mandated standardized tests, district assessments, textbook assessments, or teacher-made assessments)?
- Are multiple sources used to monitor progress (e.g., formative assessments)? If so, indicate them.

Assessment Alignment

- Which topics/concepts are taught but not assessed?
- Which topics/concepts are assessed but not taught?
- Are the data used purposely for program planning? If so, how?
- How does the assessment data inform instruction?

Recommendations

- What recommendations would you make to department, grade level, school, and/or district for instruction and/or assessment? (Include a rationale for each recommendation based on the findings of the audit.)
- What actions should occur based on the findings?

Dissemination Plan

- What is your plan for disseminating the findings with school administration, department or grade level members, school district officials, parents, and/or community stakeholders?

Grades on this project (i.e., Curriculum Audit) will be based on the following project rubric. Read it carefully to get a sense of the instructor's specific expectations.

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Points
Introduction	Identified curriculum being audited and provided thorough rationale for selecting it.	Identified curriculum being audited and provided adequate rationale for selecting it.	Identified curriculum being audited and provided minimal rationale for selecting it.	Identified curriculum being audited and provided insufficient rationale for selecting it.	20
Data Sources	All data sources were described.	One data source description was missing.	Two data sources description were missing.	More than two data sources description were missing.	8
Audit Procedures	The procedures were thorough and sequential.	The procedures were adequate and sequential.	The procedures were minimal and lacked sequential order.	Procedures, if provided, were insufficient to allow another researcher to replicate them.	20
Instructional Content	Discussion of instructional content was thorough.	Discussion of instructional content was adequate.	Discussion of instructional content was minimal.	Discussion of instructional content was insufficient.	8
Instructional Alignment	Discussion of instructional alignment was thorough.	Discussion of instructional alignment was adequate.	Discussion of instructional alignment was minimal.	Discussion of instructional alignment was insufficient.	16
Assessment Content	Discussion of assessment content was thorough.	Discussion of assessment content was adequate.	Discussion of assessment content was minimal.	Discussion of assessment content was insufficient.	8

Criteria	Exemplary	Satisfactory	Needs Improvement	Unsatisfactory	Points
Assessment Alignment	Discussion of assessment alignment was thorough.	Discussion of assessment alignment was adequate.	Discussion of assessment alignment was minimal.	Discussion of assessment alignment was insufficient.	16
Recommendations	Realistic, appropriate, and insightful recommendations were made based on the analysis.	Realistic and appropriate recommendations were made based on the analysis.	Realistic and appropriate recommendations were made, but they were not based on the analysis.	Non-realistic or inappropriate recommendations were made.	20
Dissemination Plan	Discussion of dissemination plan was thorough.	Discussion of dissemination plan was adequate.	Discussion of dissemination plan was minimal.	Discussion of dissemination plan was insufficient.	16
Clarity	Writing was clear, concise, and well-organized.	Writing was adequate but lacked clarity. It was well-organized.	Writing was adequate but lacked clarity and organization.	Writing was not clear and concise. It lacked organization.	8
Mechanics	0 to 2 errors in spelling, capitalization, grammar, and/or punctuation.	3 to 5 errors in spelling, capitalization, grammar, and/or punctuation.	6 to 9 errors in spelling, capitalization, grammar, and/or punctuation.	More than 9 errors in spelling, capitalization, grammar, and/or punctuation.	4
APA Style Guidelines	All APA Style Guidelines were implemented correctly.	1 to 2 APA Style Guidelines were not implemented correctly.	3 to 4 APA Style Guidelines were not implemented correctly.	More than 4 APA Style Guidelines were not implemented correctly.	4

CLASS POLICIES

Out-of-State Students

If you are working outside the state of Georgia, you must notify your course instructor **AND** the program coordinator at Columbus State University, Dr. Jennifer L. Brown, (brown_jennifer2@columbusstate.edu) via email by the end of Week 1.

Professionalism and Attendance

It is assumed you are a professional educator who is committed to educating children. Attendance, timeliness, participation, responsibility, and positive teaching-learning attitude are part of being a professional. In addition, they are required and are a part of your grade for this course. In order to gain the maximum benefit from this or any experience, attendance and active participation are vital. You are expected to interact with fellow classmates and your instructor regularly. Logging into GoVIEW (Desire 2 Learn) at least twice a week is a course expectation, and it is considered attendance for this class. **You must log into this course within GoVIEW and post on the Week 1 Discussion**

Board by Day 7 of Week 1 (Sunday, August 21, 2016) to be counted as “present” for the purposes of attendance. Failure to login and post will result in you being dropped from this course. See grading expectations under *Attendance and Participation*.

Course Communication

Course communication will be via the GoVIEW Discussion Board and Email. Weekly discussion and student interaction will be through the discussion board. The discussion board will provide the conversation for the class. Discussion questions will be posted and will serve as the outlet to probe for more information. This forum is a place to share your thoughts and opinions, but an important aspect of discussion is to remember proper conduct. You are responsible for abiding by the Netiquette guidelines.

You should use your institution’s official email account or the GoVIEW internal email account for all e-mail communication. Use common sense in writing and sending e-mail. These emails should be without grammar, spelling, and punctuation errors. Read and think about email before sending it. Email is a permanent record. If you need clarification on an assignment, ask at least 24 hours before it is due. Otherwise, you may not get an answer in time to complete assignment successfully or in a timely manner.

Style Guidelines for Written Work

All assignments should be type-written and follow APA guidelines. When completing all written assignments, it is expected that you will use your best writing. This expectation includes error-free writing that is grammatically and mechanically correct. The following style guidelines apply to all type-written assignment. Please refer to the APA Checklist in GoVIEW for further assistance.

- *Line spacing:* All text double spaced.
- *Font:* 12 point Times New Roman.
- *Margins:* one inch on all sides.
- *Page numbering:* All pages numbered consecutively.
- *Appearance:* Neat, consistent style of headings, indentations, figures, tables, references, and appendices in APA format.
- *Identification:* Type your name at the top of the first page.
- *Electronic Submissions:* Use Microsoft Word and save as .doc or .docx unless otherwise noted.

You may reference this site for APA format: <http://owl.english.purdue.edu/owl/resource/560/01/>

Late Assignments and Resubmissions

All work is expected to be submitted on time. In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. Late assignments will be deducted 5% for each calendar day and will not be accepted past one week. If unforeseen events occur, email the instructor as soon as possible to make special arrangements. Failure to submit two assignments in consecutive dates during the entire semester will result in a grade of WF or F. Resubmissions of previously graded assignments are not allowed. Extra credit will not be given in this course. Failure to follow the directions for an assignment or submission procedures will result in a 20% deduction of the assessment’s grade.

Technology

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, Email, GoVIEW (Desire 2 Learn), Microsoft Office Suite, internet browsers, youtube.com, PDF viewer (e.g., Adobe), Adobe flash player, Voki.com ContentGenerator.net, GoAnimate.com, and PowToon.com. You are not required to login or create an account to utilize these resources for the purposes of this course. The privacy policies or Help links have been provided for you within the course modules for external resources if needed. Regarding internet browsers, Internet Explorer tends to cause sporadic problems when used with GoVIEW. It is suggested that, if you use a Windows computer, use Google Chrome or Firefox as the internet browser. If you use a Mac, use Safari, Google Chrome, or Firefox. The goal of this course is to prepare teachers for educating 21st century learners. All assignments and discussion posts will be submitted using the GoVIEW (Desire 2 Learn) "Dropbox". Assignments that are submitted through email or other means will not be accepted or graded. You can always learn more about GoVIEW, sometimes referred to as D2L, by clicking on the "HELP" icon located on the right-hand side of the D2L-GoVIEW top navigation bar. If you need technical support or need assistance configuring your computer, you can refer to the link located in the "Support Resources" widget located on your "My Home" and your "Course Home" pages. If you need further technical assistance, please contact the **24-7 D2L Technical Support at 1-855-772-0423**.

****NOTE: You should check your email account throughout the week for correspondence relating to course readings, assignments, and/or other announcements. If needed, forward your institutional email to your personal email account.**

Technical Requirements

Students should be able to compose an email, attach a file, upload a file, download a file, save a file to computer or USB device, and operate a Webcam and microphone. The following information about hardware and software requirements will assist you with accessing the course content and submitting course assignments successfully.

Hardware requirements

[How do I know if my computer will work with D2L?](#)

Software requirements

- A office suite, such as Microsoft Office or Open Office
 - OpenOffice can be downloaded for free by going to <http://www.openoffice.org/>.
- To open PDF files, you might need [Acrobat Reader](#).
- To view flash files, you will need [Adobe Flash Player](#).
- To merge multiple files into one file in Microsoft Word, 1) open a new document, 2) "Save" the file, 3) move the cursor to the end of the document, 4) select "Insert" tab, 5) select the "Object" arrow then "Text From File", 6) locate and select the needed file, 7) select "Insert", and 8) "Save". You can repeat steps 3 through 8 until all documents are merged into one file.
- If you want to save it as a PDF, you can download a free PDF conversion program from cutepdf.com. Then, you can use the print command to create the PDF.
- If you want to insert a PDF or other type of file into the addendum, repeat the same process except in step 5, select "Object" instead of "Text From File". Then, select the appropriate object type, click "OK", locate and select the needed file, and click "Open".

- To merge PDF files in Microsoft Words, open Adobe Reader, under "Edit", there is "take a snapshot" option. Open both the desired PDF file and the merged Word file. In the PDF, select the "take a snapshot" option, highlight one page of the PDF, then paste it into the Word file. If the PDF has more than one page, you will need to repeat the process.
- Browser Plugins (e.g., PDF files, QuickTime files, and mp4 files) can be usually be obtained at the browsers website.
 - [Google Chrome](#)
 - [Firefox](#)
 - [Safari](#)
 - [Internet Explorer](#) (Caution: IE is often problematic for D2L-CougarVIEW)

ADA Accommodations

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. For more information, go to Desire 2 Learn at <http://www.desire2learn.com/products/accessibility/>.

Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on practice tasks or course projects. The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 8 to 15 hours per week on this course. Consult with the Course Calendar in GoVIEW and your course syllabus to be sure you are on schedule, keeping up with the material, completing quizzes on time, and submitting course assignments on time.

Academic Dishonesty & Plagiarism

Plagiarism is defined as the incorporation of passages, either word for word or in essence, or essential ideas from the writing of another person into one's own written work without offering full credit to the person. One can give credit to the original author by the use of quotation marks, footnotes, citations, or other explanatory inserts. It is always assumed that written work is the student's own work if proper credit is not given. While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism. The four main types are stealing verbatim, misquoting, paraphrasing or summarizing without citing, and duplicating publication.

Stealing Verbatim: This type is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. This situation applies to Discussion Board postings, too.

Misquoting: If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.

Paraphrasing or Summarizing Without Citing. An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. If students have duplicated publication, they have committed plagiarism.

Additionally, cheating (i.e., the unauthorized use of materials or resources) under any circumstances is not permitted. This definition includes using resources prepared by another student without that student's express consent or knowledge, the use of resources expressly prohibited by the instructor, and the wholesale inclusion of documents produced by others—even when cited properly—in course assignments. Finally, collaborating with other students or academic faculty on assigned work, regardless of the type of work, is expressly prohibited unless otherwise authorized by the course instructor. Students are to assume that they are never permitted to collaborate with anyone on their assignments unless the assignments are explicitly collaborative in nature. In an event of suspected plagiarism, the instructor will contact the student and the Chair of the Teacher Education Department. In addition, a Teacher Candidate Dispositions Form and an Incident Reporting Form for the Behavior Assessment and Recommendation Team (BART) may be filed. The incidence could result in a zero for the assignment and/or in a failing grade for the course.

Respect for Learning Community

In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. The College of Education and Health Professions 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 limited to, the following: cultural, ethnic, racial, gender, sexual orientation, socio-economic status, geographical, disabilities, religious, and in academic freedom. It is also to instill in teachers an appreciation of the diverse nature of school children, their families, and the wider community. Perspectives on the importance of cultural diversity on the various topics will be included in the reading materials and classroom discussions. You should review the Netiquette document and video within the Week 1 Module.



Jennifer L. Brown, Ph.D.

Assistant Professor of Educational Foundations

Department of Teacher Education, College of Education and Health Professions

STATEMENT OF UNDERSTANDING
for EDAT 6226 (Curriculum Design for Student Achievement)

I have received a copy of the syllabus for EDAT 6226 for Fall 2016. I have read the entire syllabus and have been offered an opportunity to ask questions about it. I understand the requirements set forth in this syllabus, including, but not limited to, the course schedule, course assignments, and class policies, and my responsibility to fulfill those requirements in a professional manner.

Student Signature

Printed Name

Date

Final Report

**Affordable Learning Georgia Textbook Transformation Grants
Final Report**

Date: 12/9/2016

Grant Number: 156

Institution Name(s): Columbus State University

Team Members:

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Project Lead: Jennifer L. Brown

Course Name(s) and Course Numbers: EDAT 6226

Semester Project Began: Fall 2015

Semester(s) of Implementation: Fall 2016

Average Number of Students Per Course Section: 28

Number of Course Sections Affected by Implementation: 7

Total Number of Students Affected by Implementation: 195

1. Narrative

A. The key outcome for this project was a LibGuide, which can be accessed by three different universities within the GoVIEW platform. The first LibGuide was not accessible off

the CSU campus, which was piloted with course instructors in summer 2016. The second LibGuide was accessed primarily by Columbus State students because access depended upon CSU logins and GALILEO passwords. The other two groups of university students had to search for the articles themselves via GALILEO or the course instructor provided the articles within the course module in PDF format. After collaborating with colleagues at each of the collaborative institutions and the systems librarian, a third LibGuide was developed in December 2016 that can be accessed through the GoVIEW platform and GALILEO without the use of passwords or logins. After testing the LibGuide with all available internet browsers (i.e., Google Chrome, Internet Explorer, Mozilla FireFox, and Safari), the team found that the LibGuide only worked within using the internet browser, Google Chrome. The project illustrated the challenges that can arise within a collaborative program, such as different institutions subscribe to different databases.

B. With an online program that involves at least five part-time faculty members, it is difficult to coordinate a face-to-face meeting. Next time, I would have like to meet virtually with all of the instructors using video conferencing. These meetings could have occurred during the summer 2016 semester prior to implementation and at the end of the fall 2016 semester. Often, emailed communication can be overlooked in the inbox.

2. Quotes

“In the past, articles have been assigned that I would have to look up. LiBGuide provided easy access for all assigned articles.”

“With the typical ‘one book - one author’ you also fall into the trap of only including one major viewpoint. With this strategy, the instructor is able to provide a diverse mix of materials without incurring undue cost to the student.”

“It provides scholarly articles and journals that I can use in assignments.”

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 195

- Positive: 83.3 % of 55 number of respondents
- Neutral: 0.0 % of 0 number of respondents
- Negative: 16.7 % of 11 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- X Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

5 % of students, out of a total 20** students affected, dropped/failed/withdrew from the course in the final semester of implementation.

**Data were only available for CSU students.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- X Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

Project Goal #1 - Develop a Library Guide in order to assist the students with designing, implementing, and evaluating curriculum that promotes student learning within the P-12 classroom.

Measures: final course grades and final course project (Curriculum Audit) grades (quantitative)

Results

Each instructor was asked by Dr. Brown to submit an Excel spreadsheet via email to her. The spreadsheet contained the curriculum audit project grade and the final course grade. The spreadsheets were merged, then the data were analyzed. The sample included 194 students from three different universities, Columbus State University, Georgia Southern University, and Valdosta State University. For the curriculum audit project, all grades were converted to percentages in order to compare grades across the seven sections. The mean grade for the curriculum audit project was 87.55 with a standard deviation of 19.80. The grades ranged from 0 to 100. During the developmental phase, a sample curriculum audit was developed to the students to use as a reference. During the implementation phase, after reviewing the preliminary student survey data, an additional resource was sent to all instructors for posting on the “News” announcements within each course shell. Each of these actions could have influenced the final product for the curriculum audit project. For the final course grades, all scores were converted to percentages, then the percentages were categorized using the course grading policy. There were 147 (75.8%) A’s, 26 (13.4%) B’s, 12 (6.2%) C’s, 1 (0.5%) D, and 8 (4.1%) F’s. Of these 8 F’s, all of the students did not complete at least one of the course assignments, including the curriculum audit. The instructor could serve as a co-factor for the curriculum audit project and final course grades.

Project Goal #2 - Offer a practical textbook in a usable format at no charge to students.

Measures: textbook evaluation survey (quantitative and qualitative) for students and instructors.

Results

Instructors. A survey with six open-ended items was developed to determine if the LibGuide offered a practical, usable format for provided required course materials to students. This survey was created in Qualtrics. The anonymous link was sent along with an invitation to participate email to all course instructors during the first week of November 2016. A reminder email was sent 2 weeks later. Of the six instructors, five of them responded, which yielded an 83.3% response rate.

The respondents indicated the course materials contributed to the achievement of the course objectives. One respondent commented, “The resources were much more robust and applicable than a textbook.” The respondents felt the layout and appearance of the LibGuide were “very organized and easy to use”. The respondents felt the articles in the LibGuide “built a foundation of understanding of curriculum”; however, they did not assist the students with the audit process. The respondents suggested resolving the access issues with Georgia Southern and Valdosta State students and creating a step-by-step guide for how to access the LibGuide. Another respondent recommended an appendix to show the students “how to interview relevant professionals and how to cite/gather back-up sources based on interviews”.

Students. A survey that contained seven selected response items and eight open-ended items along with two demographic items was developed to determine if the LibGuide offered a practical, usable format for provided required course materials to students. This survey was created in Qualtrics. The anonymous link was sent along with an invitation to participate email to all students ($n = 195$) during the second week of November 2016. Of the 195 students, 69

students responded, which yielded a 35.4% response rate. Of these respondents, 9 (13.0%) respondents indicated Columbus State University as their home institution, 35 (50.7%) respondents indicated Georgia Southern University as their home institution, and 25 (36.2%) respondents indicated Valdosta State University as their home institution. These percentages are representative of the program's demographics. The respondents represented all seven sections of the course (i.e., 10 - Y01, 11 - Y02, 17 - Y03, 6 - Y04, 9 -Y05, 6 -Y06, and 10 -Y07).

Of the 66 respondents who completed the survey, 62 (93.9%) felt the articles within the LibGuide helped them to understand the course material fully, and 63 (95.5%) felt the articles prepared them for the online discussions and other assignments. The majority of the respondents ($n = 55$; 83.3%) felt the directions given for how to access the LibGuide were helpful. The respondents felt the LibGuide included articles that represented various content ($n = 60$) and grade ($n = 60$) levels. In addition, the respondents indicated that at least tool was presented in the LibGuide to assist with their curriculum audit project ($n = 63$) and at least one concrete example that was applicable to the classroom setting ($n = 57$).

When comparing these open access materials to course materials used in other undergraduate and graduate coursework, the respondents stated the content was “right at my fingertips” and presented from a “variety of authors and studies that made it more interesting”. Furthermore, the LibGuide “provides specific content relevant to the coursework.” When asked the strengths of the LibGuide, the overwhelming majority indicated free and easily accessible. When asked the weaknesses of the LibGuide, the respondents from Georgia Southern and Valdosta State stated there were difficulties with logging into the LibGuide, which caused them to “go find the articles” on their own. Some respondents requested the articles be embedded within the GoVIEW course shell instead of the LibGuide. When asked if any topics needed

more explanation, the majority of the respondents stated curriculum audit. Moreover, the respondents suggested the inclusion of videos and more articles pertaining to elective courses. As a summary of the student feedback, one respondent commented, “I just enjoyed having an alternative source of information and not paying for a textbook that I would only use once.”

Based on the data analysis, the LibGuide’s price and accessibility were beneficial. Both the instructors and students felt the content presented in the article prepared the students for course assignment and contributed to the achievement of the course objectives. The weaknesses of accessing the LibGuide and resources for the curriculum audit were discussed by the instructors and students. Both of the issues were resolved by the end of the fall 2016 semester. During the spring 2017 semester, the team will create a step-by-step guide for accessing the revised LibGuide and develop an appendix to provide some of the suggested content about conducting and citing interviews. When the LibGuide is reviewed for future courses, the team will search for articles about curriculum related to elective courses (e.g., foreign language, music, visual arts, and drama) and videos to support the course material.

4. Sustainability Plan

The EDAT 6226 course is offered in multiple sections each fall semester by Columbus State University. The Teacher Education Department utilized this LibGuide as the only required course material in all sections beginning fall 2016. The LibGuide will be available for all part-time and full-time faculty beginning fall 2016 for student and classroom use. The LibGuide will be updated each year prior to the teaching of the course based upon instructor and student feedback, current practice, and ongoing related research. In addition, the content will be evaluated every other year to ensure that materials remain current and relevant. Dialogue with

faculty who teach the course will be ongoing to provide the best course possible for students. In addition, it will offer the faculty a vested interest in teaching the course.

5. Future Plans

Currently, all instructors are given a master course syllabus for EDAT 6226 along with all assignments' prompts, directions, and grading rubrics. The materials developed from this grant funding will serve as the foundation for developing a master course shell, which will be copied into all sections of future courses. The development phase for the master course shell will begin spring 2017, and the implementation phase will occur fall 2017. This process will ensure consistent course delivery across instructors.

6. Description of Photograph

This photo by Jeff Gallant was taken at the orientation meeting held at Columbus State University on Thursday, October 29, 2015.

Pictured left to right: Dr. Amy McDaniel, course instructor, and Dr. Jennifer L. Brown, project lead.