



DEPARTMENT OF TEACHER
EDUCATION, EDUCATIONAL
LEADERSHIP & POLICY

Summer 2021

June 7, 2021 – July 3, 2021

UNM Blackboard Learn

Online MAX

Teacher Education,
Educational Leadership and
Policy (TEELP);
College of Education and
Human Sciences

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LAND ACKNOWLEDGEMENT (DIVERSE.UNM.EDU)

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Principles of Curriculum Development EDUC 542.003 27909

COURSE DESCRIPTION

This course focuses on issues of curriculum (K–12) from formal aspects of goals setting and planning to implicit issues of politics, culture and ideology (UNM Catalog).

RATIONALE

By the end of this course, you should have a sound foundation of principles that guide curriculum, curriculum planning and ways in which to design curriculum focused on learners. This course is specifically designed for graduate students. While the focus is on curriculum development for K-12, the theory and practice apply to other learning contexts. Formal aspects of goal setting and planning, and implicit issues of politics, culture and ideology are also part of the course content. We will examine the implications of principles of curriculum development for an educational practice which is student-centered, developmentally appropriate, and culturally responsive and culturally sustaining.

Essential Questions:

The content of the course is centered on this essential question: *How does a teacher make effective curricular decisions?* Sub-questions include the following:

- *What is Curriculum?*
- *What forces have an impact on curricular decisions?*
- *What are the approaches to curriculum development?*
- *What are effective ways to assess student learning?*

This is an online course; therefore, a minimum comfort level of computer skills and keyboarding is necessary. If for any reason, you find yourself needing technology assistance, please let me know. For immediate help, contact UNM Learn Technical Support at (505) 277-0857 or at learn@unm.edu

COURSE OBJECTIVES

Course syllabi, including objectives, within the Department of Teacher Education, Educational Leadership and Policy (TEELP) are aligned with the COE Vision, Mission, Core Values and Conceptual Framework for Professional Education, as well as the NM Teacher Competencies and

InTASC standards when appropriate. These alignments are within brackets [] throughout the syllabus. [P] refers to Practices from the COE Conceptual Framework, [U] refers to Understandings from the COE Conceptual Framework, [I] refers to Identities from the COE Conceptual Framework, [NMTC] refers to the New Mexico Teacher Competencies, and [InTASC] refers to the Interstate Teacher Assessment and Support Competencies. The COE vision, mission, core values and conceptual framework, NM Teacher Competencies, and InTASC are located at the end of this syllabus. Objectives are coded to align with these accreditation requirements.

At the end of this course, students will be able to:

1. Define curriculum [P 1-3, NMTC 1]
2. Identify at least 4 “Types” of curricula [P 1-3]
3. Identify, analyze and discuss trends, issues and forces that have an impact on curriculum [U4, P1-5]
4. Develop, review the literature, and write a critical paper on a curricular issue [U2, P3, NMTC 2 & 8]
5. Design or redesign a curriculum unit based upon a theory of education and curriculum Principles and including ways to assess student learning [U4,P1-5, NMTC 1,2,4, 8]
6. Evaluate a curriculum product of their choice [U4,P1-5, NMTC 1 & 8]
7. Engage in productive student-to-student discussions that are learner-centered, contextual, and coherent [P 1-5, NMTC 9]

READINGS

Required Texts:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN 978-1-4338-3216-1.

Hamayan, E., Marler, B., Sánchez-López, C. & Damico, J. (2013). *Special education considerations for English language learners: Delivering a continuum of services*. Caslon, Inc. ISBN: 9781934000113/ 1934000116

Taylor, A., Vlastos, G. & Marshall, A. (1991). *Architecture and children: Teacher’s guide*. Architecture and Children Around the World. ISBN: 281054202120B/ 281054202120B

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. (2nd ed.). Association for Supervision and Curriculum Development. ISBN 9781416618607

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Expanded 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 1-4166-0035-3.

Additional Core Readings are provided on UNM Learn. These include, but are not limited to the following References:

Connelly, F. M & Clandinin, D. J. (1988). *Teachers as curriculum planners: Narratives of experience*. New York, NY: Teachers College Press.

Dunbar-Ortiz, R. (2014). *An indigenous peoples' history of the United States: For young people*.

Beacon Press.

Dunbar-Ortiz, R. (2019). *An indigenous peoples' history of the United States: For young people*.

(Adapted by Jean Mendoza and Debbie Reese). Beacon Press.

Erickson, F., & Shultz, F. (1996). Students' experience of the curriculum. In P.Jackson (Ed.),

Handbook of research on curriculum (pp. 465-485). Washington DC: American Educational Research Association.

Grant, C. A. (2009). *Teach! Change! Empower!/: Solutions for closing the achievement gaps*.

Thousand Oaks, CA: Corwin/Sage. (ISBN 978-1-4129-7648-0)

Goodlad, J. I., & Su, Z. (1996). Organization of the curriculum. In P.Jackson (Ed.), *Handbook of*

research on curriculum (pp. 327-344). Washington DC: American Educational Research Association.

Madaus, G., & Kellaghan, T. (1996). Curriculum evaluation and assessment. In P.Jackson (Ed.),

Handbook of research on curriculum (pp. 119-154). Washington DC: American Educational Research Association.

Noddings, N. (2001). The caring teacher. In V. Richardson (Ed.), *Handbook of research on teaching*

(4th ed., pp. 99-105). Washington DC: American Educational Research Association.

Paris, D. & Alim, H. S. (Eds.) (2017). . Teachers College Press.

Valenzuela, A. (1999). *Subtractive schooling: U. S. -Mexican youth and the politics of caring*. State University of New York.

COURSE REQUIREMENTS & GRADING

Prerequisites and Co-requisites

There are no course pre-requisites or co-requisites.

This graduate course in education is designed for experienced educators and graduate students. Please contact the instructor if you have questions.

Instructional Strategies

This course is fully online and will utilize the following instructional strategies: whole class and small group discussion boards, online collaborative work, independent projects, mini web-lessons and lectures, web conferences, and other multimedia (e.g. PowerPoint, Learn, video, online searches). Please note: Because this course is a fully online course, online interaction will be centered around small group activities and discussions, and voluntary sessions on Zoom web conferences. Therefore, a minimum comfort level of computer skills and keyboarding is necessary and your schedule must be able to accommodate some “real-time” interaction. If for any reason, you find yourself needing technology assistance, please let me know immediately.

Specific Course Requirements:

- 1) **ABSENCES:** In the online environment, students are expected to log into Blackboard Learn and participate a few times each week. Students who fail to participate in two consecutive or three cumulative online activities will be dropped from the course. This is especially

important in an 4-week course

- 2) **ASSIGNMENTS:** Students are responsible for completing assignments on time. Late assignments will NOT be accepted. Detailed descriptions of and criteria for grading each assignment will be electronically made available.
 - a. Assignments (completed, graded, and returned) may be revised and resubmitted once*. Revisions are due within one week of original assignment return. Revisions should be submitted via the **Assignment link (within UNM Learn)**, unless specified by the instructor. Revisions submitted via email are not accepted. Students will be redirected to submit emailed assignments online, where they are graded and grades are recorded.
 - b. Information about Points/credit received on assignments are available via **My Grades** in **Learn** throughout the semester. You can also track the progress of your assignments (due, submitted, graded) via the **Assignment** link on the course menu. Please be sure to check both of these if you are wondering about the submission or grading of an assignment.
- 3) **Key Assessment in TK20:** This course has a college wide Key Assessment component that you will submit in two places: via Assignments in our course site AND via your College of Education and Human Sciences TK 20 account. <https://coe.unm.edu/administration/center-for-student-success/tk20/index.html> . For tutorials, please see <https://coe.unm.edu/administration/center-for-student-success/tk20/tk20-tutorials.html>
 - a. The Key Assessment for this course is a ***Curriculum Research Paper (not an opinion paper on teaching strategies or other topics)***. The length of the paper is between 7-15 pages, including Cover sheet and References page. You will need a minimum of **seven** references. Of those, at least **two** must be research studies (meaning the researcher provided description of participants, methods, data analysis, findings.) Please do not provide an abstract. The paper needs to demonstrate your understanding of curriculum (see essential questions on p. 1 of this syllabus). You must also demonstrate scholarly use of APA. Additional information about the Key Assessments and the rubric can be found in the M.A. Handbook.
 - b. There are three options **from which you can choose** as the topic of your paper that you would like to submit for the TK20 Key Assessment. They are: *Prominent Curriculum Topic, Prominent Curriculum Researcher, or Curriculum Evaluation*. It is up to you to decide which you will select to research on your own.

Technical Skills, Computer Capacity and Interpersonal Skills

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use UNM Learn (help documentation located in "How to Use Learn" link on left course menu, and also at <http://online.unm.edu/help/learn/students/>)
- Use email – including attaching files, opening files, downloading attachments
- Copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Use Microsoft Office applications
- Create, download, update, save and upload MS Word documents
- Create, download, update, save and upload MS PowerPoint presentations
- Download, annotate, save and upload PDF files

Technical Requirements

Computer

- A high speed Internet connection is highly recommended.
- Supported browsers include: Internet Explorer, Firefox, and Safari. Detailed Supported Browsers and Operating Systems: <http://online.unm.edu/help/learn/students/>
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can **greatly** affect performance. Many locations offer free high-speed Internet access including [UNM's Computer Pods](#).
- For using the Kaltura Media Tools inside Learn, be sure you have downloaded and installed the latest version of [Java](#), [Flash](#), and [Mozilla Firefox](#). They may not come preloaded.
- Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page: <http://it.unm.edu/software/index.html>)

For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the “Create a Support Ticket” link in your course.

Privacy and UNM Learn Tracking Notice

The course web site automatically records all students' activities, including, your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, discussion text, and posted discussion topics. This data is accessed by the instructor to evaluate class participation and to identify students having difficulty using Learn features. In order for us to feel safe sharing our perspectives and experiences, there must always be a sense of respect, safety and trust. Any student found abusing this privilege may face academic disciplinary action.

Course Interruptions and Scheduled Maintenance

In the event of an unexpected course interruption

If UNM Learn is unexpectedly 'down' on the day an assignment, quiz or other class activity is due, I will be contacted about the unexpected outage. Remember that I will notify you as to any changes to our online course.

Scheduled Maintenance

UNM Learn has a daily scheduled maintenance window from 4:30 am – 5:30 am when UNM Learn is not available. There are also occasionally scheduled maintenance 'windows' on a Saturday or Sunday from 5:30 am – 12 noon which may be used for system maintenance. In addition, UNM IT may conduct general system maintenance that affects multiple systems on campus, including UNM Learn. The general system maintenance window is on Sundays from 5:30 am – 12 noon. Announcements for the Saturday and Sunday maintenance windows are normally posted in UNM Learn two weeks ahead of time to notify users of planned outages.

Course Orientation

All Orientation information can be found in UNM Learn on the “Course Content” page.

Course Participation

Expectations for Participation

- This is a 16-week class condensed to 4 weeks. Most colleges and universities expect students to spend two to three hours on outside work for each hour spent in class. Because you would normally spend two and a half hours in class, that would mean 5 to 7 ½ hours for each week of a 16-week class. You may want to schedule 10 hours a week for readings and class assignments. In a recent study, spending an extra hour a day gave students a 5 point raise on their ACT score (Stinebrickner & Stinebrickner, 2007).
- Learn how to navigate UNM Learn
- Communicate with one another in small group projects or discussions
- Stay informed of course announcements
- Use email or the UNM Learn Course Messaging to contact instructor.
- Keep instructor informed of class related problems, or problems that may prevent the student from full participation (send an email when you encounter problems so that the instructor knows you still have intentions of completing the course).
- Address technical problems immediately with Learn Support
- Follow UNM's Student Conduct Policies. See the UNM Student Handbook at <http://pathfinder.unm.edu/index.html>.
- Maintain the highest standards of honesty and integrity in accordance with the UNM Academic Honesty policies and expectations. See <https://policy.unm.edu/regents-policies/section-4/4-8.html>.
- Observe course netiquette at all times

Netiquette

See Netiquette Ground Rules document in your course on the course information page. This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating. However, prejudice, discrimination or other harmful acts against any child or individual on the basis of age, culture, ability/disabilities, ethnicity gender, gender identity, marital status, nationality, nationality status, race, religion, sexual orientation, or socioeconomic status is not tolerated and will be reported. Link to Netiquette document: <http://online.unm.edu/help/learn/students/pdf/discussion-netiquette.pdf>

Distance Communication – My Response Time

I check my Course Messages daily on UNM Learn Monday through Friday. I sometimes check them on Sunday afternoon as well. I will do my best to answer your Course Messages within 24 to 48 hours. Please contact me with enough time to address your issue, especially in this 4-week class where assignments are due early in the semester. If I have not responded within 48 hours, or if it is an emergency, please text me on my mobile phone. Provide your name, the class number and basic information in your text. I will either text or call you back as soon as possible, which may be within 10 hours, if I'm in an all-day meeting or without my phone.

PARTICIPATION AND CLASS COMMUNITY MEMBERSHIP

Participation is a requirement in our course. Everyone will be required to share ideas, questions, and reflections. Furthermore, as a community we must maintain high professional expectations and standards. Respect, care and collegiality must be present in our interactions with one another even

when we discuss controversial issues or express diverse opinions. Participation/Community membership will be assessed in the following ways:

- You log in regularly and constructively participate. You stay on topic and participate in group work.
- You collegially interact in ways that promote and maintain our collective and individual dignity and community.
- You complete required activities, projects, reading discussion facilitation, writing activities and group discussions with attention and respect.
- You attempt to solve problems in constructive and professional ways.
- You are able to disagree with respect.

The types of assignments and the level of interactivity vary throughout the eight weeks. This is not a self-paced course, and projects involving collaboration with peers are required.

COMPLETING AND POSTING ASSIGNMENTS

- Pay attention to the assigned class schedule and to the Module links. You will find complete directions in the Modules where assignments are posted. Assignments must be posted by you via the assignment or discussion links and they are due at the specific time at date, except in case of illness or emergency situations, in which case you need to contact me and work with me on an alternate due date.
- Due dates and assignments are subject to change at the discretion of the instructor.
- You will also be sharing discussion and reflections with peers. Peer support and feedback is a significant responsibility of each student and is an integral part of your online learning.
- Be sure to plan ahead and allow ample submission time to ensure timely submission of assignments. Assignments must be submitted on **UNM Learn**, unless otherwise specified by the instructor. Assignments submitted via email are not accepted. Due dates and assignments are subject to change at the discretion of the instructor. *If you have difficulty using a tool to complete work, use the “Create a Support Ticket” link in the Course Menu immediately and notify your instructor as well.*
- Accurate spelling, punctuation, grammar, and syntax are expected for all assignments. Assignments may be returned, without credit, if more than 3 errors are found.
- The types of assignments and the level of interactivity vary from week-to-week. This is not a self-paced course, and projects involving collaboration with peers are required. Students are expected to actively participate in class activities and discussions of methods, readings, etc. It is expected that students check the course site a few times each week; less participation may affect student learning outcomes and grades.

GRADES

Grades will be assigned based upon the following points/percentages:

(98-100%) A+ (A+ is only given for 98-100%—for truly exceptional work)

(93-97%) A

(90-92%) A-

(87-89%) B+

(83-86%) B

(80-82%) B-

This is a core class for the Masters in Elementary and Secondary Education programs. That means a grade of B or better is required for this course in order for it to be included in your Program of Studies. Graduate students may not receive C - or D grades (<http://handbook.unm.edu/section-d/d125.html>). Students who find themselves in danger of earning less than a B, should consider dropping the course and attempting it again at a later date.

Grades of Incomplete must be completed in accordance with the UNM policy.

<https://dos.unm.edu/faq.html#section-1-item-11>

Grading Assignments – My Response Time and Questions

In most cases, I am able to review, grade and post your grades within a week after you turn in your assignment. I use the highlight and comments tools when you upload a word office document in an assignment link. I also provide feedback in the comment box provided for all submitted assignments. If you can't see my comments or feedback, please let me know. The comments are important to read for your benefit in future assignments, especially assignments that build into a final project. If you feel that you did not get the grade that you deserved, please talk with me openly and honestly as soon as possible, as this is an 8-week course and assignments are important for your final project and final grade. I expect that you will use this as an opportunity to demonstrate your professionalism and listening skills, as I will use my best skills to listen to you and provide constructive feedback. If you feel that any assignment goes against your core values as an individual or as a teacher, please communicate as soon as possible about your concerns.

EQUAL ACCESS and UNM POLICIES

Copyright Issues

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

Accessibility

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact the Accessibility Services Office in 2021 Mesa Vista Hall at 277-3506 or <http://as2.unm.edu/index.html>. Information about your disability is confidential.

- Blackboard's Accessibility statement: <http://www.blackboard.com/accessibility.aspx>
- UNM Learn Accessibility Support: <http://online.unm.edu/help/learn/students/accessibility-support.html>

Students are responsible for notifying the Office of Accessibility Services with all documentation of a disability to best determine appropriate and ample modifications (Do not bring me your documentation). Accessibility Services will then discreetly and confidentially faculty of any disability that may affect your learning and provide modifications for your instructor to follow. The College of Education shares the University's commitment to eliminating barriers to the education of all students accepted and enrolled in our programs and courses.

In accordance with University Policy 2310 and the American Disabilities Act (ADA), reasonable academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. UNM adheres to all applicable federal, state, and local regulations with respect to providing reasonable accommodations to provide all students with equal educational opportunity. If you are a student with special needs, please remember that it is the student's responsibility to provide documentation of the disability to the Office of Accessibility Services. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the instructor is not legally permitted to inquire. The student is responsible for demonstrating the need for an academic adjustment by providing Student Services with complete and appropriate current documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Contact Accessibility Services at 505-661-4692 for additional information." For more information, please contact the UNM Accessibility Resource Center, which may be accessed via their web site at this link: <http://as2.unm.edu>

The UNM Online Accessibility Support policy statement is available at this link: <http://online.unm.edu/help/learn/students/accessibility-support.html>

SUPPORT SERVICES FOR STUDENTS WITH DIFFERENT NEEDS: In accordance with University Policy 2310 and Americans with Disabilities Act (ADA), any student who, because of a disability, may require certain special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. If you are a student with documented physical or learning disability, please notify me during the first week of class. You never need to reveal any specifics about your disability to me or any of your instructors. If you have special needs and require accommodation in the classroom or other academic setting, it is your responsibility to contact Accessibilities Services.

VETERAN SUPPORT SERVICES

If you are a veteran, I strongly encourage you to self-identify to me, especially if you seek awareness for or need accommodations. For additional assistance, please contact Frances Duran (Campus Branch Registrar) at 505 925-8585 or fduran@unm.edu

CITIZENSHIP AND/OR IMMIGRATION STATUS

I welcome all students in this class regardless of citizenship, residency, or immigration status. I respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are generally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has made a core commitment to the success of all our students, including members of our undocumented community (<http://undocumented.unm.edu/>)

ACCOMMODATION FOR SPIRITUAL TRADITION AND/OR FAITH-BASED OBSERVANCE

Please notify me of your obligations to spiritual tradition or faith affiliation. Reasonable accommodation for such observances will be considered upon request in advance

ACADEMIC INTEGRITY

Adopted by the President June 15, 1992

“Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.”

Academic dishonesty will not be tolerated under any circumstances, and will result in a failure to pass this course. Misrepresenting the words or ideas of another as your own or submitting work you have already submitted elsewhere without proper credit is called plagiarism. The key to avoiding plagiarism is to develop good judgment in the fair attribution of words and ideas. You must credit the source whenever you (a) directly quote the words of another or (b) reference a specific idea, argument, or fact from a given source, even if it is your own. You should err on the side of caution and cite the source of any specific ideas, concepts, or facts that you use. We learn from referring to other people’s ideas. What is important is that you give the person who created the ideas credit. This statement includes identifying online sources as well as sources from articles, books, peers, and colleagues. What is most important is that we read your work and hear your voice in your research questions, methods, and data interpretation. Please remember that using 5 words or more that were written or spoken by someone else requires crediting with quotes, references, and citations, giving them credit for their work.

Academic Misconduct

Please read and become familiar with UNM’s [Policy on Academic Dishonesty](http://pathfinder.unm.edu/campus-policies/other-campus-policies.html) and the [Student Code of Conduct](http://pathfinder.unm.edu/campus-policies/other-campus-policies.html) (<http://pathfinder.unm.edu/campus-policies/other-campus-policies.html>) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act. All students are responsible and are expected to adhere to these policies.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that we support you in any report of gender discrimination, which includes sexual harassment, sexual misconduct and sexual violence. For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

TITLE IX

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its

website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>

CENTER FOR ACADEMIC PROGRAM SUPPORT (CAPS)

The Center for Academic Program Support (CAPS) offers FREE one-on-one tutoring in a variety of subjects, including writing. For more information, please call (505)-277-4560 or email at caps@unm.edu. CAPS is located on the third floor of the Zimmerman Library. Website: <http://www.unm.edu/~caps>

Accessibility Services
2021 Mesa Vista Hall
(505)-277-3506, Email: arcsrvs@unm.edu
Website: <https://arc.unm.edu/>
<http://www.agoracares.org/>

Agora Crisis Center
1820 Sigma Chi Rd
(505)-277-3013, 866-HELP-1-NM
Website:

African American Student Services
1130 Mesa Vista Hall
(505)-277-5645, Email: afro@unm.edu
aiss@unm.edu
Website: <https://afro.unm.edu/>

American Indian Student Services
1119 Mesa Vista Hall
(505)-277-6343, Email:
Website: <http://aiss.unm.edu/>

College Enrichment Program/First Gen. Programs
3011 Mesa Vista Hall
(505)-277-5321, Email: cep@unm.edu
elcentro@unm.edu
Website: <https://cep.unm.edu/>

El Centro de la Raza
1153 Mesa Vista Hall
(505)-277-3013, Email:
Website: <http://elcentro.unm.edu/>

Student Health & Counseling
Building 73
Info & Medical Appt: (505)-277-3136
women@unm.edu
Counseling: (505)-277-4537
Website: <http://shac.unm.edu/>

Women's Resource Center
1160 Mesa Vista Hall
(505)-277-3716, Email:
Website: <http://women.unm.edu/>

Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Resource Center
1919 Las Lomas NE
(505)-277-5428; (505)-277-0834
Email: lgbtqrc@unm.edu,
Website: <http://lgbtqrc.unm.edu>

GENDER NEUTRAL RESTROOMS

<https://lgbtqrc.unm.edu/services/universal-restrooms.html>

LACTATION STATIONS

<https://news.unm.edu/news/lactation-stations-provide-support-for-breastfeeding-moms-on-the-unm-campus>

CAPS Tutoring Services <http://caps.unm.edu/programs/online-tutoring/>

CAPS is a free-of-charge educational assistance program available to UNM students enrolled in classes. Online services include the Online Writing Lab, Chatting with or asking a question of a Tutor.

UNM Libraries <http://library.unm.edu>

Student Health & Counseling (SHAC) Online Services

<http://online.unm.edu/help/learn/support/shac>

In accordance with University Policy 2310 and the American Disabilities Act (ADA), reasonable academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. UNM adheres to all applicable federal, state, and local regulations with respect to providing reasonable accommodations to provide all students with equal educational opportunity. If you are a student with special needs, please let me know by the end of the first session so appropriate accommodations can be made. It is the student's responsibility to provide documentation of the disability to the Office of Accessibility Services. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the instructor is not legally permitted to inquire. The student is responsible for demonstrating the need for an academic adjustment by providing Student Services with complete and appropriate current documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Contact Accessibility Services at 505-661-4692 for additional information." For more information, please contact the UNM Accessibility Resource Center, which may be accessed via their web site at this link: <http://as2.unm.edu>

The UNM Online Accessibility Support policy statement is available at this link:

<http://online.unm.edu/help/learn/students/accessibility-support.html>

Additional UNM Resources

- **Academic Adjustments for Students with Disabilities**
<http://pathfinder.unm.edu/policies.htm#academicadjustment>
- **Academic Dishonesty** - <http://pathfinder.unm.edu/policies.htm#academicdishonesty>
- **Equal Opportunity and Affirmative Action** - <http://pathfinder.unm.edu/policies.htm#equalopp>
- **Graduate Student Grievance Procedure**
<http://pathfinder.unm.edu/policies.htm#graduatestudentgrievance>
- **Student Attendance and Class Absence** -
<http://pathfinder.unm.edu/policies.htm#academicdishonesty>
- **Student Code of Conduct** - <http://pathfinder.unm.edu/policies.htm#studentcode>
- **Student Grievance Procedure** - <http://pathfinder.unm.edu/policies.htm#studentgrievance>

- **Student Health and Counseling Services** - <http://shac.unm.edu/counseling.html>
- **Graduate Resource Center** - <http://unmgrc.unm.edu/>

Drop Policy

Students who miss more than one class session may be dropped from the course by the instructor. In this online course, not fully participating in one week of discussion, postings, and assignments is considered missing one class session.

UNM Policies: This course falls under all UNM policies for last day to drop courses, etc. Please see <http://www.unm.edu/studentinfo.html> or the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

CLASS ASSIGNMENTS

Activities/Assignments	Points	Comments	DUE
UNM Learn Quiz	10		Module 1
Introductions	20		Module 1
Significant Learning Event	20		Module 1
PAPER – Topic	10		Module 2
UNIT – Goals/Obj/Eval	10		Module 2
Jigsaw Seminal Reading	40		Module 3
UNIT - draft	20		Module 4
PAPER – Literature Table	20		Module 4
PAPER – <i>Draft</i>	20		Module 5
UNIT - draft	20		Module 6
Jigsaw – Curriculum Evaluation “How To”	25		Module 7
Class Evaluation Certificate	5		Module 8
Virtual Showcase	10		Module 8
Think-Pair-Share Curriculum Material Evaluation	30		Module 8
Upload Curriculum Paper to tk20	5		Module 8
PAPER - FINAL	40		Module 8
UNIT - FINAL	40		Module 8
Weekly Discussions	4x20 (80)		Weekly
Module Activities	70		Weekly
TOTAL POSSIBLE	495		

There are two modules for each week of this 4-week class.

Assignments related to the Paper are highlighted in PURPLE.

Assignments related to the Unit are highlighted in GREEN

Feel free to use the comments section of the table above to write comments, jot questions, or record your grades. Please remember that the grades on UNM Learn are your official grades and are used for your final class grade. Please let me know if you find a discrepancy.

Grading Procedures

Assignments are generally reviewed, scored, and grades posted within one week of assignment submission. Comments and feedback are posted within the Assignment, either as comments on the assignment you submitted or in the comments box. If you can't read these, please be sure to let me know. If, at any time, you feel I have erred in my assessment or in type of assignment/activity given to you please contact me. Sometimes it is very helpful to hear your thinking and learning directly from you.

Mission Statement: College of Education

The Vision of the College of Education: Excellence and Diversity through People, Ideas, and Innovation.

Our mission is the study and practice of education through teaching, research, and service. We address critical education issues; Test new ideas and approaches to teaching and learning; and educate professionals who can facilitate human growth and development in schools, homes, communities and workplaces and prepare students for participation in a complex and challenging society.

In carrying out our mission, we value excellence in all that we do; diversity of people and perspective; relationships of service, accountability, collaboration, and advocacy; and innovation in teaching, technology, and leadership.

The College of Education at UNM believes that professional individuals develop *professional understandings, practices, and identities*. These concepts frame the lifelong learning of professional educators and reflect the values articulated in state and national standards and competencies.

- **Understandings** frame the identity and practices of professionals. We seek to help you better (1) understand human growth and development, (2) culture and language, (3) content of the disciplines, (4) pedagogy, (5) technology, (6) professional issues, and (7) the nature of knowledge.
- These understandings enable you, as a professional, to value and engage in **practices** that embody the following qualities: (1) learner-centered, (2) contextual, (3) coherent, (4) culturally responsive, and (5) technologically current.
- Developing a professional **identity** is central to lifelong growth as a professional educator. The COE will help you develop the following attributes of a professional: (1) caring, (2) advocacy, (3) inquisitiveness, (4) reflection-in-action, (5) communication, (6) collaboration, (7) ethical behavior.

New Mexico Level III Teacher Competencies

1.	The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2.	The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
3.	The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4.	The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5.	The teacher effectively utilizes student assessment techniques and procedures.
6.	The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7.	The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8.	The teacher demonstrates a willingness to examine and implement change, as appropriate.
9.	The teacher works productively with colleagues, parents and community members.

Interstate Teacher Assessment and Support Competencies (InTASC)

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and the learner's decision-making.
7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.