Instructor Information:

Instructor: R. Jon Leffingwell, Ph.D.  Phone: (817) 272-2274
Office: 418 Hammond Hall  Fax: 338
E-Mail: leffingwell@uta.edu  Mailbox: 19227
Office Hrs: Monday 4:00 – 5:00 pm; By appointment via email

Instructor Web Site: https://www.uta.edu/profiles/r-leffingwell

Course Information:

Course Title: Curriculum Design, Implementation, and Evaluation
Course Number: EDUC5305.001
Semester: Spring, 2017
Course Location & Time: Monday 5:30 pm – 8:20 pm, SH 331

Catalog Description

EDUC 5305: Curriculum Design, Implementation, and Evaluation: This course is an examination of theory and research in curriculum development, implementation, and evaluation. The integration of Multiculturalism, Constructivism and Realistic Educational Reform will be examined.

Course Prerequisites:

There are no prerequisites listed for this course.

Textbook(s) and Materials:


Student Learning Outcomes:

Rationale and Overall Objectives – Rationale and Overall Objectives - This course is an introduction to the foundations, principles and issues of curriculum for educators who are graduate students. The overall objectives for the course are that students will:

• Develop an understanding and appreciation of the basics of curriculum design and implementation from a historical, socio-cultural, and legal perspective within the context of current research.
• Analyze the available resources, to include those which are mandated, that fashion the curriculum products and delivery in the classrooms of today.
• Be able to discuss and explain the general framework of the Texas Essential Knowledge and Skills documents and summarize the history of their development.
Specific Objectives - By the completion of this course, students will:

- Be able to explain the basic principles in of curriculum design, development, implementation, and evaluation, including the theories and trends that influence the field.
- Understand and be able to participate in a curriculum audit process, including manipulation of the major steps in the alignment of the written, taught and tested curriculum.
- Articulate the major concepts and generalization associated with PK-12 Curriculum.
- Be able to implement appropriate techniques and applications of cost analysis for curriculum issues.
- Identify the major historical curriculum initiatives that have affected Texas public schools.
- Explain relationships between/among legislative mandates, the Texas Education Code, TEA, and the local district curriculum and discuss how each affects the manner in which instruction is organized, delivered, and financed.
- Identify and discuss the validity of current trends in curriculum development with particular attention given to their impact on public school systems.
- Become familiar with curriculum development and delivery options that exist in other states, explain the relationship between curriculum development and student outcomes at both the district and campus levels to include justification of a collaborative system for developing goals, apportioning resources and evaluating programs.
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University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

- Diversity
- Collaboration
- Field Experience
- Excellence
- Learnercentered
- Research Based
- Life Long Learning
- Technology

Major Assignments:

1. The major assignments for this course include case studies and a final exam. They are explained in detailed in the course assignment section.
**Attendance:**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

As the instructor of this section, class attendance and roll will be taken. If you must be absent or tardy, let the instructor know in advance if at all possible. Students are expected to arrive on time and stay for the entire class period. These requirements are in line with the professional attitudes expected in the field of education in both the university and school setting. See Course Assignments for more details regarding the impact attendance has on the final course grade.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Course Policies**

**Cell Phones**

Cell phones should be turned off or on silent and out of sight when class begins. If you must take a call, please step into the hall to take the call.

**Late Work/Early Work**

All assignments are expected on time. Work that is submitted after announced due dates must have PRIOR instructor approval if feasible and may have 10 percent of the possible total points deducted from the grade for each class period the paper or project is late. A late assignment will be accepted only if due to unavoidable circumstances. With the exception of the scheduled class presentations of research and weekly class participation, other assignments may be handed in early.

**Standards for Written Assignments**

All work for this course is to be carefully edited and/or constructed. Content, length, adherence to stated guidelines, and appropriate writing style (grammar, spelling, etc.) will be considered in the overall grading of the paper or project. I am certain that you would expect or desire no less. Points may be deducted for each misspelling or grammatical error.

**Course Assignments:**

**Class Participation:**

Class attendance is required and roll will be taken. The participation grade may be calculated as follows:

1. The class meeting hours make it equivalent to three regularly scheduled classes. Thus, absences will be carefully monitored. Two absences will result in a ceiling grade of B (reduction of one letter grade); with three absences, a ceiling grade of C (reduction of two letter grades); and a fourth absence will result in failure of the course. Partial absences will be counted (e.g. coming late/leaving early) according to time missed.
2. Active and appropriate participation in class activities and discussions is expected and reading assignments for each class should be completed in advance of the class meeting.
3. Students are to complete reflection questions as assigned for the required reading each class period. These questions will be used to facilitate the discussion of the reading assignments.
Assignments:

**Beginning Philosophy of Curriculum (14 Points)**
This assignment is to help you articulate what you believe about the purpose of curriculum and the role curriculum plays in the overall scheme of education. Please address the following questions in your philosophy:

– which curriculum model(s) do you prefer? Give reasons with examples.
– what you believe is the purpose of curriculum in the lives of administrators, teachers, and students;
– how do you believe curriculum should be changed or revisited at the state and local level (your district/school)- give at least one specific example;
– What do you believe the role of a curriculum director should be?

**Case Studies (66 Points)**
This course is built on analysis of case studies and your personal and professional reflections. Students are required to read the assigned case studies and to respond to questions pertaining to each. In addition, students will actively discuss their respective responses in groups each week. Students will meet with a different group each week dependent upon the total number of students in class.

**Final Exam (20 points)**
The end of course exam will require that the student draw upon the comprehensive resources of the semester as well as outside experiences/information.

**A note on Plagiarism**

Plagiarism is:

- Using someone else’s work in your assignment without appropriate acknowledgement.
- Making slight variations in the language and then failing to give credit to the source.

*A good rule of thumb: If it isn’t your statement, thought, idea, or words - Cite It*

**Standards for Written Assignments**
All work for this course is to be carefully edited and/or constructed. Content, length, adherence to stated guidelines, and appropriate writing style (grammar, spelling, etc.) will be considered in the overall grading of the paper or project. I am certain that you would expect or desire no less. Points may be deducted for each misspelling or grammatical error.

**Policy for Late Submissions:**
All assignments are expected on time. Work that is submitted after announced due dates must have PRIOR instructor approval if feasible and may have 10 percent of the possible total points deducted from the grade for each class period the paper or project is late. A late assignment will be accepted only if due to unavoidable circumstances.

**Grading Scale:**

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = below 60%
Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. Please see: http://catalog.uta.edu/academicregulations/grades/#graduatetext. For student complaints, see http://www.uta.edu/deanofstudents/student-complaints/index.php.

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

**Counseling and Psychological Services, (CAPS)  www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.**

Non-Discrimination Policy:

*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.*

Title IX Policy:

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. **For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.**
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 in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

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.

Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey:

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week:

For semester-long courses, 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 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. The appropriate exits will be identified at the beginning of the semester. 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.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR):

FREE!! The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services. You can even submit a rough draft via email and request feedback from a tutor.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

Librarian to Contact:

Andy Herzog is the Education Librarian. He can be reached at 817-272-7434, and by email at amherzog@uta.edu. Other contacts: Subject Librarians library.uta.edu/subject-librarians

You will find online databases for Education at:
- http://libguide.uta.edu/education
COLLEGE OF EDUCATION POLICIES

Professional Dispositions Guidelines:
Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

Conceptual Framework:
The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, Professionalism, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, Knowledge, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, Leadership, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
- Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- Technology is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible Partners for the Future – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.
TK20 Data Management System

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 your students, 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](https://www.uta.edu/coed/academics/tk20/index.php).

**AVID:**

**AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.**

The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

**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**

**Official University Academic Calendar:** [https://www.uta.edu/uta/acadcal.php](https://www.uta.edu/uta/acadcal.php)
# Tentative Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be notified of any changes. –Dr. Jon Leffingwell

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Lecture/Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Jan. 23</td>
<td>Introduction &amp; Orientation</td>
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<tr>
<td>Week 1</td>
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<tr>
<td>Jan. 30</td>
<td>Introduction to Curriculum Development</td>
<td>Chapter 1</td>
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<td>Week 2</td>
<td>Case Study 1: Case of Eastwood Middle School</td>
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<td>Case Study 2: Action Research as an Instrument of Change.</td>
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<tr>
<td>Feb. 6</td>
<td>Social and Technological Foundations of Curriculum</td>
<td>Chapter 2</td>
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<tr>
<td>Week 3</td>
<td>Case Study 3: Linda Blevins and Marvin Watts</td>
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<td>Case Study 4: O’Donnel School</td>
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<tr>
<td>Feb. 13</td>
<td>Historical and Philosophical Foundations of Curriculum</td>
<td>Chapter 3</td>
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<td>Week 4</td>
<td>Case Study 6: Diane Worley</td>
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<td>Case Study 7: Philosophies in Conflict</td>
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<tr>
<td>Feb. 20</td>
<td>Concepts, Theories and Models</td>
<td>Chapter 4</td>
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<tr>
<td>Week 5</td>
<td>Case Study 8: Case of a Disappointed Student</td>
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<td>Case Study 9: Selecting Activities to Personalize the Curriculum</td>
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<td>Feb. 27</td>
<td>Designing and Organizing Curricula</td>
<td>Chapter 5</td>
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<tr>
<td>Week 6</td>
<td>Case Study 10: Case of The Little School That Grew</td>
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<td>Case Study 11: Using Concept Mapping for Collaborative Curriculum Design</td>
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<td>Mar. 6</td>
<td>Philosophy of Curriculum Paper</td>
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<td>Week 7</td>
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<td>Mar. 13</td>
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<tr>
<td>Week 8</td>
<td></td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>Mar. 20</td>
<td>Aims, Goals and Objectives</td>
<td>Chapter 6</td>
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<tr>
<td>Week 9</td>
<td>Case Study 12: Case of San Sona Elementary School</td>
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<td>Case Study 13: Together We Are Better</td>
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<tr>
<td>Mar. 27</td>
<td>Selecting Content and Activities</td>
<td>Chapter 7</td>
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<tr>
<td>Week 10</td>
<td>Case Study 14: The Case of Building Bridges To Reform Case Study 15: Building Capacity Through Collaboration</td>
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<tr>
<td>Apr. 3</td>
<td>Helping People Change</td>
<td>Chapter 8</td>
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<tr>
<td>Week 11</td>
<td>Case Study 16: The Case of Regional University</td>
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<td>Case Study 17: Collaboration for Change</td>
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<td>Apr. 10</td>
<td>Evaluating Instruction and the Curriculum</td>
<td>Chapter 9</td>
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<td>Week 12</td>
<td>Case Study 18: Case of an Accreditation Visit</td>
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<td>Case Study 19: Critical Thinking Across The Curriculum</td>
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<td>Weeks</td>
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<td>April 17</td>
<td>Planning and Converting Curriculum into Instruction</td>
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<td>Week 13</td>
<td>Case Study 20: A Wichita School Case</td>
<td>Chapter 10</td>
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<td>Case Study 21: Reenergizing a School in a High Challenge Environment</td>
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<tr>
<td>April 24</td>
<td>Current and Future Curriculum Trends</td>
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<tr>
<td>Week 14</td>
<td>Case Study 22: Whom Are We Preparing For Inclusion</td>
<td>Chapter 11</td>
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<tr>
<td>May 1</td>
<td>Summation and Review</td>
<td></td>
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<tr>
<td>Week 15</td>
<td></td>
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<tr>
<td>May 8</td>
<td>Final Examination</td>
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</tbody>
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