SYLLABUS

Whitlowe R. Green College of Education

CURR 5350 – Curriculum Evaluation
Spring 2024

<mark>Note: This course syllabus is a general plan; revisions may be made at the discretion of professor.</mark>

Instructor: ANGELA R. DICKSON, Ph.D.

Section & CRN: CURR 5350 P01
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Office Hours: By Appointment Only

Mode of Instruction: **Virtual & In Person**

Course Location: VIRTUAL via ZOOM link in eCourses / In PERSON, DELCO

Class Days & Times: Mondays, 6:00 – 8:50 pm

Course Dates: 16 Jan – 8 May (16-week session)

Catalog Description: **CURR 5503 Curriculum Evaluation. (Three Credit Hours).** An examination of the procedures used to evaluate curricular materials and development activities. Formative and summative evaluation methodologies are compared, and the consequences of model evaluation systems demonstrated.

Prerequisites: A baccalaureate degree from an institution accredited by a regional accrediting agency equivalent to the Southern Association of Colleges and Schools (SACS), and acceptance into or permission from the Graduate School of Prairie View A&M University.

Co-requisites: None

Required Texts: Wiles, J. & Bondi, J., (2015). *Curriculum development; a guide to practice. (9th ed.)* New York: Pearson.

Gallagher, E. (2008). *Equal rights to the curriculum; many languages, one message.* Cleve don: Multilingual Matters.

American Psychological Association (2001). Publication manual of the American Psychological Association (6th ed.) Washington, D.C.: Author.

Course Goals/Correlation to:
- Conceptual Framework
- Content Area and Pedagogy Standards for Texas Educators/TExES Content and Pedagogy Responsibilities Examinations
- NCATE

Conceptual Framework
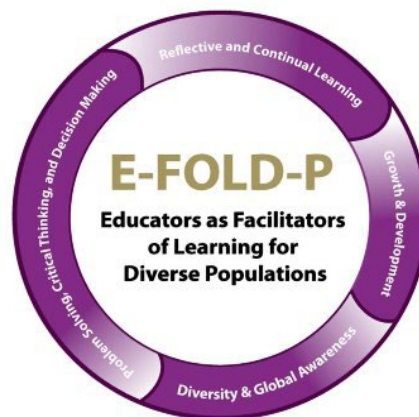
The PVAMU Conceptual Framework Model - Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P)- supports the major goals of the Teacher Education Unit. E-FOLD-P guides the design and the implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to develop and prepare candidates as:

- Problem solvers, critical thinkers, and decision makers.
- Reflective and continual learners who utilize effective teaching practices.
- Facilitators of student growth and development, by precept and example.
- Educators with understanding and appreciation of human diversity and global awareness.

Related TExES Standards:

Special Educator (SE) standards and Council for Exceptional Children (CEC) Standards:

DOMAIN I—UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001 (SE 001) (CEC 002) Development and Characteristics of Learners
The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Competency 007 (SE 007) (CEC 007) Instructional Planning
The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

DOMAIN IV—FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 010 (SE 010) (CEC 001) Foundations
The special education teacher understands the philosophical, historical, and legal foundations of special education.

Competency 011 (SE 011) (CEC 009) Professional and Ethical Practice
The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Competency 012 (SE 012) (CEC 010) Professional and Ethical Practice
The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment	CAEP Standards
1	Examine the various kinds of curriculum and determine their use and effectiveness in regards to the populations served.	PLO1 and PLO2	Critical Thinking, Communication, and Empirical and Quantitative Skills	Standard 7- Planning for Instruction Standard 10 - Leadership and Collaboration
2	Demonstrate an understanding of the components included in a quality curriculum plan via evaluation of various curricula.	PLO1 and PLO2	Critical Thinking, Communication, and Empirical and Quantitative Skills	Standard 7- Planning for Instruction Standard 10 - Leadership and Collaboration

Professional Learning Outcomes (PLO's) - Master's Degree, Curriculum and Instruction
Below are short descriptions of the related Professional Learning Outcomes (PLO's) for this course:

PLO1- <u>Written Communication</u> - The student must demonstrate sophisticated language use; strong organization of written content; consistent adherence to required system of documentation of outside information; clear expertise in stylistic choices, mechanics and usage.

> **<u>Oral Communication</u> -** The student must demonstrate excellent oral delivery skills (posture, gesture, eye contact, vocal expressions) with appropriate, imaginative language; and appropriate documentation of facts/references to establish credibility.

<u>PLO2-</u> Differentiate instruction to address diverse learner needs, e.g., dyslexia, learning disabilities, Attention Deficit Hyperactive Disorders (ADHD), and English Language Learners (ELLs), etc. The student must create instructional plans that include extensive, appropriate and allowable modifications for above and below grade-level learners in reading, math and other content areas, including ELL and special needs students.

Major Course Requirements

Method of Determining Final Course Grade
The final grade resulting from the sum of the above components will be converted into letter grades according to the following scale (see grading system, PVAMU's graduate catalog):

Grading Criteria and Conversion:

<center>A = 95-100 points   B = 85-94 points   C = 75-84 points</center>

Instrument	Value (points)	Total
Participation & Attendance	10 points	10
Class Activity – TEKS review	10 points	10
Written Reflection / Article Review	5 points	5
Curriculum Design Plan	10 points	10
Curriculum Evaluation Research Report	15 points	15
Culminating Curriculum Evaluation Project	20 points	20
Curriculum Model Presentation	30 points	30
Total:		**100**

ASSIGNMENT SPECIFICATIONS

ASSIGNMENT	POINTS	SPECIFICATIONS
Attendance & Participation	10	Attendance will be taken for every class session. Active participation along with regular attendance will receive points.
TEKS Review	10	Each student is required to choose a TEKS for content and grade level. Information from this review will be presented to the class (7 minutes max). You will determine the pertinent information that is both informative and useful to current times in education. Upload to eCourses.
Written Reflection/ Article Review	5	Locate an empirical article related to curriculum design that enhances the evaluation process. Write a three-page report on the design type and what the process entails. Also, report on how this design could be useful in a classroom for today's academic environments. Upload to eCourses.
Curriculum Design Plan	10	Design a curriculum for either an individual lesson or an overall unit. You may use this design for your evaluation report. Upload to eCourses.
Curriculum Evaluation Research Report	15	Evaluate a curriculum and critique either an individual lesson or an overall unit. Write a five-page (max) report explaining your understanding of effective curriculum development and how to improve an existing plan. List pros and cons of the curriculum along with ideas for improvement. Upload to eCourses.
Curriculum Evaluation Group Project Presentation	20	This activity will be a group project. Your group will create a professional development on evaluation of curriculum for a particular grade and content area. Also, write a memo discussing how Professional Development can help student achievement and learning. You will present to the class. Upload to eCourses.
Curriculum Model Presentation	30	Each student is required to choose a model for curriculum development. Information will be presented to the class (10 minutes). You will determine the pertinent information that is both informative and useful to current times in education. Upload to eCourses.

SEMESTER CALENDAR

Week	Date	DISCUSSION TOPICS AND ASSIGNMENTS
1	22 Jan	Introductions, Review Syllabus and Course Requirements ***CLASS ACTIVITY & DISCUSSION:*** Learning Styles & Emotional Intelligence Assessments
2	29 Jan	***DISCUSSION:*** Definition & Philosophy of Curriculum Evaluation; What is a curriculum?
3	5 Feb	***DISCUSSION:*** Psychological and Social Foundations; What is the difference between student achievement & student learning? How can assessments promote learning?
4	12 Feb	***DISCUSSION:*** Texas Education of Knowledge & Skill (TEKS) **DUE: TEKS Review**
5	19 Feb	***DISCUSSION:*** Obtain a copy of your school Mission Statement. What are some evaluation questions related to the concepts and principles in the statement?
6	26 Feb	***DISCUSSION:*** What are ways to keep the curriculum current and relevant? What are some methods to keep the curriculum aligned with societal changes? What are some methods of creating a learner-centered environment?
7	4 Mar	**DUE: Written Reflection / Article Review** *(assignment upload only)*
8	*11 Mar*	***SPRING BREAK***
9	18 Mar	***DISCUSSION:*** Curriculum Design & Development; <u>Video:</u> Developing, Aligning and Auditing Curriculum by Fenwick English; How does the use of assessment data effect decisions on the design of curriculum? What are some methods for gathering data relevant to the curriculum development process?
10	25 Mar	***DISCUSSION:*** Curriculum Implementation & Delivery; Where do instructional strategies & assessment fit into curriculum? How do you evaluate the alignment of program goals with course objectives and learner outcomes? What's the importance of pilot testing and monitoring curriculum? **DUE: Curriculum Design Plan**
11	1 Apr	***DISCUSSION:*** Curriculum Evaluation Model Classification. Compare different learning theories in relation to varying curriculum philosophies and models. How can an evaluation model help align curriculum design? **DUE: Curriculum Evaluation Research Report**

12	8 Apr	*DISCUSSION:* Review of District Curriculum Policies; what's the purpose of ongoing curriculum evaluation?
13	15 Apr	*DISCUSSION:* Individual Presentations **DUE: Curriculum Model Presentations**
14	22 Apr	*DISCUSSION:* Group Project Presentations **DUE: Curriculum Evaluation Project Presentations**
15	*26 Apr*	*26 Apr Last Class / 30 Apr – 7 May Finals Week*
16	*8 May*	*SEMESTER END*

Related Websites:

Alternative Forms of Assessment
http://www.nclrc.org/essentials/assessing/alternative.htm
Assessment http://www.ncrel.org/sdrs/areas/as0cont.htm
Bibliography for Instructional Design http://home.apu.edu/~rwhite/idbib.html
Bloom's Taxonomy http://www.nwlink.com/~donclark/hrd/bloom.html
First Monday http://firstmonday.org/index
Formative and Summative Evaluation
http://www.cmu.edu/teaching/assessment/basics/formative-summative.html
Gagne's Events of Instruction http://edutechwiki.unige.ch/en/Nine_events_of_instruction
Instructional Design Strategies
http://www.nwlink.com/~donclark/hrd/learning/development.html
Instructional Design Theory http://en.wikipedia.org/wiki/Instructional_design
Learning Theories http://tip.psychology.org/theories.html
Lessons Plans http://thegateway.org/
Problem-solving Objectives
http://www.uwsp.edu/education/lwilson/CURRIC/problem.htm
Rubrics http://rubistar.4teachers.org/index.php
Writing for a Web Audience http://www.smartisans.com/articles/web_writing.aspx

Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/   Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and helps students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which

determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students' rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum **Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette **(online etiquette):**
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

*Technical Support***:**
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues

persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized using the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

Syllabus Contract

I understand that:

- The instructor will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated.

- End-of-course grade reports are final; however, it is my responsibility to inform the instructor via documentation of any errors in grade calculations *prior to* the **final class meeting**.

- The instructor reserves the right to make changes to the syllabus at any time during the semester, and that I will be notified promptly via my PVAMU University email of any **significant** changes.

- Extra credit **will not be given** to improve my grade.

- I am responsible for keeping track of my grades and asking the instructor, via email, if I am unsure of my current grade standing.

- I am responsible for all course work, **even if I do not attend class.**

- In accordance with the Syllabus, late assignments are not accepted.

- It is my responsibility to request an appointment with the instructor **after** consulting with my class Support Team if I am having difficulty with this course.

- I will listen to my peer's opinions and respect them, even if they differ from my own.

- Time spent in class is valuable. Therefore, if the instructor thinks that I am disruptive in class, or that I have come to class unprepared, as directed by the instructor, I may be asked to leave and will comply.

- I understand Prairie View A&M University's Academic Integrity Policy, and I will be in compliance to the rules and procedures therein.

- I am responsible for my own academic integrity and the integrity of my work.

- If I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to **first** check with my Support Team, then, if necessary, inform the instructor in an appropriate amount of time if my questions are not answered. Furthermore, if I do not, I am fully responsible for my actions and any consequences.

- I understand that a consequence for non-compliance to class policies and procedures may result in a reduction of or a failing grade for this course.