Number of Credits
3

Instructor
Jafeth E. Sanchez, PhD

Catalog Description
Helps [aspiring] administrators gain the knowledge and skills to guide curriculum development, make informed curriculum decisions, clarify instructional focus of teachers, and communicate effectively about curriculum.

Required Textbooks/Materials
The following texts are required material in this course:


Additional readings or suggested texts might include chapters, websites, peer-reviewed journal articles, video excerpts, another other resources that will appear in the individual modules in Webcampus.

Student Learning Outcomes
Upon successfully completing this course, students will be able to

- explain foundational concepts related to curriculum theory, as well as knowledge of curriculum and development;
- articulate a personal educational platform upon which an appropriate vision for public education can be based, including an understanding of the challenges and opportunities of diversity in American schools;
- described a broad understanding of the systems and processes that impact public schools, along with issues that administers face in education focused on curriculum;
- use various tools to assess curricular improvement efforts;
- conduct a curriculum review and analysis of curriculum text, program, unit, or organization, and appropriately present critical finding with recommendation for improvement; and
- refine skills or oral and written communication.*

*Note: The effectiveness of educational leaders is often dependent upon their ability to express ideas clearly. Therefore, assessment of oral presentations will include attention to clarity, preparation, timing, and appropriateness for the intended audience. Assessment of written assignments will in include attention to clarity, grammar, spelling, punctuation, and syntax. *The Publication Manual of the American Psychological Association* (6th edition) is the standard for style. Students are encouraged to develop and refine the word processing skill as a tool for effective writing.
First Week of Materials/Assignments

The following schedule is subject to change:

January 2: Course overview; Introduction to Curriculum Ideologies; Ground Rules/Norms
Read: chapter 1
View: Course overview; syllabus video
Complete Curriculum Ideologies Inventory
Discussion

January 3: Scholar Academic Ideology and Discipline; Common Core State Standards; Harvard’s Implicit Association Tests
Read: chapter 2 (pp. 15–35)
Complete Core Ready Schools Self-Assessment Tool; Stages of Concern Eval.; IAT background and “test”
Discussion

January 6: Scholar Academic and Historical Context; Instructional Shifts; Managing “Hot” Moments; Stereotype Threat
Read: chapter 2 (pp. 35–55)
Review: Common Core Shifts
Watch: Guest speaker video; Stereotype Threat video
Syllabus Quiz
Discussion

January 7: The Social Efficiency Ideology and Objectives; Using Instructional Practice Guides (IPGs); Next Generation Science Standards (NGSS)
Read: chapter 3 (pp. 57–78)
Review and Complete: IPG and NGSS Overviews
Discussion

Course Details

This course focuses on curricular improvements at both the K–12 and higher education levels with adjustments based on your career path, and is based upon the mission of the Educational Leadership Program—developing leadership for quality education for all students. Our conceptual framework is devoted to helping students develop a strong fund of knowledge. Among the attributes we aim to develop in future leaders are those of being reflective, possessing a love of learning, and valuing democracy.

We believe educations leadership is, at its heart, a moral craft, and we are committed to helping prepare effective practitioners of that craft. As a program, we see our students and ourselves as a cohesive community of reflective scholar practitioners. Research on schools where students achieve consistently has found that these schools have strong instructional leaders, and our vision and collaborative efforts focus on creating such leaders.
**Grade Breakdown**

The point distribution for the course is:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Discussions (8 worth five points each)</td>
<td>40</td>
</tr>
<tr>
<td>Stages of Concern Curriculum Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>25</td>
</tr>
<tr>
<td>Executive Summary of Curriculum Review/Analysis</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
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The percentage distribution for the course is:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100</td>
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<tr>
<td>A−</td>
<td>90–92</td>
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<tr>
<td>B+</td>
<td>87–89</td>
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<tr>
<td>B</td>
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<td>B−</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>F</td>
<td>70–72 and below</td>
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