

## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course NO: EA-737: Administration of Curriculum

New: Fall 1995

Revision: Fall 1998

Revision: Fall 2000

Revision: Fall 2005



### THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

#### I. Catalog Description and Credit Hours of Course:

The course is designed to prepare the aspiring and practicing school administrator for the responsibilities at the central office level in proper administration of development of curricula, examining the national, state, district, and school roles in curricular matters, as well as being able to research findings in educational literature to identify trends in curriculum change, and to understand the components of a district curriculum. (3)

#### II. Prerequisite(s):

Master's degree and admittance to the Specialist degree program.  
EL-606 Curriculum Construction (Elementary) or SE-637 Curriculum Construction (Secondary)

#### III. Purposes or Objectives of the Course:

The student will demonstrate knowledge, understanding, and the ability to:

- A. Relate the implications of national and state legislative decisions regarding curriculum to local district policy and procedures.
- B. Provide leadership in the planning, development, implementation, and evaluation of curriculum at the district, school, and classroom level.
- C. Understand trends and issues resulting from current education reforms, standards, mandates, and grassroots movements.

- D. Relate the development of district mission, improvement planning, needs assessment and student achievement to leadership in the administration of curriculum.

Students will become cognizant of:

- E. National and state movements and standards regarding curriculum.
- F. Missouri’s curriculum reform and its connection with assessment of students and programs as well as district accreditation.
- G. Assessing needs, planning for improvement, and evaluating programs.
- H. The relationship of district curriculum to every classroom and student/community diversity
- I. Curriculum feedback, audit and assessment.
- J. How leaders can assist with the implementation of quality curriculum.
- K. Use of technology to benefit curriculum and student assessment issues.

IV. Expectations of Students:

Each student will be expected to:

- A. Constructively participate in classroom discussion and complete all activities and assignments.
- B. Submit journal article critiques of related readings in research selected by the student or instructor.
- C. Complete individual and/or group project(s) and presentation on current issues and research in curriculum.
- D. Acceptable performance on examinations.

V.	Course Content or Outline	<u>Class Hours</u>
	A. National and State Policy Development	5
	B. ISLLC Model applied to Curriculum	3
	C. State Curriculum Reform	4
	D. District and School Reform	4

E.	Assessing Needs, Organizing, Planning, and Evaluating Curriculum Programs	5
F.	Building, Supporting, and Implementing District Curriculum	6
G.	Developing the School Curriculum Integrating Technology into Instruction	3
H.	Developing the Classroom Curriculum	3
I.	Auditing and Evaluating the District Curriculum	6
J.	Curriculum and Accreditation	3
K.	Trends and Issues in Curriculum	<u>3</u>
	Total Hours	45

VI. Textbook(s):

Bernhardt, V. L. (1999). *The school portfolio: A comprehensive framework for school improvement*. Gardiner, NY: Freelance Editorial Services.

Carr, J.F. & Harris, D.E. (2001). *Succeeding with standards for school improvement*. Association for Supervision and Curriculum Development (ASCD), Alexandria, VA

VII. Basis for Student Evaluation and Performance Outcomes:

The evaluation of student performance includes the following products and/or activities and is standards based. Educational Leadership Constituent Council (ELCC) Standards and Missouri Standards for Teacher Education Programs (MoSTEP) standards follow each evaluation product or activity with the MoSTEP standards listed in parentheses.

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

- A. Journal article critiques
- B. Individual and/or group projects and presentations
- C. Participation in class discussion and activities
- D. Written exams

- \*E Assessing curriculum  
(1.4, 3.2, 12.1, 12.2, 12.3) P2.11
- \*F. Data analysis regarding district curriculum using longitudinal data.  
(1.4, 3.3, 3.5, 3.9, 9.1, 12.1, 12.2, 12.3) K2.1; K2.2; K2.10; D1.5; P2.13;  
P2.14; P2.17;
- \*G. Planning for improvement in curriculum, instruction, and assessment congruence  
(1.4, 2.3, 3.1, 3.4, 3.6, 4.1, 12.1, 12.2, 12.3) K1.1; K2.4; K2.5; K2.7; K2.11;  
K3.4; D1.1 D1.2; D1.3; D2.2; D2.4; D2.5; D2.7; D2.8; D3.5; P2.1; P2.2; P2.4;  
P2.5; P2.8; P2.12; P2.19; P2.20; P3.3; P6.1;
- \*H. ISLLC Standards applied to curriculum administration planning and  
implementation.  
(1.7, 12.1, 12.2, 12.3) K2.9; K5.2; K5.4; K6.5; D1.6; D3.4; D5.3; D5.4;  
D5.5; D5.7; D5.8; P1.12; P3.21; P5.1; P5.2; P5.3; P5.4; P5.5; P5.6; P5.9;  
P5.13;

\*Items identified by an asterisk will be continued during the student's internship.  
**Approximately 100 hours will be required to complete the activities E, F, G, and H.**

Grading Policy:

90%--100%	A
80%--89%	B
70%-79%	C
Below 70%	F

VIII. Knowledge Base References:

Altrichter, H., Posch, P., & Somekh, B. (2000) *Teachers investigate their work*.  
New York: Routledge.

Anctil, E.J. & Haas, G.J. (2006) *Curriculum planning: A contemporary approach*.  
Boston, MA. Allyn & Bacon/Longman Publishers.

Barab, S. & L. A. (1997). Designing effective interdisciplinary anchors. *Educational Leadership, 54*, 52-57.

Beach, D. & Reinhartz, J. (2000) *Supervisory leadership: Focus on Instruction..*  
Boston, MA. Allyn & Bacon/Longman Publishers.

Bernhardt, V. L. (1998). *Data Analysis for Comprehensive Schoolwide Improvement*.  
Larchmont, NY: Eye on Education.

Glatthorn, A. A. (1994). *Developing a quality curriculum*. Alexandria, VA: Association

for Supervision and Curriculum Development.

Glickman, C. Gordon, S. & Ross-Gordon, J. (2004) *SuperVision and instructional Leadership: A developmental approach*. Boston, MA.: Allyn & Bacon/Longman Publishers.

Jospeh, P.B., Bravmann, S.L. Windschitl, M.A., Mikel, E.R. & Green, N.S. (2000) *Cultures of curriculum*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Kornhaber, M., Fierros, E., & Veenema, S. (2006). *Multiple intelligences: Best ideas From research and practice*. Boston, MA: Allyn & Bacon/Longman Publishers.

Magill, S. & Herden, R. (1998). Using educational outcomes and student portfolios to steer management education. *Journal of Management Education*, 22, 567-591.

McDaniels, G. (1998). Perspectives on education reform by public school principals. *Curriculum Administrator*, 34, 18.

Olivia, P. (2005) *Developing the curriculum*. Boston, MA: Allyn & Bacon/Longman Publishers.

Posner, G. & Beach, A. (2006) *Course design: A guide to curriculum development for Teachers*. Boston, MA: Allyn & Bacon/Longman Publishers.

Reinhartz, J. & Beach, D. (2004) *Educational leadership: Changing schools, changing Roles*. Boston, MA: Allyn & Bacon/Longman Publishers.

Schuler, D. (1997). Expeditions, inclusion, and reform. *Childhood Education*, 73, 330-332.

Sparks, D. & Hirsh, S. (1997). *A new vision for staff development*. Oxford, OH: ASCD.

VanTassel-Baska, J. & Stambaugh, T. (2006). *Comprehensive curriculum for gifted Learners*. Boston, MA: Allyn & Bacon/ Longman Publishers.

Wraga, W. (1997). Patterns of interdisciplinary curriculum organization and professional knowledge of the curriculum field. *Journal of Curriculum & Supervision*, 12, 98-119.

#### IX: Academic Dishonesty:

Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for

disciplinary action but is also relevant to the evaluation of the student's level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else's work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic dishonesty Refer to: <http://www6.semo.edu/judaffairs/code.html>

X. Disabilities Act:

If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor's office. To request academic accommodations (for example, a note taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and consistent with course requirements. Refer to: <http://www.semo.edu/cs/services/disability.htm>

DEPARTMENTAL APPROVAL DATE: 9/22/05

COLLEGE COUNCIL APPROVAL DATE: 10/20/05