

**Murray State University
Common Course Syllabi**

Revised November 5, 2007

DEPT: ELC

COURSE NUMBER: 655

COURSE CREDIT: 3

I. TITLE: Curriculum and Program Development

II. CATALOG DESCRIPTION

A study of the supervisory functions dealing with curriculum and program evaluation. In addition, analysis and techniques for bringing about program and curricular change resulting in achievement gains will be stressed. A field project is required.

III. PURPOSE

To develop techniques and skills necessary to evaluate, organize, and establish effective world class standards and programs at the local school level.

Principles, attitudes, skills, and KERA qualities critical to the professional administrator are incorporated into this course and fully comply with NCATE standards, ISLLC Standards, and all Kentucky standards. Predicated on the focus of this course along with student readiness, provision is made for the acquisition of knowledge along with the extension and refinement in delivering learning to the student in the effective school. Specific applications of information and skills are required. The advanced graduate student is prepared through reflection to integrate their ongoing preparation into a professional operating gestalt with a high degree of relatedness, connectedness, and professional ethics. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives: Core Content, Program of Studies; EPSB Themes: The theme of diversity is explored through the disaggregation of student behavior data, and other multifaceted leadership strategies. Assessment and Closing the Gap are addressed as keys to decision-making, with student learning.

IV. COURSE OBJECTIVES:

The learner will be able to:

- Demonstrate an understanding of the political, economic and social arguments for changes in public education in the United States. (ISLLC I, VI)
- Demonstrate an understanding state expectations of school curriculum and related outcomes based upon the Standards and Indicators of School Improvement (ISLLC I, II, VI)
- Contrast characteristics of the “typical” school curriculum in the United States with that of other countries. (ISLLC I)
- Compare individual perceptions of the value of essential skills to those of the state and nation. (ISLLC I, II)
- Demonstrate an understanding of the impact of Response to Intervention models on curriculum and related processes in schools (ISLLC I, II, III, VI)
- Identify and differentiate among indicators of “holistic” accountability that are antecedents to excellence in your school (ISLLC II)
- Evaluate curriculum practices against research-based practices related to the use of standard to establish high student achievement (ISLLC I, II)
- Evaluate data-based practices and capacities to implement a holistic accountability model (ISLLC II)

V. CONTENT OUTLINE

- International and national perspectives on education reform.
- State curriculum standards
- Implementing a Response to Intervention model
- Developing, Mapping and Monitoring the curriculum
- Collecting, organizing and communicating data through internal accountability

VI. INSTRUCTIONAL ACTIVITIES

Written Synthesis of Required Readings
Class and Web-based Discussions
Collection, Organization and Analysis of Data
Evaluation of current school, district and classroom practices
Application of new knowledge and skills

VII. FIELD AND CLINICAL EXPERIENCES

Students will consult with practicing administrators as they complete the course. Consultation, data access, analysis and subsequent presentation to the principal will encompass the 10 field experience hours.

VIII. TEXT

Reeves, D. B. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: Association of Supervision and Curriculum Development

IX. RESOURCES

O'Shea, M. (2005). *From standards to success: A guide for school leaders*. Alexandria, VA: Association for Supervision and Curriculum Development.

In addition to the text, additional reading will be assigned in the class.

X. GRADING PROCEDURES

Final grade computation will be as follows:

A = 92% to 100%
B = 81% to 90%
C = 70% to 80%

A grade below B does not meet the Department of Educational Studies, Leadership and Counseling requirements for any degree or licensure program.

XI. ATTENDANCE POLICY

This course adheres to the policy published in the MSU Graduate Bulletin.

XII. ACADEMIC HONEST POLICY

Cheating, plagiarism (submitting another person's material as one's own, or doing work for another person which will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

XIII. PREREQUISITES

None.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:

Murray State University does not discriminate on the basis of race, color, national religion marital status, age, disability in employment, admission, or provision of services, programs and activities, and provides, upon request, reasonable accommodation including services necessary to afford individuals with disabilities and equal opportunity to all programs and activities. For information regarding non-discrimination policies contact Equal Opportunity, (270)-809-3155.