



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** EDUC

**Course Title:** Curriculum Design

**Year:** 2025

**Course and Section #:** 6300 - 601

**Credits:** 3

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### ***Course Description***

This course provides a foundation in 21<sup>st</sup> Century curriculum theory and practice. It introduces instructional design theories, principles, and models; outlines the historical development, current processes and practices of curriculum development, instructional design, implementation, and assessment; examines applications and processes of curriculum design-making and the impact of national and state core standards on curriculum design and development at the classroom, district, state, and national levels.

This course is required for the Teacher Leader, Earned Endorsement, and Secondary Teaching Emphases in the Master of Education program.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Melanie Staten, M.Ed.

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### ***Student Learning Outcomes***

Upon successful completion of this course, students will be able to;

1. Identify applicable school, district, state, and national learning standards or goals.
  2. Map horizontal and vertical alignment of applicable goals and objectives over a school year.
  3. Use current research to critically evaluate school, district, state, and national curricular goals.
  4. Design and develop curricula at the unit level using the UbD model.
  5. Write informed professional reflections on topics in curriculum design.
  6. Identify important aspects of your learning about curriculum design as it may be applied to your own practice.
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### ***Course Materials and Texts***

*Curriculum 21: Essential Education for a Changing World*. Jacobs, Heidi Hayes. (2010) ASCD: Alexandria, VA.

- The text can be accessed online through the Fulton Library.

*Understanding by Design*. Wiggins, G., & McTighe, J. (2005). ASCD: Alexandria, VA

- Will not be required for the course but will be referenced throughout the course.

Other required readings will be posted on Canvas.

Additionally, a personal computer, iPad or adequate device with internet and Canvas capabilities are required and expected in each class session.

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

Assignments. Students will participate in graded assignments, quizzes, and/or discussions. Formative assignments and assessments will be scored for quality and completion.

Assessments. Students will complete graded summative projects, projects, and assessments. Summative assessments will be scored for quality, completion, and accuracy.

In-class activity and discussion. This class is designed for in person attendance and discussion. You will actively participate in class discussion and in-class activities each week. After each class, you will have the opportunity to self-assess your alignment to the class norms during that class period. Full alignment to these norms is the expectation. Please be honest with yourself. This is an opportunity for self-reflection, validation, and/or potential reorientation to expectations.

In-class norms:

1. Preparedness
  - I came to class having completed all expected assigned readings and activities and was ready to contribute my content-related ideas to class.
2. Active Participation
  - I engaged fully in small group and whole class discussions, providing my own insight, listening actively and respectfully to peers.
  - I minimized in-class distractions and connected new ideas to my existing knowledge.
3. Application of Learning
  - During class, I thought about how the topic is relevant to my current practice.
  - I have a concrete idea of something to try, consider, apply, or look into further based on our class today.

There will be a participation grade on Canvas for each class session. If you were attending class with us synchronously, you will receive the 10 participation points, regardless of your answers on the self-evaluation form. If you are not able to attend and participate in class during the designated class time, you will not be able to receive the 10 points for that class session.

### **Grading**

The final grade for this course will be the total points earned divided by the total points possible and then converted to percent. The following percentages will be used to determine grades:

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A = 94-100%

B - = 80-82%

D+ = 67-69%

A- = 90-93%	C+ = 77-79%	D = 63-66%
B+ = 87-89%	C = 73-76%	D- = 60-62%
B = 83-86%	C- = 70-72%	E = 59% and below

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### **Additional Course Expectations**

Attendance and Participation. Attendance and participation are essential for developing professionalism and learning new content. If you miss more than 2 class sessions, you will be referred to the department head and an academic advisor to discuss course credit and program completion requirements. You should immediately reach out to UVU Accessibility Services to determine appropriate accommodations if your circumstances require you to miss in-person class.

However, each of us lives in unique contexts that may require an occasional absence. You may need to miss class if you are ill, to care for a family member, or to maintain your own emotional well-being. **Please inform me in advance if you will be missing class and I can record the lesson, and you can watch at your convenience.** Although in-class participation points cannot be “made up” from watching a recorded lesson that you missed, the information from the course and direction you receive by watching the recordings will benefit your learning.

Policy on assignments. Unless otherwise instructed, all written assignments must be submitted on Canvas. You should not submit hard copies of your work unless directed to do so. You should not email copies of your work to the instructor. Your work should be posted on Canvas. All assignments are due for discussion at the beginning of class on the assigned due date.

All assignments are due for points at 11:59 pm on the assigned due date. Late work will be accepted for 70% credit for one week past the due date. In rare and extreme cases, arrangements may be made for acceptance of late work for full credit if approved by the instructor prior to the assignment deadline.

Classroom etiquette. Students should be in class on-time and be prepared to stay for the entirety of the class. Please bring a laptop or tablet to face-to-face classes but be respectful in the use of electronic devices in all sessions. For the online portions of this course, file uploads (e.g., documents, pictures, scanned images, and video) should be clear, professional in appearance, and free of identifying information of students and other educators.

### **Required or Recommended Reading Assignments**

See Course Materials and Texts.

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### **General Description of the Subject Matter of Each Lecture or Discussion**

- Module 1 – Course Overview, Curriculum Design Introduction
  - Module 2 – 21<sup>st</sup> Century Learners and Curriculum Ideologies
  - Module 3 – Core Standards
  - Module 4 – Student Learning Objectives and Blooms Taxonomy
  - Module 5 – Unit Planning
  - Module 6 – Summative Assessments
  - Module 7 – Instruction and Instructional Models
  - Module 8 – Curriculum Mapping
  - Module 9 – Differentiation
  - Module 10 – Scope and Sequence, Unit Maps
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### ***Required Course Syllabus Statements***

## **Generative AI**

The use of AI tools may be permitted in some activities for this course. For example, brainstorming ideas, grammar and style checks, and organizing your thoughts. However, AI should not be used to impersonate your thoughts in reflection summaries, writing assignments, or lesson plans. Any use of AI should be documented and cited. Any misuse of AI will be considered academic misconduct and will be penalized as such.

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## **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.