

**EDAD 716 –The Administrator and  
Curriculum Development**  
Division of Educational Administration  
School of Education  
The University of South Dakota  
*FALL 2009*

Instructor: Marcia Morrison, Ed. D  
Summer communication via email

Telephone: (605) 677-5800  
Email Address: [mmorriso@usd.edu](mailto:mmorriso@usd.edu)

**I. Course Description**

This course examines the roles and responsibilities school administrators play in the development, implementation, and evaluation of curriculum. The course examines foundational principles of curriculum history, theory, and design; as well as, the important role of curriculum in school improvement and especially in the key curriculums of reading and math.

**II. Purpose/Rationale**

The USD Reflective Decision Making model for preparing educators provides the framework supporting the School of Education professional programs. Reflective leaders are skilled educators whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge. This course is designed to prepare graduate students who exercise or aspire to educational leadership responsibilities for planning, implementing, and evaluating curricular programs as principals and/or other school administrators. Through independent and collaborative study, discussion, and applied learning the course will (1) examine basic concepts of curriculum planning, implementation, and evaluation; (2) explore the historical, philosophical, and political underpinnings of curriculum; (3) examine administrative roles in curriculum planning and implementation; (4) provide opportunities to apply learning in the context of simulations; (5) provide opportunities to gather practical information regarding the curriculum process through structured interviews and discussions with practitioners in the field; and (6) provide opportunities for students to exchange ideas and information regarding the curriculum process through meaningful and reflective dialogue.

**III. Textbooks**

The textbook adopted for this course is:  
Glatthorn, A, Boschee, F. & Whitehead, B. (2006). *Curriculum Leadership: Development and Implementation*. Thousand Oakes, CA: Sage Publications.

**IV. Course Objectives/Outcomes, and Assessment**

Upon completion of this course, students will be able to:

Develop a common definition of curriculum

Discuss the role curriculum plays in school improvement and student achievement

Discuss the link among curriculum, instruction, and assessment

Identify national content standards and study state frameworks and their influence on district/local curriculum

Identify local curriculum policy/procedures

Discuss process of curriculum mapping

Discuss the role and responsibilities of administrators related to curriculum

Discuss the processes of curriculum planning, development, and implementation

Discuss the concept of the “crowded curriculum”

Examine curriculum theory and approaches

Identify and discuss individualized curriculums and current trends

Apply curriculum knowledge to major areas of reading and math

## **V. Course Topics**

The major topics to be considered in this course are:

- Definition and importance of curriculum
- History of curriculum
- Roles and responsibilities of school administrators
- Curriculum policies and frameworks
- Curriculum planning
- Curriculum mapping and alignment
- Curriculum and student assessment
- NCLB and political influences
- Curriculum theory
- Administration of reading, math, and specialized curriculums

## **VI. Methods of Instruction**

The course will be presented over the Internet using the D2L program as provided by the University of South Dakota. Before you begin, please take the time to complete the orientation provided. This will answer many questions regarding on-line instruction and will also orient you to a site with much helpful information. The Continuing Education Online Orientation documents can be found at the Continuing Education homepage, to New Students, to Student Support, to Online Orientation Package. Or <http://www.usd.edu.ce/Orientation.pdf>.

Students will access the web site at the following

URL: <https://d21.sdbor.edu>. Each student will have a log-on name and password as provided by computer services at USD. Students must have available a computer with Internet access and one of the common browsers. Either Netscape or Internet Explorer will work well.

Students are advised to simply download the latest free version of either of these browsers from the Internet.

### Course Content

Material will be posted to the Course Content section of D2L on Wednesday. This material will serve much as a lecture or facilitation of learning in a traditional class; that is, it will augment the material assigned. There will, be approximately 15 modules presented.

### Discussion Board

Following the presentation of material in the Course Content, there will be discussion question(s) posted for students in the Discussion Board section of D2L. Each student will be assigned to a discussion group of approximately 7 students. Discussion questions are posed for the modules on Wednesday. The **first** expectation is to **respond to the postings of the instructor**. These postings need to be completed by Sunday night. The **second** expectation is to **respond to the comments of at least TWO of the students in your group**. These responses need to be completed by Tuesday night. The responses to your fellow students need to be of a substantive nature, adding to what was said, challenging the comment with rationale or agreeing with comments and rationale. As in all communication, there is certain etiquette when discussing online. These are referred to as Netiquette expectations. For example, don't use sarcasm, keep the discussion professional, and read questions and postings carefully before responding. Other tips can be found in the Continuing Education Online Orientation document: The instructor will monitor the threaded discussions and offer either a generalized reaction to the postings of people within a group or to individuals within a group.

### e-mail Correspondence

D2L has a private mail function, and students are encouraged to communicate with the instructor in this venue. Response to assignments and examinations will be provided to the student over the private e-mail feature in D2L

### Technical Problems

Most technical problems experienced by students can be solved through conversation with the USD Computer Center Help Desk. This office can be reached at 605-677-5028. The Continuing Education Online Orientation will provide assistance regarding technology requirements. This orientation is made available at: <http://www.usd.edu/ce/Orientation.pdf>

## **VII. Course Schedule, Readings and Assignments**

### **Subject to Change**

#### **Module 1: Introductions**

**Assignment:** Read Course Content, Tips on Success, Biography. Complete and post student biography per discussion board.

#### **Module 2: What Works in Schools**

**Assignment:** Read Marzano article and Course Content. Respond to discussion prompt.

### **Module 3: Nature and Definition of Curriculum**

**Assignment:** Read Chapter 1, definitions, and Course Content. Respond to discussion prompt.

### **Module 4: History of Curriculum and Curriculum Theory**

**Assignment:** Read Chapters 2& 3 and Course Content. Respond to discussion prompt.

**Assignment:** ASCD assignment posted

### **Module 5: Politics of Curriculum**

**Assignment:** Read Chapter 4 and Course Content. Respond to discussion prompt.

**ASCD Assignment Due**

### **Module 6: Curriculum Policy and Planning**

**Assignment:** Read Chapter 5 and Course Content. Respond to discussion prompt.

### **Module 7: Curriculum Instruction and Assessment Connection/Improving Programs of Study and Fields of Study.**

**Assignment:** Read Chapters 6 & 7, Course Content and scanned article. Respond to discussion prompt.

### **Modules 8: Math Curriculums**

**Assignment:** Read Best Practices and Course Content. Complete review of math curriculums in light of Best Practices and knowledge of curriculum administration. Math curriculum assignment posted.

### **Module 9: Reading Curriculums**

**Assignment:** Read Best Practices and Course Content. Complete review of reading curriculums in light of Best Practices and knowledge of curriculum administration. Reading curriculum assignment posted.

**Math Curriculum Assignment Due**

### **Module 10: Supervising Curriculums**

**Assignments:** Read Chapter 9 and Course Content. Respond to discussion prompt.

**Reading Curriculum Assignment Due**

### **Module 11: Textbook Selection and Readability**

**Assignment:** Read Course content. Respond to discussion prompt. **Textbook evaluation/readability assignment posted & due.**

### **Module 12: Curriculum Implementation and Alignment**

**Assignment:** Read Chapters 10&11, Appendices B&C, and Course Content. Respond to discussion prompt. **Curriculum adoption process assignment posted & due.**

### **Module 13: The Crowded Curriculum**

**Assignment:** Read Vollmer website and respond to discussion prompt.

## **Module 14: Current Trends and Staying Current**

**Assignment:** Read Chapters 13&14 and Course Content and complete group jigsaw activity.

## **Module 15: Individualized/Specialized Curriculums**

**Assignment:** Read Chapter 15, Course Content and respond to discussion prompt.

## **VIII. Evaluation and Grade Assignment**

An explanation for each assignment will be presented on the Table of Contents when the assignment is made.

### **\*Math Project**

and Reading Projects 50 pts. each

\*Participation (15x5) 75 pts.

\*Adoption sequence P/F

\*Text Evaluation/Readability 25 pts.

\*ASCD assignment 25 pts.

**A= 100-94%**

**B= 93-86%**

**C= 85-78%**

**D= 77-69%**

### **Class Policies**

In an effort to improve student success, the following action was taken at the March 14, 2001 University Senate meeting:

*It is the policy of the University Senate that all faculty members, at a minimum, take attendance in their introductory (100-200 level) courses.*

Federal agencies require the University to track students who cease to attend one or more of their classes, and failure to track them may incur institutional fiscal liability. Please be sure your course management practices permit you to determine the last date of attendance for students who stop attending.

In addition to the policies approved by the University Senate, faculty must include the statements below in all course syllabi. The first statement is now required by the Board of Regents. Statements 2 and 3 are University of South Dakota requirements.

*1. Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.*

2. *If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible in the semester.*
3. *No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:*
  - a. *Given a zero for that assignment.*
  - b. *Allowed to rewrite and resubmit the assignment for credit.*
  - c. *Assigned a reduced grade for the course.*
  - d. *Dropped from the course.*
  - e. *Failed in the course.*

## **Bibliography**

### **A. Contemporary References (1990-2004)**

- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Baron, M. A., & Boschee, F. (1995). *Authentic assessment: The key to unlocking student success*. Lanham, MD: Scarecrow Press/Technomic Books.
- Boschee, F., Beyer, B. M., Engelking, J. L., & Boschee, M. A. (1997). *Special and compensatory programs: The administrator=s role*. Lanham, MD: Scarecrow Press/Books.
- Boschee, F., & Baron, M. A. (1993). *Outcome-based education: Developing programs through strategic planning*. Lanham, MD: Scarecrow Press/Technomic Books.
- Boschee, F., Whitehead, B. M., & Boschee, M. A. (1993). *Effective reading programs: The administrator=s role*. Lanham, MD: Scarecrow Press/Technomic Books.
- Caine, R. N., & Caine, G. (1997). *Education on the edge of possibility*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Catron, E. E., & Allen, J. (2003). *Early childhood curriculum: A creative play model* (3rd ed.). Columbus, OH: Merrill Prentice Hall.
- Eliason, C., & Jenkins, L. (2003). *A practical guide to early childhood curriculum* (7th ed.). Columbus, OH: Merrill Prentice Hall.
- Frase, L. E., English, F. W., & Poston, W. K. (1995). *The curriculum management audit*. Lancaster, PA: Technomic Publishing Company, Inc.
- Geisert, P., & Futrell, M. (1990). *Teachers, computers and curriculum*. Boston, MA: Allyn and Bacon.
- Glatthorn, A. A. (1997). *The principal as curriculum leader: Shaping what is taught and tested*. Thousand Oaks, CA: Corwin, Press, Inc
- Gross, Steven (1998). *Staying Centered-Curriculum Leadership in a Turbulent Era*. Alexandria, VA: Association for Supervision and Curriculum Development
- McNeil, J. D. (1999). *Curriculum: The teachers initiative* (2nd ed.). Columbus, OH: Merrill, an imprint of Prentice Hall.
- McNeil, J. D. (2003). *Curriculum: The teachers initiative* (3rd ed.). Columbus, OH: Merrill, an imprint of Prentice Hall.
- Morrison, G. R., Ross, S. M., & Kemp, J. E. (2004). *Designing effective instruction*.

Hoboken, NJ: John Wiley & Sons, Inc.

Oliva, P. F. (2001). *Developing the curriculum* (5th ed.). Boston, MA: Longman.

Ornstein, Allan, Hunkins, Francis. (2004) *Curriculum Foundations, Principals, and Issues*. Boston, MA: Pearson Education/Allyn Bacon.

Rosenberg, M. J., O'Shea, L. J., & O'Shea, D. J. (2002). *Student teacher to master teacher: A practical guide for education students with special needs* (3rd ed.). Columbus, OH: Merrill Prentice Hall.

Slattery, P. (1995). *Curriculum development in the postmodern era*. New York, NY: Garland Publishing, Inc.

Sowell, Evelyn J. (2005) *Curriculum: An Intergrative Approach*. Saddle River, NJ: Pearson Education.

Steffy, B. E., & English, F. W. (1997). *Curriculum and Assessment for World-Class Schools*. Technomic Publishing Company, Inc.

Tanner, D., & Tanner, L. (1995). *Curriculum development: Theory into practice* (3rd ed). Columbus, OH: Merrill, an imprint of Prentice Hall.

Tye, K. A. (Ed.). (1990). *Global education: From thought to action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Whitehead, B. M., Jensen, D. F. N., & Boschee, F. (2003). *Planning for technology*. Thousand Oaks, CA: Corwin Press, Inc.

Wiles, J., & Bondi, J. (1998). *Curriculum development: A guide to practice*. Columbus, OH: Prentice Hall.

### **B. Classic References**

Beck, R. H., Cook, W. W., & Kerney, N. C. (1960). *Curriculum in the modern elementary school* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Bloom, B. S. (1981). *All our children learning*. St. Louis, MO: McGraw-Hill Book Company.

Boschee, F. (1989). *Grouping = growth*. Dubuque, IA: Kendall/Hunt Publishing Company.

Bradley, L. H. (1985). *Curriculum leadership and development handbook*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

English, F. W. (1988). *Curriculum auditing*. Lancaster, PA: Technomic Publishing Company, Inc.

English, F. W. (1987). *Curriculum management for schools \$ colleges \$ business*. Springfield, IL: Charles C. Thomas Publisher.

Glatthorn, A. A. (1987). *Curriculum leadership*. Boston, MA: Addison, Wesley, Longman.

Glatthorn, A. A. (1987). *Curriculum renewal*. Alexandria, VA: Association for Supervision and Curriculum Development.

### **[Journals]**

*Bulletin* (NASSP)

*Educational Leadership* (ASCD)

*Phi Delta Kappan* (PDK)

*Principal* (NAESP)

*The School Administrator* (AASA)