

Education 722 (3 credits)  
Curriculum & Assessment for K-12 Educators and Administrators  
UW-Stevens Point  
Summer 2022  
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### Course Description

In this course, participants will study the theories and related practices of curriculum development, including methods, materials, and strategies for the development, organization, and delivery of curriculum in American schools. A special emphasis is given to the development and interpretation of philosophical statements and lenses of curriculum development. Participants will study curriculum design frameworks, including Understanding by Design and Universal Design for Learning. The course aims to empower the participant to envision and create equitable, engaging curriculum and learning opportunities that match the needs of 21st century learners for the future.

### Course Readings



Course readings are accessible through E-Reserves with your UWSP credentials.

Readings include articles and select chapters from:

Ornstein, A. C., Pajak, E., & Ornstein, S. B. (2015). *Contemporary issues in curriculum*. Pearson.

Wiles, J. (2015). *Curriculum development: A guide to practice*. Pearson.

Note: All readings are available electronically through UWSP library.

### Essential Questions

- How does curriculum facilitate learning?
- How does philosophy influence curriculum development and organization?
- To what extent does the curriculum reflect personal beliefs and societal ways?
- How do different conceptions of curriculum affect schooling and student achievement?
- In what ways has curriculum empowered some populations while disenfranchising others?

## Learning Outcomes

Participants will:

- Reflect and articulate a personal philosophy of curriculum development and organization
- Evaluate curriculum (“the course of study”) through a variety of lenses and envision curriculum qualities that may lead to serving the needs of the 21st century learner and society.
- Study and utilize curriculum design frameworks
- Engage in learning about curriculum development that is relevant to the participant’s teaching position or role in their school district.

Assignment	Description & Purpose	Points
Discussion Posts	The purpose of the Discussion Posts is to provide students with multiple opportunities to reflect on the course texts and apply the content to their teaching position/district role. Furthermore, the discussions provide an outlet for collaboration with others to better understand the variety of perspectives that shape educational curriculum.	10 points each (40 points total)
Journal of Learning	Track your thinking while you engage in the course texts (readings and videos). A template to collect your thoughts related to the readings will be provided.  *Participants may choose to participate in two online discussions in place of turning in course readings. The online discussions will take place on Thursday, June 16 @ 10 a.m. and Monday, June 27 @ 12:30 p.m.	20 points

Application Check-Points	1) Identifying Power Standards 2) Using Understanding by Design Template 3) Utilizing Universal Design for Learning	10 points each (30 points)
Personal Impact Project	Dive into an authentic question, work on a curriculum project for your classroom, or choose from project ideas offered by the instructor.	20 points

Grading Scale
100-94 % A 90-92% A- 89-88% B+ 87-85% B 84-82% B- 81-80% C+ 79-75% C 74-73% C- 73-70% D Below 70% F

Overview of Modules
<b>Module 1 (June 13-19) “The What and Why of Curriculum”</b>  In this module, we will look at the history of curriculum development, consider your personal philosophy, and analyze curriculum through a variety of lenses.
<ol style="list-style-type: none"> <li>1) Professional Readings &amp; Videos on the History of Curriculum Development, Philosophy of Curriculum Development              -Track your Thinking in your <a href="#">Journal of Learning</a> or participate in online discussion Thursday, June 16 @ 10 a.m. (10 points)</li> <li>2) Discussion 1: Introductions &amp; Establishing the “Why” (10 points)</li> <li>3) Discussion 2: Curriculum Lenses and Goals (10 points)</li> <li>4) Discussion 3: Perspectives on Curriculum Development &amp; Instruction-Interview (10 points)</li> </ol>

## Module 2 (June 20-27): “Curriculum Development”

Implementing curriculum that facilitates equitable learning opportunities for students is a

- 1) Professional Readings & Videos on Curriculum Development  
Track your Thinking in your [Journal of Learning](#) (10 points)-Or attend Online Discussion on Monday, June 27@12:30-1:30
- 2) Artifacts of Application:
  - a) Power Standards Analysis (10 points)
  - b) Understanding by Design Template (10 points)
  - c) Universal Design for Learning (10 points)

## Module 3 (June 27-July 3): Curriculum for the 21st Century Learner

- 1) Personal Impact Project (20 points)
- 2) Discussion 4: Post your Personal Impact Project and Provide Feedback to Others (10 points)

## Technology Guidelines

You will need internet access to complete this course. You are encouraged to use Google Docs and share with the instructor for collaboration and feedback before an assignment is due.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

## Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Communicating with your Instructor



Email is the quickest way to reach me at: [agarbe@uwsp.edu](mailto:agarbe@uwsp.edu)



Call or text my cell phone at any time (715-341-1175).



Zoom, Skype, Facetime, and Google Hangout Video conference is also available by request.

## Teaching and Learning Strategies

This course includes multiple forms of instruction (e.g., virtual and interactive discussions, reflective writing, collaborative work, and field work) to address multiple styles of student learning.

## Office hours

I am available via emailing or texting anytime. Individual phone calls or video conferences can be arranged through an email request or phone call.

## Attendance

This class is completed online. You will be required to engage in online collaborative discussion boards. Your participation must be spread over several days, and you are encouraged to interact with as many of your colleagues as possible to encourage our professional growth as a class. The relationship between engagement (presence/virtual attendance) and achievement in education has been extensively documented in peer-reviewed research.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

## Late Work

I expect you to honor your responsibilities, including making punctual online posts and turning in assignments by the due date. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with assignments. In general, the best policy is to contact me if you need flexibility with due dates.

## Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the

absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Equal Access for Students with Disabilities\*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

### Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
  
- (2) Examples of academic misconduct include, but are not limited to:
  - Cheating on an examination
  - Collaborating with others in work to be presented, contrary to the stated rules of the course
  - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another

- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

### Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.



## **Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

## **Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).