



Graduate Course Syllabus

EDU 555: Student Centered Curriculum and Instruction

Center: Online

Course Prerequisites

EDU 547

Course Description

The course will emphasize the teacher's critical role as a designer of student learning and will address how a curriculum built on the goal of student understanding using differentiated instruction can provide teachers with more specific teaching targets. The focus of this course is on the connections between Understanding by Design (UBD) and Differentiated Instruction (DI) as well as the use of standards of Universal Design for Learning (UDL) in the planning and delivery of curriculum for all types of learners.

Course Outcomes

- Use UbD and universal design standards to design curricula to improve quality of instructional lessons and units
- Design activities that demonstrate differentiated instruction as a variation in content, process, and product based on teacher attention to student differences, learning, profile, and readiness
- Describe the role of student grouping as a consideration of differentiation
- Demonstrate understanding of differentiation as an integral part of curriculum planning so that all students in a diverse and inclusive classroom will be challenged to attain success

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids

C. A. Tomlinson & J. McTighe

ASCD

Edition: 2006

ISBN: 978-1-4166-0284-2

Connecting Teachers, Students, and Standards: Strategies for Success in Diverse and Inclusive Classrooms

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place in Brightspace on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions topic in Brightspace so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	15	150
Critical Task			
Milestone One	1	10	10
Milestone Two	1	30	30
Milestone Three	1	30	30
Milestone Four	1	30	30
Final Submission	1	300	300
Student Learning Survey and Profile			
Milestones	2	100	200
Final Submission	1	250	250
		Total Course Points:	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00

Grade	Numerical Equivalent	Points
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Start Here area in the Assignment Guidelines and Rubrics folder.

Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

Note: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

The Learning Modules area in Brightspace contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion topic posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Brightspace.

Module	Topics and Assignments
1	Understanding by Design (UbD) Meets Differentiated Instruction (DI) <i>Integrating Differentiated Instruction and Understanding by Design</i> , Chapter 1 <i>Connecting Teachers, Students, and Standards</i> , Chapter 1 1-1 Discussion: Critical Thinking About the Twenty-First Century 1-2 Critical Task Milestone One: Original UbD Unit Plan
2	The Student, the Responsive Teacher, and the Backward Plan <i>Integrating Differentiated Instruction and Understanding by Design</i> , Chapters 2 and 3 2-1 Discussion: Critical Response—Differentiation Meets Standards 2-2 Critical Task Milestone Two: UbD Stage One Revision

3	<p>Assessment and Reflection</p> <p><i>Integrating Differentiated Instruction and Understanding by Design</i>, Chapters 4 and 5</p> <p><i>Connecting Teachers, Students, and Standards</i>, Chapter 6</p> <p>3-1 Discussion: Formative and Summative Assessment</p> <p>3-2 Critical Task Milestone Three: UbD Stage Two Revision</p>
4	<p>Diverse Classrooms</p> <p><i>Integrating Differentiated Instruction and Understanding by Design</i>, Chapter 6</p> <p>4-1 Discussion: Twenty-First Century Meets DI</p> <p>4-2 Critical Task Milestone Four: UbD Stage Three Revision</p>
5	<p>Teaching for Deep Understanding</p> <p><i>Integrating Differentiated Instruction and Understanding by Design</i>, Chapter 7</p> <p>5-1 Discussion: Gradebooks</p> <p>5-2 Critical Task: UbD Unit Plan Chalk & Wire Submission</p> <p>5-2 Critical Task Submission: UbD Unit Plan</p>
6	<p>Instructional Strategies Supporting Differentiation, Part One</p> <p><i>Connecting Teachers, Students, and Standards</i>, Chapter 4</p> <p>6-1 Discussion: Public Schools Are Killing Creativity</p> <p>6-2 Student Learning Survey and Profile Milestone One: Student Survey and Learning Profile Template</p>
7	<p>Instructional Strategies Supporting Differentiation, Part Two</p> <p><i>Connecting Teachers, Students, and Standards</i>, Chapter 5</p> <p>7-1 Discussion: Twenty-First-Century Skills</p>
8	<p>Instructional Strategies Supporting Differentiation, Part Three</p> <p>8-1 Discussion: Socratic Questioning</p> <p>8-2 Student Learning Survey and Profile Milestone Two: Differentiated Learning Profiles</p>
9	<p>Grading and Reporting Achievement</p> <p><i>Integrating Differentiated Instruction and Understanding by Design</i>, Chapter 8 and 9</p> <p><i>Connecting Teachers, Students, and Standards</i>, Chapter 7</p> <p>9-1 Discussion: Gradebooks</p> <p>9-2 Discussion: Leadership</p>
10	<p>UbD and DI: A Partnership</p> <p>10-1 Student Learning Survey and Profile Submission</p>

Critical Task: UbD Unit Plan

The critical task for this course is the creation of an Understanding by Design (UbD) unit plan with the integration of differentiated instruction (DI) and twentyfirst-century elements. The integration of DI will be apparent in the three core areas of process, product, and content that naturally coincide with the UbD plan. You previously developed a UbD plan in the prerequisite course, EDU 547: Curriculum Development. You will rework this unit into one that is not only built on the core tenets of UbD, but also on the key elements of differentiation and twenty- first century learning. The unit plan will be developed and refined over time and will be guided by the learnings and understandings that you will gain from your weekly work in course assignments, readings, and other expectations.

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student

does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oac@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please email assessmentcalibration@snhu.edu.