EDU 685: Designs of Curriculum and Instruction

Instructor Info: Tammy Gibbons
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Office location: CGS 111
Office Hours

Course Description and Content:
Participants in this course will focus on historical and current approaches to curriculum development, the role of national and state content and performance standards, and the process of curriculum planning and alignment to maximize opportunities for student learning. Students develop an understanding of different ways to organize curriculum and align it to appropriate standards and assessments. In addition they will develop expertise in the process of leading an organization to facilitate curricular change. As a part of the course, students will develop a component of a School Improvement Plan related to curriculum planning and development.

Student Learning Outcomes
Through this course, participants will know and be able to:
1. Understand a curriculum renewal and design process.
2. Foster continuous reflection and renewal of teaching and learning aligned to learning outcomes at the site and district levels.
3. Understand the importance of Common Core standards and their relationship to curriculum design, instruction and assessment.
4. Understand the relevance of a School Improvement Planning process and how to develop and guide this process in the context of a school or department.

Textbooks & Materials:
Required Textbooks


Literary Circle (Participants will read one of the books listed below):


**Student Assessment**

1. **Synthesis of required readings** – Students will critically evaluate a variety of readings related to curriculum and instruction and provide a written analysis and possible applications for instructional leaders. (L.O. #1)

2. **Curriculum renewal and/or design process** – Students will investigate the multiple aspects of a curriculum. Students will provide an overview of the necessary steps to align the identified curriculum with the Common Core Standards. (L.O. #1, 2, 3)

3. **School Improvement Plan** – Students will conduct a comprehensive analysis of School Improvement Plans and provide a written report articulating their findings. (L.O. #2, 4)

4. **Study Team Literary Presentation** – Students will form literary groups, read a recommend book and as a group present to the larger class the relevant themes pertinent to curriculum design and assessment. (L.O. #1, 2)

**Evaluation**
The program is built on the premise that successful participants must demonstrate competencies at a mastery level according to rubrics aligned with all assessments.

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<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Synthesis of required readings</td>
<td>30%</td>
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<tr>
<td>Curriculum renewal and/or design process</td>
<td>30%</td>
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<tr>
<td>School Improvement Plan (SIP)</td>
<td>20%</td>
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<tr>
<td>Study Team Literary Presentation</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Campus Info**

**General Policy Statements**

**Statement on Academic Integrity** – The Carroll University Academic Integrity Policy is located in your student handbook. You should familiarize yourself with it. If a student violates this policy in any way, you may receive a sanction of failure on the assignment/exam or failure in the course. If you have any questions about appropriate citations, please ask.

**Accommodation for Disabilities** – Any requests for accommodation must be made through Martha Bledsoe (262.524.7335), Director of Services for Students with Disabilities at Carroll University. Appropriate accommodation will be made once notification from Ms. Bledsoe has been received.
**Modifications to the syllabus** - The instructor and the university reserve the right to modify, amend or change the syllabus (schedule, course requirements, grading policies, etc) as the curriculum and/or program require(s).