

ASE 578 CURRICULUM PLANNING AND DEVELOPMENT SUMMER 2008

COURSE/TITLE: ASE 578 CURRICULUM PLANNING AND DEVELOPMENT
COLLEGE: SAM HOUSTON STATE UNIVERSITY
DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

PROFESSOR: DR. LINDA RODRIGUEZ

OFFICE PHONE: 281-985-7308
(Please leave your name and number where you can be reached).

ELECTRONIC
OFFICE HOURS: MONDAYS: 6:00-7:00 P.M.

AFTER HOURS: 281-893-3929
Please call me if you have an urgent message.

FAX#: 281-985-6169

E-MAIL: elc_rgr@shsu.edu

REQUIRED MATERIALS:

This course will be web-based and field-based. You must be able to access blackboard.
<http://blackboard.shsu.edu/webapps/login>. Additionally, all communications will be from your SHSU email account.

Oliva, P.F. (2008). *Developing the Curriculum* (7th ed.). New York: Longman Publishers.

English, F. W. (2000). *Deciding What to Teach and Test Developing, Aligning, and Auditing the Curriculum*.

SUPPLEMENTAL MATERIALS:

Supplemental readings, links, etc, will be added as deemed necessary under course documents to help clarify or supple the reading assignments.

COURSE DESCRIPTION:

This course is designed for the study of underlying philosophy, research, and development of curriculum. Following an overview of several major curricular theorists and approaches, the assignments provide guided field-based practice in curriculum development, research and alignment. Class will be student driven; the professor will serve as a facilitator and guide in this online course.

EXPECTATIONS:

- Students will participate in online discussion classes.
- Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in a team arrangement to learn what they missed when late or unavoidably absent.
- No make-up assignments will be given; points will be deducted from participation grade and/or assignments turned in late.
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class.
- Late assignments will result in a lower participation grade.
- Students will visit the library at SHSU on line to supplement their readings on the various methodologies and will share these accounts during class discussions.

- Students will make postings on blackboard as assigned. This posting should be related to what you are learning in the course or what we have discussed. You may post questions for response. Some of the postings will result from group-led discussions. All responses must have a citation from the textbook.

COURSE REQUIREMENTS:

PARTICIPATION: Attendance is required as assigned on blackboard. Participation in all discussions, activities, and assignments is expected. In addition, students will be expected to demonstrate the ability to work in collaborative groups via discussion board. Failure to participate will result in a loss of points and or dropped from the course.(Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4, ELCC 2.3)

WRITTEN WORK: Written assignments will be based on the readings and the student's own experiences. All written assignments must be written at the graduate level and follow APA format as indicated in the SHSU Education Leadership and Counseling Department Writing Standards. (Tx. Principal Standards: 4.2, 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4, ELCC 2.3;)

READINGS: Students will be prepared to answer the following questions based on the reading assignment:

1. What key points is the author making?
2. What issues or concerns does this information generate?
3. How can I use this information in my role as educational leader in curriculum planning, implementation and evaluation?

Evaluation of the student readings may include any or all of the following:

1. One-page reflection following the Reflection cycle as illustrated in Brown & Irby.
2. Written response to discussion questions.

(Tx. Principal Standards: 4.2, 6.1- 6.5, 7.1-7.8; NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4, ELCC 2.3)

PERFORMANCE AND ASSESSMENT: The students' performance of knowledge and skills as set forth in the attached schedule must be at an 80% level or better to assure successful completion of the course

Assignments are due by 12:00 midnight on the assigned date. Use Assignment Box to send all assignments! You must have a Sam Email Account (not to be forwarded to other email) and be able to access Blackboard to participate in this class. Failure to actively use Blackboard for any two-week period will result in the student losing points or being dropped from the class or failed if after drop deadli

Below you will find orientation information that should be helpful as you prepare for the course over the next few days. You should read and follow the instructions.

1. Pay for your coursework as soon as possible. Until you have paid, you will not be able to access the course website on Blackboard.
2. Create a SHSU Computer Account by going to www.shsu.edu, and then scroll down the "University Fast Links" until you find Computer Account Creation. Follow the steps there to obtain your username and password. These will be used to access Blackboard and SHSU email. Hereafter, your professor will ALWAYS use your SHSU email address to initiate contact with you.
3. Go to Blackboard and login. Locate ASE 578 (your section #) and select the link to the course website.
4. Download and review the syllabus and assignment sheet under Course Information
5. Purchase your textbooks. The University Bookstore telephone number is 936-294-1862.

BLACKBOARD DISCUSSION OBJECTIVES:

- Form team leader to facilitate learning for chapter readings (See discussion board)
 - Provide focus responses to topic for discussion for assigned chapter
 - Each student must post to 3 different members per chapter. (Course statistics will be tracked)
- Opportunity for students to share ideas and experiences with others whose background and viewpoints differ from their own
- Opportunity for peer assistance to help each other understand ideas or concepts
- Use professional language during discussions

ASSIGNMENTS OBJECTIVES

- Opportunity to stay up to date in their work by using a variety of resources (Field-based assignments, interviews, internet research, analyzing curriculum, etc)
- Opportunity for students to extend their intellectual effort beyond that which is required by most courses (NCLB requirements, second language learners, parent involvement, paraprofessional, staff development, interviews, etc)
- Related to real life situations (Major project, weekly assignments, on line discussion).

STUDENT/INSTRUCTOR INTERACTION/COMMUNICATION OBJECTIVES:

- Display a personal interest in students and their learning
- Assist students in ways to find answers to their own questions
- Provide feedback of academic performance
- Clarify course material
- Share ideas about the course content
- Provide timely and frequent feedback
- Provide student-faculty interaction via email, phone calls, etc.

PROGRAM STANDARDS: TEXES, NCATE, IDEA, AND PRINCIPAL STANDARDS AS ALIGNED BY EDL AT SAM HOUSTON STATE UNIVERSITY

COURSE PERFORMANCE STANDARDS, KNOWLEDGE, AND SKILLS:

While completing an approved preparation program, all candidates for school principal certification in Texas must demonstrate general knowledge and skill competency related to the eight standards areas established by the State Board of Educator Certification (SBEC): <http://www.tepsa.org/SC/PrincipalStandards.pdf>

STATUTORY AUTHORITY: Texas Education Code, Chapter 21, Subchapter B, Certification of Educators.
<http://www.tea.state.tx.us/sboe/schedule/9809/ch241-ltr.html>

1. Learner-Centered Values and Ethics of Leadership
2. Learner-Centered Leadership and Campus Culture
3. Learner-Centered Human Resources Leadership and Management
4. Learner-Centered Communications and Community Relations
5. Learner-Centered Organizational Leadership and Management
6. Learner-Centered Curriculum Planning and Development
7. Learner-Centered Instructional Leadership and Management.

IDEA objectives for this course: <http://www.idea.ksu.edu/>

1. Gaining factual knowledge
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

NCATE online P. 12: <http://www.ncate.org/standard/new%20program%20standards/elcc.pdf>

Course Outline and Assignments

Assignment Box: All assignments, papers, etc. need to be dropped in this box and labeled as such:

Example: Assignment #1: Smith

Topic/Date	Assignments Field-based Component/Reflections	Knowledge & Skills/ Standards	IDEA Objectives
<p>Week #1 - June 5th Week of acclimation</p> <ul style="list-style-type: none"> Read Chapter 1- Curriculum and Instruction Defined 	<p>Syllabus – Course Information</p> <p>Set up your email account and get acclimated to Blackboard.</p> <p>Getting Ready for the Course: Acquire textbooks Blackboard: Review the following items: announcements, course information, course document, discussion board, communication, and tools.</p> <p>TOOLS: locate the gradebook. You will use this to view your personal information after assignments have been submitted and graded.</p> <p>SEE BLACKBOARD FOR GROUP ASSIGNMENT AND POSTING REQUIREMENTS</p>	<p>NCATE: 1.6, 2.4,7.4., TExES I.3.i, I.3.f, I.3.g</p>	<p>1 Gaining factual knowledge</p>
<p>Week #1 – June 7th Read Chapter 3 – Curriculum Planning: A Multilevel, Multisector Process</p> <ul style="list-style-type: none"> Use Brown and Irby reflection cycle 	<p>Assignment #1: Write a 1 page reflection Participate in and critique a curriculum planning meeting at the building or district level. What does the school district’s organizational plan look like? Is it effective? What changes would you recommend?</p> <p>Internship activity: Place in notebook under Standard 4</p>	<p>NCATE 3.4, 3.5; TExES II.4.c, 4.3 ELCC 2.2</p>	<p>3.Learning to apply course material 4.Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p>
<p>Week #1 – June 7th Read Chapter 4 – Curriculum Planning: The Human Dimension</p> <ul style="list-style-type: none"> Use Brown and Irby reflection cycle 	<p>Assignment #2: Write 1-2 pages Interview the campus principal or designee in charge of curriculum implementation. Critique the process used at the campus level to assess and modify the curriculum for Second language learners or special education students, including how the principal employs collaborative planning processes to facilitate change.</p> <p>Internship activity: Place in notebook under Standard 4.</p>	<p>NCATE 1.3, 3.1-3.6; TExES II.4.a, II.4.c, II.7.c, 4.2 ELCC 2.2</p>	<p>3.Learning to apply course material 4.Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p>
<p>Week #2 – June 10th</p> <ul style="list-style-type: none"> Read Chapter 2 – Principles of Curriculum Development 	<p>SEE BLACKBOARD FOR GROUP ASSIGNMENT AND POSTING REQUIREMENTS</p>	<p>NCATE 7.4, TExES I.3.i</p>	<p>1. Gaining factual knowledge 2. Learning fundamental principles, generalizations, or theories</p>

<p>Week #2 – June 12th</p> <ul style="list-style-type: none"> • Read Chapter 6 – Philosophy and Aims of Education 	<p>SEE BLACKBOARD FOR GROUP ASSIGNMENT AND POSTING REQUIREMENTS</p>	<p>NCATE 1.7, 2.3, 7.4, 1.6, 2.4 11.5 TEExES I.3.b-e, I.3.h, I.3.i, I.3.f, I.3.g</p>	<p>3.Learning to apply course material 4.Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p>
<p>Week #2 – June 14th</p> <ul style="list-style-type: none"> • Read Chapter 7 – Needs Assessment • Use Brown and Irby reflection cycle 	<p>Assignment #3: 1 page reflection and 1 artifact Analyze the professional development plan for the district.</p> <p>Internship activity: Place in notebook under Standard 4</p> <p>Read Chapter 4 (English) – Write a 1 page reflection.</p>	<p>ELCC 2.4, TEExES 6.1</p>	<p>1. Gaining factual knowledge 3.Learning to apply course material 4.Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p>
<p>Week # 2 – June 14th</p> <ul style="list-style-type: none"> • Read Chapter 11 – Selecting and Implementing Strategies of Instruction • Use Brown and Irby reflection cycle 	<p>Assignment #4 – 1 -2 pages and 1 artifact Describe and critique the process used at the campus level for determining the professional development needs</p> <p>Internship activity: Place in notebook under Standard 4</p>	<p>ELCC 2.4, TEExES 6.1</p>	<p>IDEA 1, 2, 3, 4 3.Learning to apply course material 4.Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p>
<p>Week #3 – June 17th</p> <ul style="list-style-type: none"> • Read Chapter 12 Evaluating Instruction • Read Chapter 13 Evaluating the Curriculum 	<p>SEE BLACKBOARD FOR GROUP ASSIGNMENT AND POSTING REQUIREMENTS</p> <p>Read Chapter 3 (English)</p>	<p>Tx Principal standard 6.1-6.5; NCATE: 1.1-1.8, 2.1-2..3,3.1-3.3</p>	<p>IDEA 1, 2, 3, 4</p>
<p>Week #3 – June 21st Read Chapter 10 – Instructional Goals and Objectives</p>	<ul style="list-style-type: none"> • Assignment #5 Write a 1 page reflection and 1 artifact • Analyze the process for using information on various student groups to improve student achievement at the campus <p>Internship activity: Place in notebook under Standard 4</p>	<p>ELCC 1.2, TEExES 7.2</p>	<p>3.Learning to apply course material</p>
<p>Week #3 – June 21st Read Chapter 15 Issues in Curriculum Development</p>	<p>Assignment #6: Write a 1 page reflection and 1 artifact</p> <p>Decribe how the results of standardized tests (TAKS, TAKS M, etc) are shared with parents and the community.</p> <p>Internship activity: Place in notebook under Standard 4</p>	<p>ELCC 4.1, TEExES 2.1, 2.8</p>	<p>1. Gaining factual knowledge</p>

Week #4 – June 24 th Read Chapter 5 – Models for Curriculum Development	SEE BLACKBOARD FOR GROUP ASSIGNMENT AND POSTING REQUIREMENTS	NCATE 2.1,2.2,2.4 TExES II.7.b	1. Gaining factual knowledge 3.Learning to apply course material
Week # 4 – June 26 th Read Chapter 8 – Curriculum Goals and Objectives	SEE BLACKBOARD FOR GROUP ASSIGNMENT AND POSTING REQUIREMENTS	NCATE 2.1,2.2,2.4 TExES II.7.b	1. Gaining factual knowledge 3.Learning to apply course material
Week # 4 Final exam		(Tx. Principal Standards: 6.1-6.5, 7.1,7.4,7.7,7.8; NCATE Standards: 1.1-1.4,1.6, 1.7, 11.5 2.1-2.4, 3.1-3.3; 3.6, 3.8,4.1, 4.3, 4.4,5.4, 5.5, 6.1 6.2,7.4, 9.3 10.3, 10.4; TExES I.1.d,i,j; I.3.a,f,g,h; II.6a, I.2.g-h	3.Learning to apply course material

Curriculum Issue Paper: DUE June 25th . – GROUP PROJECT

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 present their group topic to the class by posting it to the discussion board via a powerpoint presentation. **All papers should be double spaced and should follow the APA, 5th edition.** Each paper should include a topic issue, review of literature, recommendations for improved practice, and summary statements (5-10 pages minimum; 10 references minimum). ELCC 5.2; T4.2, 5.2)

Choose a curriculum issue from the following list to research. Include the following information in a PowerPoint presentation or a research paper format. Projects will be graded on the following components. **Please label your each section of your paper with the REQUIRED sections below.**

1. Purpose of the curriculum
2. Programmatic requirements
3. Policy(ies) related to the curriculum
4. Relationship of this curriculum to student learning
5. Programs or best practices that support this curriculum (minimum of two)
6. Challenges associated with implementation of the curriculum
7. The principal's role in implementation of this curriculum
8. Recommendations for improvement in this area
9. Other (data, tables, graphs, etc)
10. References: Minimum of ten. (ELCC 5.1; T 4.2, 5.2)

Before you turn in your paper to the professor you must have the SHSU writing center look at your paper. Here is the link: <http://www.shsu.edu/~wctr/student/>. You can turn it in online or you can go to the campus. They will send me a report that they have read your paper. Please give them a reasonable amount of time before the deadline. The group paper needs to be submitted by the group leader.

In addition, papers will be submitted to [Turnitin](#) to check originality. This system compares the document with online sources, and the [Turnitin](#) database. [Turnitin](#) then scores the paper for originality.

TOPIC	Group
1. Special Education: Current changes in TAKS & Inclusion: Implications AYP and Campus Rating	
2. Response to Intervention: What is it? What are the three TIERS?	
3. What is TELPAS? How can campuses use this data to make changes to their curriculum?	
4. Secondary Math: The current AEIS data shows that schools are struggling. Why? Recommend curriculum changes. What resources are available to fill the gap?	
5. Middle and secondary schools are struggling with teachers utilizing hands-on/interactive activities to engage students.	
6. Early College Readiness	
7. Small Learning Communities	
8. Professional Learning Communities: Impact on Curriculum	

Alignment Assignment: Due June 18th Group Assignment
 (I would recommend that you talk to each other on this assignment to set up groups of four.) I am sure some of you work together or live close to each other. If this is not the case, then email your colleagues to form a group.

Students will form cooperative workgroups of four class members. Students will examine 2007 TAKS data by objective for either Mathematics, Reading/English Language Arts, Science, or Social studies. In three consecutive grade levels throughout a Texas school or district in order to conduct a curriculum needs assessment which will be used to develop a curriculum action plan of improvement for the district. The action should evaluate three to five TAKS objectives and align them to TEKS and the district curriculum scope and sequence. A narrative, action plan and class presentation are also included. (ELCC 4.1-4.3; T4.1-4.7, 5.1, 5.8, 5.11).

Internship Assignments for Principal Portfolio – Individual Assignments –

You will need a one page reflection **and** an artifact for assignments 1-6. These are to be placed in your Principal Portfolio. Submit only the reflection to the assignment section.

- Assignment #1 – Due June 7th
- Assignment #2 – Due June 7th
- Assignment #3 – Due June 14th
- Assignment #4 - Due June 14th
- Assignment #5 - Due June 21st
- Assignment #6 - Due June 21st

Course Grades/Requirements:

Internship Assignments:	90pts
Curriculum Issues Paper & Presentation	90pts
Alignment Assignment	100pts
Discussion Board	90 pts
Each person must post to 3 different people chapter and answer the question for a Total of 4 postings.	
Final Exam	30pts

These exams will be based on Readings and TExES type questions.

A = 400-370	Passing grade
B = 369-310	Passing grade
C = < 310	Not passing
F = <309	Not passing

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

Disability Statement

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

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

Absences on Religious Holy Days Policy

GENERAL

1.01 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. 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.

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