Course Description
Surveys the field of curriculum theory and organizational frameworks for current practices in curriculum development and evaluation, as well as curriculum revision and change.

This is a fully online, eight-week course. We will not meet face-to-face at any time.

You will be expected to complete 12-16 hours of on-site field experience in a school in order to complete specific assignments for this course. A signed time log of hours must be submitted during the final week of the course to verify this on-site experience.

Course Objectives
Upon successful completion of this course, students will be able to:

1. Demonstrate a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
2. Demonstrate a knowledge base on curricular decisions in research, applied theory, informed practice, recommendations of learned societies, and state and federal policies and mandates.
3. Design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs, and changing conditions.
4. Align curricular goals and objectives with instructional goals, objectives, and desired outcomes when developing scope, sequence, balance, etc.
5. Demonstrate ability to develop curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class, and exceptionalities.
6. Analyze various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities in order to design processes to support various teaching strategies and desired outcomes.
7. Evaluate student instructional settings, and describe the most appropriate techniques for assessing student progress for each setting.
8. Apply knowledge of technology, telecommunications, and information systems to enriching curriculum and instruction.
Master of Arts in Education Learning Outcomes
This course addresses the following program outcomes:

1. Analyze, integrate and apply theories, research, and techniques to plan and serve effectively within one’s professional field of study.
   a. Appraise major theories currently driving the field of Education from empirical, historical, philosophical and conceptual perspectives;
   c. Construct a wide array of inclusive educational strategies to encourage all learners or educational communities to reach high standards of individual growth and academic performance.

4. Demonstrate an understanding of the value of continued personal and professional knowledge.
   a. Support an on-going commitment to the growth, development, progress and well-being of learners within the school and professional community;
   b. Create and apply reflective practices that guide personal and professional development;
   c. Evaluate the effects of one’s choices and actions on others (students, parents, colleagues, and the community), and actively seek opportunities to grow professionally through training.

Required Text
ISBN: 9781412960342

Related Websites
- Kansas Department of Education: http://www.ksde.org
- KBLS Standards: http://www.ksde.org/LinkClick.aspx?fileticket=3wX%2fAJRzxIk%3d&tabid=295

Course Assignment Descriptions
You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor.
immediately. Please refer to the **Weekly Materials** section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

**Discussion contributions (160 points)**
(six postings per week @ 20 points per week)

**Initial Substantive Posts:** Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the **spell-check** function.

**Required Replies:** You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

**Posting Guidelines:** Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

(Please review the **Policies** section of Blackboard for further details.)

**Self-Reflection 1: Curriculum Leader (20 points)**
Write a 1-2 page self-reflection responding to the question, "What does it mean to be a curriculum leader?" Consider what you have learned from your experiences as well as your readings for this week. Include references and in-text citations for at least one outside source that supports your ideas and main points. Since this is a reflective paper, it can be written in first person, but please be sure to include appropriate citations and references for ideas that came from outside sources.

**Self-Reflection 2: Curriculum Levels (20 points)**
Write a 1-2 page self-reflection responding to the question, "What are the four curriculum levels, and how do they affect the classroom learning environment?" Provide specific ideas and information on what these levels have to do with learning in the classroom. Include citations and references in APA format for any outside sources used.

**Essay: Curriculum Trends (25 points)**
Write a 1-2 page analysis of current trends in curriculum and how you see these trends affecting the quality of curriculum. You should include citations and references in APA format for a minimum of three peer-reviewed, scholarly sources.
**Essay: Principal’s Influence on District Curriculum Policies (25 points)**
Write a 2-3 page essay responding to the following question: How can you, as a principal, influence district curriculum policies? Include citations and references in APA format for at least two peer-reviewed, scholarly sources to back up your ideas. Also include a title page in APA format.

**Essay: Importance of Strategic Planning (25 points)**
Write a 2-3 page essay discussing the need for strategic planning focused on data-driven goals and shared curriculum decisions that promote effective instruction. Include references and citations in APA format for at least two peer-reviewed, scholarly sources. Also include a title page in APA format.

**Time Log (10 points)**
By the end of this course, you will need to submit a completed and signed Time Log documenting the hours of on-site field experience you have completed. You will not need to submit this log until Week 8, however, you will need to begin filling it out once you start your on-site experience. Print the Time Log document provided in the Week 1 Lesson, and review the instructions. Keep in mind that you will need to complete at least 12-16 hours of on-site field experience during which you will complete the four interviews required for this course, so you may want to start planning right away when you will complete these requirements.

**Field Experience Component: Interviewing Curriculum Experts**
For the field experience component of this course, you will complete four on-site interviews with school professionals involved in various aspects of curriculum decisions. The specific instructions and due dates for each interview are provided below. For all of your interview experiences, please **DO NOT** include the name of the person interviewed, the name of the school or district, or any other identifying characteristics about the person or school. You should include the job title of the interviewee and a brief description of what he/she does but no other details that would violate privacy. When appropriate, you may ask to see examples of processes and documents produced, assuring the interviewee that you will be summarizing the data in your write-up but will not include any specific school or personnel information.

For each interview, you will write a 5-6 page paper describing what you learned from the interview, as well as the topics or questions addressed in the assignment instructions below. Each interview assignment is worth up to 100 points. See the rubric provided in the weekly lessons for specific details regarding how your reflection papers will be graded. (**Note: Each of these interview assignments are considered signature assignments for this course, which must receive at least a B and should be included in your portfolio.)**
Curriculum Specialist Interview #1

(Due at midnight, CT on Sunday of Week 3)

For this assignment, you will conduct an on-site interview with a school or district curriculum specialist/curriculum coordinator about his/her procedures for aligning curriculum goals and objectives with instructional goals and objectives. Then you will analyze what you have learned from your interview and describe what you think is working well regarding aligning curriculum and what recommended changes you would suggest. Be sure to include an evaluation component describing how the school evaluates the effectiveness of the curriculum and what, if anything, you would suggest they change in this process.

Curriculum Specialist Interview #2

(Due at midnight, CT on Sunday of Week 4)

For this assignment, you will conduct a second on-site interview with a school or district curriculum specialist/curriculum coordinator. Then write a reflection paper on how the interviewee supports instructional improvement, builds curriculum, and uses best practices. Use the information gathered from your interview to analyze the components of their profession. Consider asking questions such as, "Do you conduct curriculum studies and evaluate and adjust instructional techniques based on the results?" or "Do you purchase resources based on the results of curriculum studies?"

School Principal Interview

(Due at midnight, CT on Sunday of Week 7)

Conduct an on-site interview with a school principal with the purpose of discovering his or her role in curriculum decisions and implementation processes. Additionally, discuss the specific items listed below in your interview.

- Staffing patterns
- Student grouping plans
- Class scheduling processes
- School organizational structures
- Facilities that support various teaching strategies and student outcomes

Design a plan for your future school that includes a synopsis of your findings from the interview along with your personal recommendations based on what you have learned throughout the course. Be sure to include citations and references in APA format for any outside sources used. See http://owl.english.purdue.edu/owl/resource/560/11/ for examples of how to reference interviews and personal communication.

You will also be posting a summary of the main ideas you have learned from this interview in the discussion forum for Week 7 by midnight, CT on Wednesday. Even if your paper is not completed, you will need to have the on-site interview completed and
your main points determined by this time. Participation in this forum is worth up to 10 points.

Research Development Specialist Interview

(Due at midnight, CT on Saturday of Week 8)

Conduct an on-site interview with a research specialist in a school or district to determine how technology is used for:

- Goal setting
- Context analysis
- Appropriate assessment design
- Task analysis
- Learner analysis
- Appropriate strategies design
- Formative and summative evaluations

Write a reflection on what you have learned about these topics from your interview and any additional recommendations you would have for the school or district based on your interview findings.

You will also be posting a summary of the main ideas you have learned from this interview in the discussion forum for Week 8 by midnight, CT on Wednesday. Even if your paper is not completed, you will need to have the on-site interview completed and your main points determined by this time. Participation in this forum is worth up to 10 points.

Course Schedule At-A-Glance*

Please refer to the Term Calendar in our cyberclassroom for specifics regarding dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings &amp; Activities</th>
<th>Assignments Due</th>
<th>Date/Time Due**</th>
</tr>
</thead>
</table>
| Week 1 | • Chapter 1: What It Means to be a Curriculum Leader: No Child Left Behind and Beyond | • Course Discussion  
• Self-Reflection 1: Curriculum Leader | • Midnight CT on Weds/Sun.  
• Sunday at midnight |
| Week 2 | • Chapter 2: The Four Curriculum Levels: State, District, School and Classroom  
• Chapter 4: State Policies and Frameworks | • Course Discussion  
• Self-Reflection 2: Curriculum Levels | • Midnight CT on Weds/Sun.  
• Sunday at midnight |
| Week 3 | • Chapter 3: Importance of the Principal | • Course Discussion  
• Essay: Curriculum Trends  
• Curriculum Specialist Interview #1 | • Midnight CT on Weds/Sun.  
• Sunday at midnight |
| Week 4 | • Chapter 10: Aligning the Curriculum  
• Chapter 11: Monitoring | • Course Discussion  
• Curriculum Specialist | • Midnight CT on Weds/Sun.  
• Sunday at midnight |
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment/Activity</th>
<th>Interview #2</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>• Chapter 6: Developing Vision and Goals</td>
<td>• Course Discussion</td>
<td>• Midnight CT on Weds/Sun.</td>
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<tr>
<td></td>
<td></td>
<td>• Essay: Principal’s Influence on District Curriculum Policies</td>
<td>• Sunday at midnight</td>
</tr>
<tr>
<td>Week 6</td>
<td>• Chapter 8: Committing to a Learning-Centered Schedule</td>
<td>• Course Discussion</td>
<td>• Midnight CT on Weds/Sun.</td>
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<td></td>
<td>• Chapter 12: Making Yearly Planning Calendars</td>
<td>• Essay: Importance of Strategic Planning</td>
<td>• Sunday at midnight</td>
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<td></td>
<td>• Chapter 13: Developing Units of Study</td>
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<tr>
<td>Week 7</td>
<td>• Chapter 7: Rethinking the Program of Studies</td>
<td>• Course Discussion</td>
<td>• Midnight CT on Weds/Sun.</td>
</tr>
<tr>
<td></td>
<td>• Chapter 14: Enriching the Curriculum</td>
<td>• Interview Forum Participation</td>
<td>• Midnight CT on Weds./Sun.</td>
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<tr>
<td></td>
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<td>• School Principal Interview</td>
<td>• Sunday at midnight</td>
</tr>
<tr>
<td>Week 8</td>
<td>• Chapter 15: Evaluating the Curriculum</td>
<td>• Course Discussion</td>
<td>• Midnight CT on Weds/Sat.</td>
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<tr>
<td></td>
<td></td>
<td>• Interview Participation Forum</td>
<td>• Midnight CT on Weds./Sat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research and Development Specialist Interview</td>
<td>• Saturday at midnight</td>
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<tr>
<td></td>
<td></td>
<td>• Time Log</td>
<td>• Saturday at midnight</td>
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</tbody>
</table>

* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.

** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

### Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Weeks 1-8: Discussion</td>
<td>-</td>
<td>20 per week</td>
<td>160</td>
</tr>
<tr>
<td>Week 1: Self-Reflection 1 Curriculum Leader</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Week 2: Self-Reflection 1 Curriculum Levels</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Week 3: Essay: Curriculum Trends</td>
<td>1</td>
<td>25</td>
<td>25</td>
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<tr>
<td>Week 5: Essay: Principal’s Influence on District Curriculum Policies</td>
<td>1</td>
<td>25</td>
<td>25</td>
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<tr>
<td>Week 6: Essay: Importance of Strategic Planning</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Weeks 3, 4, 7, &amp; 8: Field Experience Interviews</td>
<td>4</td>
<td>100</td>
<td>400</td>
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<tr>
<td>Week 7 &amp; 8: Interview Summary Forums</td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Week 8: Time Log</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
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<td><strong>705</strong></td>
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*Please refer to the Policies menu for more information about our Course Discussions.*
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>634-705</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>564-633</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>493-563</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>423-492</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 423</td>
</tr>
</tbody>
</table>

To access your scores, click on Grades in the Student Tools area in Blackboard.

**Important Policies**

All course-specific policies for this course are spelled out here in this syllabus. However, additional university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

**Editorial Format for Written Papers**

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

**Ottawa Online Late Policy**

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

**Saving Work**

It is recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.
**Academic Integrity**
Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”
Please refer to **Academic Honesty** in the **Policies** section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

**Student Handbook**
Please refer to your student handbook for all university regulations. The **Resource Room** on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see **Policies** in Blackboard for additional university policies.

**Blackboard Technical Support**
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See [www.ottawa.edu/ouhelp](http://www.ottawa.edu/ouhelp) for contact information.

**Ottawa University Mission Statement**
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.