UNIVERSITY OF TEXAS ⬟ ARLINGTON

Department of Educational Leadership and Policy Studies
SYLLABUS
EDAD 5305 – Curriculum Design, Implementation, & Evaluation
SPRING 2017

Instructor: Robert F Steeber, Ed.D.
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Class Meetings: Wednesday, 5:30-8:20 – TH 204

Office Hours:
By appointment. My aim is to be as flexible as possible in meeting students' needs. To that end, I am happy to meet virtually (via Skype, Blackboard Collaborate, Google+, etc.) or in person (on campus at UTA, the coffee shop, your work, etc.). Please send an email with dates and times that you are available, along with your preferred communication method.

Course Description:
An examination of theory and research in curriculum development, implementation, and evaluation. Emphasis on current trends in the content areas.

Course Objectives:
Through this course, students will explore the roles and responsibilities of campus leaders who assist in the development and supervision of curriculum and instruction. Specifically, students will examine district, campus, and classroom perspectives regarding curriculum in the classroom through research-based approaches, and predict their own roles and responsibilities as they pertain to curriculum development and supervision.

Student Learning Outcomes:
By the end of the course, students should be able
- To synthesize the district, campus, and classroom perspectives t=regarding the recommended, written, taught and tested curriculum.
- To propose various strategies for supervising the taught and tested curriculum.
- To identify particular strategies for helping teachers target relevance and variation in the written and taught curriculum.

National Standards:
Educational Leadership Constituent Council (ELCC, 2011). _Educational leadership program recognition standard: Building level._ Washington, DC: Author.

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and

sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Targeted State TExES Standards and Competencies
Domain II – Instructional Leadership

Competency: Facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, t=resources, and assessment: and promote the use of varied assessments to measure student performance.

Competency: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Required Text:
Wiggins, G. P. & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-4166-0284-2

American Psychological Association. (2012). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Assoc.

You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.

On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase
Tk20: https://www.uta.edu/coed/academics/tk20/index.php.

Required Articles:
Downey. (2004). Understanding the rationale underlying the walk-through and reflective practice approach. Retrieved from: https://us.sagepub.com/sites/default/files/upm-binaries/6560_downey_ch_1.pdf December 16, 2016.

Jones, K. A., Vermette, P. J., & Jones, J. L. (2009). An Integration of "Backwards Planning" Unit Design with the "Two-Step" Lesson Planning Framework. *Education*, *130*(2), 357-360.

Robinson, C. (2009, April). Using ASQ's Body of Knowledge to answer common questions. *Journal for Quality and Participation,* 32(1). 25-27.

Using the classroom walk-through as an instructional leadership strategy (2007). The Center for Comprehensive School Reform and Improvement: Newsletter.

Optional Resource:
Tomlinson, C. A., & McTighe, J. (2006). *Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-3166-0284-2

Course Outline:

Module	Description
Module 1 The Big Picture Types of Curriculum, Systems Thinking, and Recommended Curriculum	This module will target… • The types of curriculum • Systems thinking • Recommended Curriculum • District leaders' perspectives regarding curriculum • Lessons from *Understanding by Design* Reading: Wiggins, G. P. & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development. Assignment: Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your final paper due during Module 5 of the course. Post end-of-module Discussion Thread response, and reply to at least two other students' postings.
Module 2 The campus perspective, written curriculum, and thinking at high cognitive levels	This module will target… • Written curriculum • Campus Leaders'/principal's perspective • Rigorous curriculum/instruction • Lessons from *Body of Knowledge* Readings: Robinson, C. (2009, April). Using ASQ's Body of Knowledge to answer common questions. *Journal for Quality and Participation,* 32(1). 25-27. Wiggins, G. P. & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development. Assignment: Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your final paper due during Module 5 of the course. Post end-of-module Discussion Thread response, and reply to at least two other students' postings.

Module 3	The module will target…
The classroom perspective, relevant and varied curriculum/instruction	• Taught and Tested curriculum • Teacher's perspective about curriculum and instruction • Relevant/varied curriculum/instruction • Lessons from *Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids.* Reading: Tomlinson, C. A., & McTighe, J. (2006). *Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids.* Alexandria, VA: Assoc. for Supervision and Curriculum Development. Wiggins, G. P. & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development. Assignment: Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your final paper due during Module 5 of the course. Post end-of-module Discussion Thread response, and reply to at least two other students' postings.
Module 4	
The supervisor's perspective, strategies for teaching rigorous, relevant and varied curriculum	The module will target... Written, Taught and Tested curriculum Supervisor's perspective about guiding the use of curriculum and performance of teaching Supervising rigorous/relevant/varied curriculum/instruction Jones, K. A., Vermette, P. J., & Jones, J. L. (2009). An Integration of "Backwards Planning" Unit Design with the "Two-Step" Lesson Planning Framework. *Education*, *130*(2), 357-360. Downey. (2004). Understanding the rationale underlying the walk-through and reflective practice approach. Retrieved from: https://us.sagepub.com/sites/default/files/upm-binaries/6560_downey_ch_1.pdf December 16, 2016. Using the classroom walk-through as an instructional leadership strategy (2007). The Center for Comprehensive School Reform and Improvement: Newsletter. Wiggins, G. P. & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development. Assignment: Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your final paper due during Module 5 of the course.

	Post end-of-module Discussion Thread response, and reply to at least two other students' postings.
Module 5 Final Paper	In a 5-10 page paper, answer the following prompt: As a campus leader, responsible for the planning, use, and supervision of curriculum and instruction, I , based upon the assignments in this course, would address the full range of responsibilities I would have and would be able to offer teachers a multitude of strategies to ensure that the curricula is challenging, relevant, taught, and tested.

Assignment Schedule:

Readings and assignments are due on the class day on which they are listed, except for the sessions in blue. For those sessions, postings will begin on those dates.

Module/Session	Date	Readings/Assignments
Orientation	Wednesday, January 18	- Course Syllabus - Video: Did You Know? (2016) - Video: Systems Thinking: A Group Demonstration
Module 1.1 The Big Picture	Wednesday, January 25	- Introduction, Chapter 1 (Textbook) - Understanding by Design (pdf) - Glathorn ppt presentation - Video of Peter Senge's perspective on systems thinking - Reflect upon the lessons gained from these materials and persepctives
Module 1.2 The Big Picture	Wednesday, February 1	- Chapter 2 (textbook) - Teacher leader interview video - Review requirements for the final assignment, and reflect upon knowledge and perspectives gained thus far from course materials, activities and discussions. Make notes, and draft the content for Module 1 assignment - Post discussion thread response and reply to at least two other students' postings
Module 1.3	Wednesday, February 8	

The Big Picture		• Chapter 3 (textbook) • Video: Central office interview • Due: Module One Assignment
Module 2.1 The Campus Perspective	Wednesday, February 15	• Chapter 4 (textbook) • Robinson article • Video: Campus leader interview • Review requirements for the final assignment, and reflect upon knowledge and perspectives gained thus far from course materials, activities and discussions. Make notes, and draft the content for Module 2 assignment
Module 2.2 The Campus Perspective	Wednesday, February 22	• Chapter 5 (textbook) • Video: Future of Education • Three steps video • Comparison of central office and campus leader's perspectives • Post discussion thread response and reply to at least two other students' postings
Module 2.3 The Campus Perspective	Wednesday, March 1	• Chapter 6 (textbook) • Due: Module 2 Assignment
	Wednesday, March 8	• Chapter 7 (textbook) • Thomlinson/McTighe article • Video: Learning to Change, Changing to Learn • Reflect upon the lessons gained from these materials and perspectives and how the new knowledge may be applied to the final paper
Spring Break	Wednesday, March 15	Spring Break

Module 3.2 The Classroom Perspective	Wednesday, March 22	- Chapter 8 (textbook) - Video: Pay Attention - Review requirements for the final assignment, and reflect upon knowledge and perspectives gained thus far from course materials, activities and discussions. Make notes, and draft the content for Module 3 assignment - Post discussion thread response and reply to at least two other students' postings
Module 3.3 The Classroom Perspective	Wednesday, March 29	- Chapter 9 (textbook) - Article: Integrating Differentiated Instruction - Due: Module 3 Assignment
Module 4.1 The Supervisor's Perspective	Wednesday, April 5	- Chapter 10 (textbook) - Video: Interview with Monica Story - Video: Teacher Views on Instructional Supervision - Review requirements for the final assignment, and reflect upon knowledge and perspectives gained thus far from course materials, activities and discussions. Make notes, and draft the content for Module 4 assignment
Module 4.2 The Supervisor's Perspective	Wednesday, April 12	- Chapter 11 (textbook) - Vermette/Jones article - Post discussion thread response and reply to at least two other students' postings
Module 4.3 The Supervisor's Perspective	Wednesday, April 19	- Chapter 12 (textbook) - Downey article - Newsletter - Post discussion thread response and reply to at least two other students' postings - Due: Module 4 Assignment
Module 5.1 Putting the Pieces Together	Wednesday, April 26	Chapter 13 (textbook)
Module 5.2	Wednesday, May 3	

Putting the Pieces Together		• Review requirements for the final assignment, and reflect upon knowledge and perspectives gained thus far from course materials, activities and discussions. Make final edits to final paper • Be prepared to discuss your final paper in the roundtable
Module 5.2 Putting the Pieces Together	Wednesday, May 10	• Post discussion thread response and reply to at least two other students' postings • Due: Final Paper

Participation Expectations:

Class Engagement:

As participants in this course, we all owe to one another and ourselves, the highest level of engagement that we can possibly offer. This includes utilizing technology to enhance our learning, not distract from it. Students are expected to tend to personal communications outside of class hours. Perhaps the most important aspect of appropriate classroom engagement is respect for others. There will come occasion when the perspectives offered by the readings, the instructor, and fellow classmates contrast sharply with your own. While experiencing these contrasts can at times be very difficult, respectfully and courageously navigating through them as a group is the very essence of classroom learning.

Attendance:

Attendance is required for every class session. In the event of an emergency, please do your best to notify the instructor of your absence (when possible). Excused absences will not be granted for work-related commitments. Students can miss one class meeting without penalty, provided they give advanced notice. Unexcused absences, which include late arrivals and early exits from class sessions, will affect your semester grade.

Written Work:

As graduate students, one of many skills you are responsible for developing is your writing. Writing is a skill of critical importance in both leadership and research. It is my responsibility to help you improve in this area. Students come to this program from a variety of educational and professional backgrounds. Hence, previous academic preparation (e.g., writing skills) will affect your performance in this course. It is important to acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. That being said, I am more interested in seeing continuous improvement in writing quality over the semester than I am in seeing your assignments immediately meet a high standard. I will discuss this last sentiment is in greater detail during the first week of class.

All written work should be typed, formatted, and devoid of grammatical, spelling, and typographical errors. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. **Students should use the 6th Edition of the APA Manual as a guideline for writing, formatting, and appropriate citations.** Be sure to proofread your papers and online commentary before submitting. Assignments that are not well edited will be assigned a lower grade. Finally, if you have concerns about your

writing, please discuss this matter with me before assignments are due.

Semester Grade Contributions:

Assignments	20%
Participation and Discussion	40%
Final Assignment	40%
Total	**100%**

Grading Rubrics

Assignment Rubric   (4 assignments/12.5 points each = 50 points)

Submitted on time	5 points possible
Contained information pertaining to specified content for potential use in final paper	7.5 points possible

Discussion Rubric   (10 points)

Post and responses submitted on time	4 points possible
Discussions are well thought out and address prompt	6 points possible

Final Paper Rubric   (40 points)

Introduction: Paper addresses the prompt provided.	4 points possible
Development: Student provides a minimum of 3 different perspectives regarding the roles/responsibilities of curriculum supervisors.	4 points possible
Student provides a minimum of 3 different perspectives regarding specific strategies regarding specific strategies regarding the implementation and supervision of curricula.	5 points possible
Student demonstrates comprehension of systems thinking and applies it to her or his recognition of responsibilities.	4 points possible
Student demonstrates usefulness of a minimum of 3 readings when considering the planning, use and supervision of curriculum. The student does so by referring to specific lessons/strategies gained from the readings.	5 points possible
Student demonstrates usefulness of videos by providing a minimum of 3 lessons/strategies gained by at least 3 different videos.	5 points possible
Summary: Student provides a synthesis of information, strategies and perspectives from readings, PowerPoint and videos that demonstrate the	5 points possible

student's comprehension of how to plan, implement and supervise a challenging, relevant, taught and tested curriculum.	
Student demonstrates the ability to write at a graduate level. Paper maintains focus on prompt, provides developing paragraphs that demonstrate mastery of course content, and writes in a cohesive and fluid manner. Grammar and spelling follow standard English usage.	4 points possible
Student demonstrates the use of APA 6th edition format, citations and references.	4 points possible

Grade Scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
0 – 59%	F

Resources Available to You:
UTA Writing Center - http://www.uta.edu/owl/index.html

From the Writing Center web page:
The UT-Arlington Writing Center offers a welcoming and supportive environment for students who seek assistance on a wide variety of writing assignments and needs. We are here to encourage and to motivate student writers of all levels, and to provide our clients with the highest quality assistance available. Our first objective is to help student writers to elevate the writing project in hand, but always with the goal of improving the general quality of their written work. In addition, we intend to work together with faculty, administrators and other UT-Arlington community members to become a trusted and reliable campus resource.

• We offer a positive and supportive environment.
• Our writing consultants are professionally trained and can assist undergraduate and graduate students with writing assignments in multiple subject areas.
• We assist students across the spectrum of writing ability.
• We help clients develop their ability to critically evaluate their own writing and ideas.
• We offer students focused, extended, and personalized tutoring in an effort to increase their chances of becoming successful college-level writers.
• We also offer workshops for graduate and undergraduate student writers.

Andy Herzog, Reference & Instruction Librarian:
Andy works for the UTA library and is the Education specialist. He is eager to help you with your studies. Here is a quick note from him on the Education Subject Guide:
Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, http://libguides.uta.edu/edad- For further help, contact the Education Librarian Andy Herzog (amherzog@uta.edu).

Important University Information

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing.** For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) http://www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS)   http://www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit http://www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless *specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit – there is an exit at each end of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Acknowledgement:
The instructor owes a tremendous debt of gratitude to the following individuals whose teaching and syllabi have influenced the development of this course and syllabus:
Dr. Rhonda McClellan
Dr. Carrie Ausbrooks