

**Course:** EDUC 5352, Curriculum Foundations  
**Semester & Year:** Spring 2026, College of Education and Psychology - School of Education  
**Class Location:** Online Course

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### Course Description:

This course is designed to provide a balanced and comprehensive view of the field of curriculum. Students will receive an overview of the fundamentals of theory and design of curriculum materials and focus on the foundations, principles, and issues of curriculum as defined below.

1. **Foundations:** The areas of study outside curriculum that have an impact on the field.
2. **Principles:** The means and methods used in reflecting about the totality of curriculum, and in designing, developing, implementing, and evaluating curriculum.
3. **Issues:** The current and evolving educational, political, and social dynamics that influence the curriculum field.

**Catalog Description:** Theory and design of curriculum materials.

## Student Learning Outcomes:

### Learning Objective 1

**Discuss in depth the philosophical, social, and psychological forces that shape the school curriculum.**

#### Aligned §235 Standards:

- **§235.21(b)(1)(A)** – Learning as an active and social process of meaning-making
- **§235.21(b)(1)(B)** – Research- and evidence-based strategies supporting attention, motivation, and encoding
- **§235.21(b)(1)(D)** – Recognition of misconceptions about learning, development, and the brain
- **§235.21(d)(1)** – Understanding major concepts, perspectives, and assumptions of content and curriculum

#### Rationale:

This objective aligns to the **science of learning** emphasis in §235, particularly how psychological theories, social contexts, and philosophical assumptions influence curriculum design, sequencing, and instructional decision-making.

### Learning Objective 2

**Identify different parts of a curriculum document and explain how each component is influenced by philosophical, social, and psychological forces.**

**Aligned §235 Standards:**

- §235.21(b)(2)(A) – Identification of components of high-quality instructional materials
- §235.21(b)(2)(D) – Analysis of instructional materials for quality, rigor, and access
- §235.21(b)(6)(A–B) – Alignment of units, lessons, and learning goals to standards
- §235.21(d)(1)(B) – Vertical and horizontal curriculum alignment

**Rationale:**

Curriculum documents (scope and sequence, objectives, assessments, instructional strategies) are explicitly addressed in §235 through **instructional materials analysis and alignment**, making this objective a direct fit.

**Learning Objective 3**

**Understand and explain how evaluation shapes the curriculum.**

**Aligned §235 Standards:**

- §235.21(c)(3)(A–D) – Formative assessment, feedback, and instructional adjustment
- §235.21(c)(4)(A–D) – Use of multiple assessment measures to inform instruction
- §235.21(b)(6)(C) – Use of assessment data to identify prior knowledge and learning needs

**Rationale:**

The new standards strongly emphasize **assessment as a driver of curriculum decisions**, including instructional revision, scaffolding, and alignment—precisely the focus of this objective.

**Learning Objective 4**

**Describe and explain the actions involved in a Curriculum Audit.**

**Aligned §235 Standards:**

- §235.21(b)(2)(A–E) – Evaluation and customization of instructional materials
- §235.21(b)(6)(A–G) – Systematic lesson internalization, sequencing, and alignment
- §235.21(d)(1)(C) – Identification of gaps in student learning across grade levels
- §235.21(f)(2)(A–F) – Reflective practice, collaboration, and professional improvement

**Rationale:**

Although the term “*curriculum audit*” is not explicitly used in §235, the **process is fully embedded** across instructional preparation, materials evaluation, alignment analysis, and professional reflection—

*NOTE: This course aligns with the Texas Classroom Teacher Pedagogy Standards (19 TAC §235) by preparing graduate students to critically analyze curriculum design, instructional materials, assessment systems, and alignment processes through the lens of the learning sciences, evidence-based practice, and systemic evaluation. Emphasis is placed on curriculum coherence, instructional quality, and continuous improvement.*

## COURSE EVALUATION AND REQUIREMENT DESCRIPTION

**Performance Assessments:** Grading is based on the total number of points accumulated by each student at the end of the semester for course participation in reading assignments and discussion board posts, as well as performance on quizzes, a curriculum audit, and the end of course philosophy statement and curriculum assessment/analysis, which serves as the final exam.

### 1. Reading Assignments and Discussion Board Participation

Students are expected to respond to all assigned discussion questions and actively respond to peer discussions via the online course Discussion Board. Participation in the Discussion Board fulfills several important functions, including:

- Ensuring students keep up with the required readings and online lectures;
- Enabling students to utilize higher order thinking skills and critically reflect on readings;
- Providing opportunities for greater interaction within the course online environment;
- Providing opportunities to learn from classmates;
- Preparing students to complete weekly quizzes; and
- Preparing students to create a personal philosophy statement and conduct a curriculum assessment.

To earn full credit on each discussion (25pts per discussion), students must: (1) write complete answers to four discussion/reflection questions, and (2) comment on at least one classmate's discussion responses. Each posting should sufficiently answer all components of the questions and provide evidence that the student read and understood the readings. Refer to the Discussion Board grading rubric posted online for more details. A penalty will be assessed for answers that do not adequately address the question, and/or which provide evidence that the student did not actually read/review all required materials (videos, etc.) included in each module. In responding to peers, students are expected to maintain a high level of professionalism and add additional information or suggestions cited from the materials covered in each module and additional information found outside of the class. While it is fine to disagree and discuss alternative views, "flaming" (hostile, insulting and/or disrespectful) online interactions or other inappropriate posts will not be tolerated, and will receive zero credit. There are a total of 10 discussions (250 points) and an introductory discussion board post (5 total points); 255 total points, weighted at 45% of the final course grade. *All discussion responses are due by the date and time indicated on the course schedule. No credit will be given for late postings.*

### 2. Quizzes

Chapter quizzes will cover the required readings from each module, including the textbook and other online sources, as well as information from class discussions and communications. There are a total of nine (9) quizzes worth 15 points each (135 total points) weighted at 15% of the final course grade. *Quiz dates are listed on the online course schedule and must be completed by deadlines. No credit will be given for late quizzes.*

### 3. Curriculum Audit

Students will review criteria determining if and when a curriculum audit is warranted and complete a mini-curriculum audit assignment worth 100 points weighted as 20% of the final grade.

### 4. Philosophy Paper and Curriculum Assessment/Analysis

The final exam for the course requires students to write their personal *Philosophy of Curriculum Design, Development, Implementation and Evaluation*. This document requires the student to describe, assess, and analyze their current (or future) curriculum, and included detailed information covering the philosophical, historical, psychological, and social foundations of their curriculum; the design and approach of their curriculum; the curriculum's implementation and evaluation models; and identify any international influences that may be included or influence the curriculum. This assignment is worth 100 points weighted at 20% of the final course grade.

## Grading

The following grading scale will be used to determine students' final grade:

Course Grading		
Assignment	Points	Percentage
<b>Discussion Board</b> (1 Introduction x 5pts and 10 Discussions x 25pts)	<b>255</b>	<b>45%</b>
<b>Quizzes</b> (9 Quizzes x 15pts)	<b>135</b>	<b>15%</b>
<b>Curriculum Audit</b>	<b>100</b>	<b>20%</b>
<b>Philosophy Paper &amp; Curriculum Assessment/Analysis</b>	<b>100</b>	<b>20%</b>
<b>Total Points</b>	<b>590</b>	<b>100%</b>

**Grading Scale based on weighted percentages: 100%**

**A = 90%**

**B = 80%**

**C = 70%**

**D = 60%**

**F = 59% and below**

**\*Last Day to Withdraw from Fall 2025 Courses: Monday, 3 November 2025.**

## Required Text

Ornstein, A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, principles, and issues* (7th ed.). Boston: Pearson Education, Inc.

**\*This text is currently undergoing revision for Edition 8.**

**\*Supplemental Readings and Videos will be available on Canvas.**

*UT System Policy Statement regarding purchase of textbooks:* "A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer."

## Additional Resources

English, F. W. (1988). *Curriculum auditing*. Technomic Publishing Co., Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604. Distributed by ERIC Clearinghouse, Washington, D.C.

**\*NOTE: This is a foundational text utilized in this course.**

Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2019). *Curriculum leadership: Strategies for development and implementation* (5th ed.). Sage Publications, Inc.

Kaplan L. S., & Owings, W. A. (2021). *Foundations of education* (3rd ed.). Sage Publications, Inc.

McNeil, J. D. (2015). *Contemporary curriculum: In thought and action* (8th ed.). Wiley.

Null, W. (2017). *Curriculum: From theory to practice* (2nd ed.). Rowman & Littlefield Publishing Group.

Oliva, P. F., Gordon, W. R., & Taylor, R. T. (2019). *Developing the curriculum: Improved outcomes through systems approaches* (9th ed.). Pearson Education, Inc.

Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (2006). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses* (5th Ed.). Peter Lang Inc., International Academic Publishers.

## Course Policies:

**Canvas.** Students will access all components of the course through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download class handouts and materials. Online participation is imperative to the success in this online course. Students are expected to regularly review the course management system, check email, and contribute to course assignments.

**Make-Up Discussions and Quizzes.** All assignments are due on or before the dates indicated on the course outline. Each written assignment must be typewritten and submitted in Canvas. There will be NO make-up activities or exams for this course unless missing online work is due to an emergency or other reason previously discussed with the professor.

No email attachments of assignments will be accepted unless organized in advance. Submission deadlines are final and access to links are removed after deadlines have expired. NO LATE assignments will be accepted unless a valid pre-approved or medical reason has been discussed with the professor. If an assignment is not completed on time due to a documented illness, emergency or other university related activity, a make-up date can be scheduled with the professor. All late assignments or non-submitted assignments will receive a score of zero points.

**Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies included in Canvas.

**UT Tyler Policy on Artificial Intelligence.** UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. Students are ultimately responsible for the quality and content of the information submitted. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity, resulting that the student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, students can use AI platforms/tools to help revise and edit their work (e.g., to identify flaws in reasoning; to help generate new ideas; to spot confusing or underdeveloped paragraphs; to correct citations; and/or to serve as a personalized learning tool). When submitting work, students must identify any writing, text, or media generated with the assistance of AI following the APA guidelines listed within the course.

**UT Tyler School of Education Professional Dispositions and Requirements.** Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21<sup>st</sup> century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

Access the [Code of Ethics and Standard Practices for Texas Educators](#).