

**Murray State University  
Common Course Syllabi**

Revised October 6, 2008

**DEPT: ELC**

**COURSE NUMBER: ADM 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, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. 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, SISI and Learner Goals are key to the course; EPSB Themes: Diversity is explored through the examination of the differentiate approaches to instruction. Technology is embedded as student use and design unit templates and discuss the use of technology to support walk-throughs.

IV. COURSE OBJECTIVES:

The learner will be able to:

- Demonstrate an understanding of the Standards and Indicators of school Improvement as related to curriculum, instruction and assessment. (ISLLC I, II, VI)
- Demonstrate an understanding of standards of professional development (ISLLC II)
- Demonstrate an understanding of the criteria for standards-based units of study. (ISLLC II)
- Demonstrate the ability to lead collaborative protocols to examine student work. (ISLLC II)
- Monitor appropriate instructional behaviors using walk-through instrumentation (ISLLC I, II)
- Demonstrate an understanding of appropriate responses to walk-through data (ISLLC II, III)
- Develop an individual professional development plan based upon assessments of need and related data (ISLLC II)
- Identify critical elements and strategies of differentiation (ISLLC II).
- Demonstrate an understanding of Response to Intervention as related to the instructional program (ISLLC II, VI)
- Identify appropriate interventions for use with RtI models (ISLLC II)

- Evaluate school learning environment or related components on the CSIP based upon the SISI and observed needs (ISLLC I, II)

V. CONTENT OUTLINE

- SISI
- Professional Development Standards
- Characteristics of Units of Study
- Leading Protocols
- Monitoring Instruction
- Responding to Instructional data
- Characteristics of Differentiated Instruction
- Response to Intervention: Definitions and interventions
- School Improvement Planning

VI. INSTRUCTIONAL ACTIVITIES

Instructional activities will include lecture, assigned reading, reflective papers, in-class demonstrations and individual/group projects.

VII. FIELD AND CLINICAL EXPERIENCES

Students will collect data and demonstrate collaboration techniques in the schools equivalent to 10 hours of field-experience.

VIII. TEXT

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

IX. RESOURCES

KDE resources and articles as assigned.

X. GRADING PROCEDURES

Final grade computation will be as follows:

A = 92% to 100%

B = 91% to 80%

C = 79% to 70%

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

Admission to the School administration program.

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.