



A Member of The Texas State University System
Center for Research and Doctoral Studies in Educational Leadership

SYLLABUS: ASE 578
CURRICULUM PLANNING AND DEVELOPMENT
Spring Semester 2008

Professor: Dr. Rowan Ljungdahl
Phone: 832-643-1453; 936-594-3560, ext 4015
Email: rljungdahl@trinityisd.net

COURSE DESCRIPTION:

This course is designed to expand your knowledge of curriculum and instruction along with related issues within the framework of administrative leadership. You will engage in discussions, projects, and activities to stimulate improved effective practices in an effort to better enhance your professional skills as an educational school leader charged with the responsibility of meeting state and federal requirements regarding what shall be taught and what shall be tested in classrooms. Additionally, you will discuss, analyze, and review documents and data typically used to guide public school curriculum as it is currently mandated and presented in the real life settings of schools within our state. Two basic approaches to learning will be utilized. A traditional mastery learning approach will focus on acquiring knowledge of curriculum concepts, history, policy, procedures, and issues. Also, real field-based activities will be introduced to provide students with a broad knowledge of current administrative practices associated with the management and evaluation of curriculum.

COURSE RATIONALE:

This course is consistent with the mission of the University, the College of Education and Applied Sciences, the Department of Educational Leadership and Counseling, and the Educational Leadership Program as follows:

- *The mission of Sam Houston State University is to enable students to become informed, thoughtful, and productive citizens.*
- *The mission of the College of Education and Applied Sciences is to provide students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society.*
- *The mission of the Program of Educational Leadership is to prepare educational leaders for real world challenges and opportunities.*

REQUIRED TEXT:

Developing The Curriculum, 6th ed. Peter F. Oliva.

Deciding What to Teach and Test., Fenwick English

The Principal Portfolio, Genevieve Brown and Beverly Irby

Publication Manual of the American Psychological Association, 5th ed., American Psychological Association

TEXAS FRAMEWORK FOR PRINCIPAL

Domain II-INSTRUCTIONAL LEADERSHIP

Competency 004-The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance:

The principal knows how to:

- 4.1-facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human development processes, legal requirements).
- 4.2-facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- 4.3-facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- 4.4-facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- 4.5-facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- 4.6-facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- 4.7-promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION: STANDARDS FOR ADVANCED PROGRAMS IN EDUCATIONAL LEADERSHIP

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff

2.2-Provide Effective Instructional Program

2.2a-Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

2.2b-Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.

2.2c-Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3-Apply Best Practice to Student Learning

2.3a-Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.

IDEA Objectives

1. Gain factual knowledge.
2. Learn fundamental principles, generalizations or theories.
3. Learn to apply course materials.
4. Develop specific skills, competencies, and points of view needed by professionals in the field.

COURSE REQUIREMENTS:

Participation: Attendance is required in all class sessions. Participation in all discussions and completion of all activities and assignments is expected. Also, students will be expected to demonstrate the ability to work in *collaborative* groups. (ELCC 2.3; T4.2)

Homepage: Under the “Tools” heading, create your homepage. Make sure to attach a recent photograph of yourself and include your three favorite websites. (25 pts)

Discussions: You are expected to fully participate in the weekly discussions. This participation should include commenting on the topic by referencing the text or some other source (please use internal documentation), and a personal example to support your comments. In addition, you should respond to at least two of your classmates’ comments. Interaction in the discussions is vital to fully understanding the material. Sharing also gives us new ideas and much needed support. (ELCC 2.3; T 4.2) (10 points each week)

Reflections of Readings: Students will write a one to two page reflection per reading assignment following the Brown and Irby Reflection Cycle. (ELCC 2.3; T 4.2) (50 points)

Alignment Assignment: Students will form cooperative workgroups consisting of three to four class members. Students will examine 2007 TAKS Demographic Reports for either Mathematics, Reading/English Language Arts, Science or Social Studies in three consecutive grade levels throughout a Texas campus or district in order to conduct a curriculum needs assessment which will be used to develop a curriculum action plan of improvement for the campus or district. The action plan should evaluate three TAKS objectives and align them to the TEKS and the district curriculum scope and sequence. A new scope and sequence should be

written to reflect the changes. A narrative, action plan and class presentation are also included. Handouts should be emailed to each class member before each presentation. (ELCC 4.1, 4.2, 4.3; T 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 5.1, 5.8, 5.11) (100 Points)

Curriculum Issue Paper:

Each student will choose a curriculum issue to research. Approved topics for the paper shall be researched and presented to reflect the student's administrative leadership in order to make recommendations and instructional improvements. Students will be required to share their individual topics with the class and the final product will include a formal paper. All papers should be double spaced and should follow the American Psychological Association Style Manual (APA), Fifth Edition. Each paper should include a topic issue and recommendations for improved practice that are found in a review of the literature. (7-15 pp.; 10 references minimum). (ELCC 5.1; T 4.2, 5.2) (50 points)

Internship Activities:

All activities will include a reflection and artifacts and be placed in your Principal Portfolio under Standard 2. (60 Points)

1. Critique the process used at the campus level to assess and modify curriculum on your campus. Address how the principal employs collaborative planning to facilitate curriculum change.
2. Participate in and critique a curriculum-planning meeting at the building or district level.
3. Analyze the process for using information about various student groups in order to improve student achievement at the campus level.
4. Analyze the professional development plan for your district.
5. Describe and critique the process used at the campus for determining the professional development needs of the faculty.

6. Describe how the results of standardized tests (TAKS, SDAA, etc.) are shared with parents and the community.

Final Event:

Create a synthesis of course content that includes the readings, research, class discussions, research papers, and presentations. (100 Points)

Course Evaluation: At any point in time, you can use the Grading Scale below to figure out your approximate grade.

All assignments must be completed **on time**. No late work is accepted. Grades will be assigned on the following scale:

90-100%	A
80-89%	B
70-79%	C
≤69	F

The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

SHSU STUDENT GUIDELINES

ACADEMIC DISHONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.html

VISITORS IN THE CLASSROOM

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

ASE 578 Schedule-Spring 2007

- Class 1: January 14 **Meet as class.** Class Orientation
An Historical Overview of Curriculum
Assignment: Read Chapter 1 (English);
Reflect Chapters 1 and 2 (Oliva)-**Due: Jan. 21**
- Class 2: January 21 **Online discussion.** An Historical Overview of Curriculum
Assignment: Read Chapter 5 and 6 (Oliva);
Reflect *Dare Progressive Education Be Progressive?* By George Counts-**Due: Jan. 28**
<http://courses.wccnet.edu/~palay/cls2002/counts.htm>
- Class 3: January 28 **Online discussion.** Curriculum Theory and Philosophy
Social Reconstructionist Curriculum
Assignment: Read Chapter 3 (Oliva)
- Class 4: February 4 **!!!!!!Meet as class 6:00!!!!!!**
Curriculum Theory and Philosophy
Humanistic Curriculum
Emotional Intelligence and Multiple Intelligence Theories
Assignment: Read Chapter 4 (Oliva)
- Class 5: February 11 **Online discussion.** Curriculum Theory and Philosophy
Academic Curriculum
Assignment: Read Chapters 12 and 13 (Oliva)
Reflect Chapter 3 (English)-**Due: Feb. 18**
- Class 6: February 18 **Online discussion.** Written Curriculum Alignment
Assignment: Read Chapter 7 (Oliva)
Reflect Chapter 4 (English)-**Due: Feb. 25**
- Class 7: February 25 **Online discussion.** Written Curriculum Alignment
Aligning the Curriculum
Assignment: Read Chapter 8 (Oliva)
- Class 8: March 3 **Online discussion.** The Instructional Leader and Curriculum Change
Assignment: Read Chapters 9 and 10 (Oliva)
Alignment Assignments-Due: March 10
- Class 9: March 10 Current Issues in Curriculum and Instruction
Assignment: Read Chapters 14 and 15 (Oliva)

*** NOTE: March 17 NO CLASS --- Spring Break**

- Class 10: March 24 **Meet as class. Presentations of Alignment Assignments**
Assignment: Read Chapters 14 and 15 (Oliva)
- Class 11: March 31 **Meet as class. Presentations of Alignment Assignments**
Assignment: Reflect *Differentiating Instruction*- By Scott Willis and Larry Mann-**Due April 7**
http://www.ascd.org/ed_topics/cu2000win_willis.html
- Class 12: April 7 Instructional Issues
Assignment: Prepare Curriculum Issue Paper Due: April 14
- Class 13: April 14 **Online Presentation of Curriculum Issues Papers**
Assignment: Complete Internship Activities-Due: April 28
- Class 14: April 21 **Online Presentation of Curriculum Issues Papers**
Assignment: Complete Internship Activities-Due: April 28
- Class 15: April 28 The Taught Curriculum
Internship Activities Due
- Class 16: May 5 The Tested Curriculum
Assignment: Prepare for Final Event-Due: May 10
- Class 17: May 12 **Final Event:** A Synthesis of ASE 578-An individual presentation of course content

CURRICULUM ISSUES AND TOPICS

<u>Topic</u>	<u>Student</u>
1. Differentiating Curriculum in the Heterogeneous Classroom	_____
2. The impact of IDEA and NCLB On Curriculum	<u>Eugene Lafitte</u>
3. Components and benefits of a District-Aligned Curriculum	<u>Eric Droddy</u>
4. Health and Sexuality Curriculum	_____
5. Outdoor Curriculum	<u>Maegan Kiersz</u>
6. Multiple Intelligences Curriculum	<u>Crystal Emmons</u>
7. Emotional Intelligence Curriculum	_____
8. Gender Equity Curriculum Issues	_____
9. Evolution/Creationism Curriculum	_____
10. Multicultural Curriculum	_____
11. The Impact of Technology on Curriculum and Instruction	<u>Gill Campbell</u>
12. Bilingual Curriculum	_____
13. ESL Curriculum	<u>Kelli Robinson</u>

14. Curriculum that Provides for the
Success of All Student Groups
(You may choose a student group) Margaret Rodriguez

15. Effective Coordination of
Campus Curricular,
and Extracurricular
programs in Texas
(including state law) Robert Davis

16. Migrant Student Curriculum _____

17. Reading Curriculum:
Phonics vs. Whole Language Brittaney Cassidy

18. Mathematics Curriculum Thomas Sample

19. Quality Curriculum Staff
Development _____

Alignment Assignment

Subject_____

Grades_____

Students

1. _____

2. _____

3. _____

4. _____