Class Dates/Hours: TBA
Location: TBA

Professors: Dr. Kim Livengood
            Assistant Professor
            Department of Curriculum & Instruction
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            Email: kim.livengood@angelo.edu

            Office Hours: M-F 9:30 am- 10:30 am
            E-Hours: M-F 1:30 pm – 2:30 pm

Course Description:
Learn to design curriculum appropriate for all students using feedback from continuous and appropriate assessments. Design lessons that are based on valid learning theories, have clear goals and objectives, consider student diversity, and account for external influences.

Course Objectives: By the end of the course, the student will:

a. Discuss historical and philosophical perspectives of the curriculum.
b. Discuss curriculum as a process for transforming knowledge into application.
c. Discuss the emergences of core curriculum.
d. Examine the role of technology in curriculum development.
e. Examine curriculum in regard to the influence of multicultural education.
f. Identify a variety of learning activities to incorporate culture, technology, learning style and intelligences.
g. Design a curriculum map for a year long course.
h. Design a curricular unit that will demonstrate their understanding of the curriculum design process and the relationship of objectives, instruction and assessment.

Required Textbook:
Expectations:

1. **The Nature and Purpose of Graduate Study at Angelo State University:**

   The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the student, to develop the student’s capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the student to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

   Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only students with superior undergraduate academic records are qualified to pursue study at the graduate level.

   It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The graduate student is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the student is required. (5) Less instruction is provided in content, survey-type lecture courses.

   Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The student cannot be content solely with earning acceptable grades. The student must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

2. **Students are expected** to participate actively and enthusiastically in all class discussions online. Participation should be informed by readings and school experiences.

4. **Students’ written work expectations are**
   - Content quality and clarity: depth and breadth, reflection and insights, scholarly discussion
• Clearly shows a high level of understanding regarding the topic of discussion
• Writing quality and clarity, including mechanics, spelling, grammar, appropriate language
• Appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format
• Appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”)
• Overall appearance, completeness, timeliness
• Typed, double spaced

5. When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each student is: (1) to post a response to the original or initial posting and/or question; and (2) to post a response to another student’s posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor’s insights.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Tentative Due Date</th>
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<tbody>
<tr>
<td>Discussion Board Responses</td>
<td>Respond to the questions posted. Answer each question and respond to at least 3 other posts.</td>
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<tr>
<td>Best Practices Checklist</td>
<td>Prediction and reflection paper.</td>
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<tr>
<td>Technology Integration</td>
<td>Countdown Paper</td>
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<tr>
<td>Multicultural Education</td>
<td>Countdown Paper</td>
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<tr>
<td>Curriculum Comparison</td>
<td>Compare to curriculum or curriculum maps.</td>
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<tr>
<td>Developed Curriculum</td>
<td>Develop curriculum using the provided map.</td>
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Evaluation: Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A= 90-100%
B= 80-89%
C= 70-79%

Angelo State University:
**Honor Code:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

**Persons seeking accommodations:** Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.