I. Catalog Description (Credit Hours of Course):
   Students will explore how to develop a curriculum based on identified standards, check for alignment of existing curricula, and make appropriate revisions. (3)

II. Co- or Prerequisite(s):
   Admission to the Specialist Program in Teacher Leadership

III. Purposes or Objectives of the Course (optional):
   This course defines the process for curriculum development, alignment, and sustainability. At the conclusion of the course the students will:
   A. Demonstrate the ability to identify and prioritize standards at the national, state, and local level.
   B. Demonstrate the ability to unpack/unwrap standards.
   C. Demonstrate the ability to develop unit planning organizers and pacing calendars.
   D. Demonstrate the ability to create unit assessments.
   E. Demonstrate the ability to organize, monitor, and sustain curriculum implementation efforts.

IV. Student Learning Outcomes (Minimum of 3):
   The student will be able to:
   A. Demonstrate the ability to create a model curriculum specific to a curricular unit of study.
   B. Demonstrate how to sequence and pace curriculum in their school/district.
   C. Develop a plan for curriculum development, alignment, and sustainment of curricula best practices.
   D. Identify, analyze, and unwrap/unpack standards for a grade-level/course curriculum.

V. Optional departmental/college requirements:
   A.

VI. Course Content or Outline (Indicate number of class hours per unit or section):
   Topics to be addressed during the course:
   A. Organizing for Curriculum Development 6hrs
   B. Identification, Analysis, and Prioritizing of Standards 6hrs
   C. Course Sequencing and Pacing 4hrs
   D. Designing a Curricular Unit 10hrs
   E. Assessments for Checking Alignment 6hrs
   F. Using Data to Check Curriculum 5hrs
   G. Revising and realigning 4hrs
   H. Curriculum Project 4hrs
   Total hours 45
Please Attach copy of class syllabus and schedule as an example

Signature: _______________________________ Date: ____________
Chair

Signature: _______________________________ Date: ____________
Dean
COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course No: EA-727 Curriculum Development & Alignment
New: Spring 2016

Sherry L. Copeland, Ed.D.
Office Hours: Wed. 1:00-4:30
Office Scully 425C
Office Phone: 573 651-2421
slcopeland@semo.edu

Title of Course: Curriculum Development and Alignment

I. Catalog Description and Credit Hours of Course:
   Students will explore how to develop a curriculum based on identified standards, check for alignment of existing curricula, and make appropriate revisions. (3)

II. Prerequisite(s):
    Admission to Specialist Program in Teacher Leadership.

III. Purposes or Objectives of the Course:
    This course defines the process for curriculum development, alignment, and sustainability. At the conclusion of the course the students will:
    A. Demonstrate the ability to identify and prioritize standards at the national, state, and local level.
    B. Demonstrate the ability to unpack/unwrap standards.
       C. Demonstrate the ability to develop unit planning organizers and pacing calendars.
    D. Demonstrate the ability to create unit assessments.
    E. Demonstrate the ability to organize, monitor, and sustain curriculum implementation efforts.

IV. Student Learner Outcomes:
    The student will be able to:
    A. Demonstrate the ability to create a model curriculum specific to a curricular unit of study.
    B. Demonstrate how to sequence and pace curriculum in their school/district.
    C. Develop a plan for curriculum development, alignment, and sustainment of curricula best practices.
    D. Identify, analyze, and unwrap/unpack standards for a grade-level/course curriculum.

V. Expectations of Students:
   A. Each Candidate is expected to read assignments from the text and other materials carefully and thoughtfully.
   B. Each Candidate is expected to be an active participant in discussions and to demonstrate leadership behaviors in discussions.
   C. Each Candidate is expected to demonstrate a mastery of course content in each assignment.
   D. Each Candidate will demonstrate leadership skills needed to solve challenges/problems.

VI. Course Content or Outline:
   A. Organizing for Curriculum Development
   B. Identification, Analysis, and Prioritizing of Standards

   6hrs
   6hrs
C. Course Sequencing and Pacing 4hrs
D. Designing a Curricular Unit 10hrs
E. Assessments for Checking Alignment 6hrs
F. Using Data to Check Curriculum 5 hrs.
G. Revising and realigning 4hrs.
H. Curriculum Project 4hrs

VI. Textbook(s):


VII. Basis for Student Evaluation
A. Discussion Questions – 10%
B. Forum Discussions – 10%
C. Application Projects – 60%
D. Curriculum Plan of Study – 20%

The weight of the evaluation criteria will vary according to each instructor and will be clearly communicated on the Moodle website.

VIII. Grading Scale:
The weight of the evaluation criteria will vary according to each instructor and will be communicated at the beginning of the course.

Final Letter Grade:
90% - 100% -- A
80% - 89% -- B
70% - 79% -- C
0 – 70% -- F

IX. STUDENTS WITH DISABILITIES STATEMENT:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: http://www.semo.edu/ds/

X. ACADEMIC HONESTY

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to: http://www.semo.edu/facultysenate/handbook/5d.html

**Note:** Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XI. CIVILITY AND HARASSMENT

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior — either face-to-face or in an online discussion — toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct http://www.semo.edu/pdf/stuconduct-code-conduct.pdf. Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

XII. DISPOSITIONS

Professional Dispositions for Educational Leadership

The Dispositions, as assessed within Educational Leadership are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the dispositions assessed at the beginning and end of coursework. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term. **Competent:**

- Committed to the development of a quality learning environment
- Willingly shares ideas and materials with others
- Prefers being part of a team
- Maintains high ethical and professional standards
- Is aware of program policies and professional practices
- Responds to program guidelines positively
- Maintains a professional appearance
- Recognizes the variety of ideas, values and cultures in the larger political, social, economic, legal and cultural context.
- Receptive to change for continuous improvement of learning environments
- Displays a results-oriented (professional program assessment) mentality
- Quality of oral expression is good and effective with a variety of audiences
- Exhibits effective written expression with proper mechanics and spelling

**Reflective:**
- Makes decisions that enhance learning and instruction
- Is willing to take risks to improve student achievement (learning)
- Is creative and resourceful and independently implements plans
- Demonstrates the ability to distinguish between relevant and irrelevant information
- Poses probing questions and identifies problems regarding educational issues
- Demonstrates appropriate analysis, synthesis and evaluation of data and information
- Solicits input and feedback from others
- Properly channels constructive criticism to the improvement of programs and learning

_Caring:_
- Believes that all students can learn
- Sees education as a key to opportunity and social mobility
- Maintains a high rate of attendance
- A self-starter who identifies needs and attends to them immediately
- Displays good judgment regarding the maintenance of good relationships
- Is diplomatic and sensitive to others’ feelings and opinions
- Appears to be deeply committed to a career in administration
- Displays enthusiasm for the profession

XIII. ADDITIONAL CONTENT

**Alignment of Standards to Student Learning Outcomes**

**Alignment of Standards**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>ELCC/ PSEL Standard Met</th>
<th>MOSTEP Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
</tr>
</thead>
</table>
| A. Students will be able to demonstrate the ability to create a model curriculum specific to a curricular unit of study. | | Standard 1.1, 2.1, 2.2, 2.3, 2.4, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g | 1.3.1, 1.3.2 | *Curriculum Project  
*Class participation through Google+  
*Vignette |
| B. Students will be able to demonstrate how to sequence and pace curriculum in their school/district. | | Standards 1.1, 2.1, 2.2, 4.a, 4.b | 1.3.1, 1.3.2 | *Class participation through Google+  
*Vignette  
*Pacing Calendar |
| D. Students will be able to develop a plan for curriculum development, alignment, and | | Standards 1.3, 1.4, 2.1, 2.2, 2.3, 4.a, 4.b, 4.c, 4.d | 1.3.1, 1.3.2 | *Class participation through Google+  
*Vignette |
sustainment of curricula best practices.

E. Students will be able to identify, analyze, and unpack curriculum standards.

<table>
<thead>
<tr>
<th></th>
<th>4.g, 10.b, 10.d</th>
<th>*strategic plan for sustainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards 1.1, 1.2, 2.1, 2.2</td>
<td>1.3.1, 1.3.2, 4.a, 4.b, 4.c, 4.d</td>
<td>*Class participation through Google+ *Vignettes *Standards Project</td>
</tr>
</tbody>
</table>

Professional Standards for Educational Leaders (PSEL) - PSEL Standards
Educational Leadership Constituent Council Standards -- ELCC Standards
Missouri Standards for Teacher Education Programs - MoSTEP

XIV. WHOM TO CONTACT WITH CONCERNS:
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the department chair, Dr. C.P.Gause at cgause@semo.edu.

DEPARTMENTAL APPROVAL DATE: February 2016

COLLEGE COUNCIL APPROVAL DATE