

Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE REVISION

- Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
- Obtain all required signatures with dates.
- Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
- Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested Future Effective Date: Fall 2015 (term/year) Course Typically Offered: Fall

DEADLINES: For fall term effective date: **October 1st**; for spring or summer term effective date: **March 1st**. See instructions.

NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

Current course [List course as it currently appears in the catalog]:

ED_AD	514	Basic Principles of Curriculum Design
course subject/crosslist	course no.	title
V 2-3 ()		
Credit hrs	lecture hrs per week	lab or studio hrs per week
		prerequisite

Requested Change(s): Check all that apply and list proposed change.

- Change subject: _____
- Change course number: _____
- Change credit to: 3
- Change lecture-lab ratio to: (_____ - _____)
- Variable credit: _____
- Repeat credit (cum. max. hrs): _____
- New/change crosslisting*: _____
- Conjoint listing (400/500): _____
- Special Grading: S, F; A, S, F (PEACT only); S, M, F (VET MED only); H, S, F (PHARMACY, PHARDSCI only)
- Other (please list request): _____

NOTE: If only requesting a change to title, prerequisite, and/or description, please use a **Minor Curriculum Change** form.

- Title change: _____
- Prerequisite change: _____
- Change catalog description to: _____

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)
- Request to meet UCORE in _____ (Must have UCORE Committee Approval » See instructions.)
- Special Course Fee _____ (Must submit request to University Receivables)

Contact: Lynn Buckley Phone number: 335-9117 Campus mail code: 2136

Email: buckleyl@wsu.edu Instructor, if different: TBD

<u>[Signature]</u> Chair/date <u>11/5/14</u>	<u>[Signature]</u> <u>11-17-14</u> Dean/date	_____ All-University Writing Com Date
_____ Chair (if crosslisted/interdisciplinary)*	_____ Dean (if crosslisted/interdisciplinary)*	_____ UCORE Committee Approval Date
_____ Catalog Subcommittee Approval Date	_____ GSC or AAC Approval Date	_____ Faculty Senate Approval Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

Rationale

MAJOR CURRICULAR CHANGE FORM - - COURSE REVISION EdAd 514, Basic Principles of Curriculum Design

While EdAd 514, Basic Principles of Curriculum Design, is listed as a variable 2-3 credit course, this course, like all core EdAd courses, has been offered as only a 3-credit course for years. Therefore, to correct the catalog listing for this course, a Major Curriculum Change Form is being submitted to change this course from a variable 2-3 credit course to a 3-credit course. This change will have no impact on WSU-Pullman or other campuses.

EdAd 514
BASIC PRINCIPLES OF CURRICULUM DESIGN
(Thursdays, 7:10 – 10:00 p.m.)

Professor: Forrest W. Parkay, Ph.D.
364 Cleveland Hall
Washington State University
Pullman, WA 99164-2136
(509) 335-9570, fwparkay@wsu.edu
Office hours by appointment

Description

“The application of theoretical concepts and approaches in the planning and design of curricula” (*WSU General Catalog, 2010-11*, p. 151). Within the current broad context of educational change in K-12 and higher education settings, EdAd 514 focuses on trends and issues in curriculum inquiry and practice. Readings, which reflect a variety of viewpoints on curriculum design, will illustrate the complexities of providing curriculum leadership at the institutional and system-wide levels.

Seminar activities and requirements will include the following:

- class discussions and analyses of readings
- two short written “reaction papers” (4-5 pages each)
- facilitation of an in-class discussion on an “outside” reading related to curriculum design
- theory-into-practice, skill building activities at MyEdLeadershipLab.com
- an “application project” and in-class presentation of the project

Required Text and Readings

Ornstein, Allan C. and Hunkins, Francis P. (2013). *Curriculum: Foundations, Principles, and Issues. 6th Edition*. Boston: Pearson. ISBN: 0-13-301283-2.

Atman, K.S. (1987). The role of conation (striving) in the distance education enterprise. *The American Journal of Distance Education*, (1)1, 14-24.

Parkay, F. W.; Oaks, M. M.; & Peters, D. C. (2000). Promoting group investigation in a graduate-level ITV classroom. *T.H.E. Journal: Technological Horizons in Education*, (27)9, 86-97.

Selected readings from the following will be provided as pdf attachments by the instructor: Parkay, Forrest W.; Anctil, Eric; and Hass, Glen. (2010). *Curriculum Leadership: Readings for Developing Quality Educational Programs*. Boston: Allyn and Bacon.

Additional Readings

During the semester, each member of the class will select a curriculum-related article from a current (or recent) issue of *Education Week* and facilitate a 30-minute in-class

discussion of that article. Students whose primary interest is higher education may select a curriculum-related article from *The Chronicle of Higher Education*. The week before the in-class discussion, students should email the article to classmates or provide a URL for the article.

Accessing Education Week and the Chronicle Online

Click on <http://griffin.wsu.edu/search/>. When you search for both periodicals by title, for fast navigation make sure the left-hand menu reads *Title* and the right hand menu reads *Journals, Magazines, Newspapers*. Where there are choices, get the online versions of the periodicals rather than the print or the microfilm.

From the item record, there are three online venues for *Education Week*, EBSCO Host, LexisNexis Academic, and EBSCO Host Education Full Text. The “best” is the Education Full Text. This allows you to search and look at the periodical by issue.

From the item record, there are four online venues for the *Chronicle of Higher Education*. The “best” is the *Chronicle’s* own interface. The HW Wilson Education Full Text is another option, however.

Activities at MyEdLeadershipLab.com

During the semester, students will use MyEdLeadershipLab, an online resource that helps students develop the skills necessary to become effective school leaders. Students will use video- and case-based application exercises tied to national standards and learning outcomes.

At MyEdLeadershipLab, students will observe real school leaders in action, practice applying concepts, assess their understanding of key concepts, prepare for their certification examinations, and develop the skills that will allow them to become effective instructional leaders.

Learning Outcomes

Upon completion of this course, each student will be able to do the following; (assignments that assess students’ mastery of learning outcomes are presented in parentheses):

1. Explain the major theories, concepts, and prominent ideas in the curriculum field. (Short Paper #1)
2. Explain the steps involved in curriculum design, implementation, and evaluation. (Short Paper #1)
3. Identify and describe essential steps involved in the "how" to implement a curriculum. (Application Project)
4. Describe the leadership roles of classroom teachers, principals, curriculum coordinators, academic department chairs, deans, and other educators vis-a-vis curriculum design. (Short Paper #2)
5. Describe the characteristics of organizations that successfully design and then implement new curricula. (Application Project)

6. Identify and describe social forces that are relevant to curriculum leadership in various educational settings. (Short Paper #2)

College of Education Conceptual Framework



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The connection to the conceptual framework in this course will be with reference to the following six standards developed by the Interstate School Leaders Licensure Consortium (ISLLC), particularly Standards 1, 2, and 6.

A school administrator is an educational leader who promotes the success of all students by

1. *facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*
2. *advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*
3. *ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*
4. *collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*
5. *acting with integrity, fairness, and in an ethical manner.*

6. *understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

Orientation of the Course

The course is based in large measure on the group investigation/inquiry model and constructivist views of learning. That is, learning is developmental, emergent, and mediated by group interactions. Learning for all of us involves solving problems through interaction and reflection. Together, we will learn to become more effective in developing our knowledge and skills so that we can provide leadership to improve curriculum development and implementation in a wide array of educational settings.

Members of the class bring a rich diversity of background experiences, education, interests, and points of view to each seminar. An important part of educational leadership is being able to learn from others in a group setting by engaging in meaningful dialog, questioning others, and putting forth one's own ideas. In an effective group, dialog involves cooperation and sharing ideas, thereby creating opportunities to improve one's own problem solving and thinking.

In light of the instructor's current involvement in cross-national research and program development in China and Thailand, curriculum leadership will be examined from a global perspective. Specifically, what issues and challenges confront curriculum leaders, regardless of national setting? In what ways are approaches to curricular leadership in the U.S. similar to/different from those found in other countries? What can educators in the U.S. learn from these differences?

Written Requirements

Two papers (four pages each) on curriculum-related topics discussed in class are required. The purpose of these papers is to clarify and discuss issues of importance in curriculum development. Clarity, thoughtfulness, an easy-to-follow organization, and originality characterize the superior paper. If appropriate, the author of a superior paper may be encouraged to revise his/her work for submission to a professional journal.

The two short papers and, if applicable, the application project (explained below) should conform to the following requirements:

- APA style (if applicable)
- double-spaced (not space-and-a-half)
- one-inch margins, left and right
- 12 point type (preferably Times Roman)
- stapled upper left (no folders, please)
- title of paper on cover page
- pages numbered

Application Project

The application project is designed to give EdAd 514 students an opportunity to apply knowledge and skills acquired during the course to the real world of professional

practice. Specific guidelines for the application project are addressed in a handout titled “Application Project Guidelines.” Each student will develop a rationale (statement of purpose) for the application project and submit it to the instructor on or before **October 17, 2012**. Near the end of the semester, each student will make a 30-minute presentation to the class on his/her application project.

Serious reflection on assigned readings and topics and issues discussed in class will help you develop a focus and purpose for your application project. In large measure, application projects will be evaluated according to the degree to which they reflect the following: *genuine, thoughtful inquiry; creativity; passion and commitment to the topic or issue at hand; deep understanding of the complex forces that challenge today’s curriculum leaders; and scholarship.*

Expectations and Requirements

The following expectations and requirements apply to this course:

1. Given the interactive, participatory nature of class meetings (with the additional complex challenges of the AMS environment), students are expected to attend all class meetings and to participate actively and in a manner that conveys respect for others. The development of group cohesion, identity, learning, and inquiry is lessened to the extent that individual members are irregular in attendance and/or act in ways that lessen good group processes. Therefore, enrollment in the course implies that the student makes a commitment to attend all meetings and to maximize his/her learning. A student unable to make this commitment should plan to take the course at a later date. Attendance at all class meetings and active participation is required. Each absence results in a half-grade reduction in the final course grade, e.g., an “A” would be reduced to an “A-.” [The *only* exceptions would be for illness or for *very important* professional obligations (excused absence for professional obligations limited to one class per semester).] Please be on time to all classes.
2. Each student is expected to perform consistently as a graduate student with regard to the following: in-class behavior, attendance, preparation for class meetings, participation in discussions and other class activities, and on-time submission of assignments.
3. Final grades will be based on the quality of work shown in the following areas: (1) attendance, participation, cooperation, and insight shown during class meetings, (2) written papers, (3) application project and presentation, and (4) facilitation of in-class discussion of a curriculum-related reading.
4. To support WSU’s *Be here* program (<http://setthetrendarchive.wsu.edu/2010-be-here.aspx>) and to ensure full engagement in class activities, wireless mobile devices (phones, smartphones, netbooks, iPods, etc.) should be fully turned off during class.

Occasionally, a student will ask the instructor to provide feedback on a required written assignment prior to the due date—in effect, “pre-grade” the assignment. The student would then incorporate the instructor’s suggested changes and “corrections” prior to

submitting the paper on the due date. The instructor does not “pre-grade” papers for at least three reasons: (1) the practice would result in the instructor editing and/or “correcting” the complete paper—work that the student, not the instructor, should do; (2) the practice would be unfair to other students, since the instructor would be, in reality, a “co-author” of the paper submitted on the due date; and (3) the implicit assumption is that the instructor will “correct” the paper beforehand, thus ensuring that the student receives an “A” on the paper that is eventually submitted.

The preceding comments notwithstanding, the instructor is *always willing* to discuss written assignments with students, to answer questions about the “best” way to organize an assignment, to brainstorm (with students) possible approaches to the assignment, and so forth. Indeed, he enjoys student-initiated conversations about their written assignments.

In addition, students are encouraged to use the Graduate and Professional Writing Center (GPWC) that recently opened at WSU (Smith CUE 414). The Center offers 50-minute, in-person consultations, scheduled up to two weeks in advance (online@writingprogram.wsu.edu).

Evaluation

Students will be evaluated in this course on attendance; on evidence of preparation, participation and contribution to class discussions and group activities; and on the quality of written work and presentations. A percentage breakdown for evaluations follows:

Attendance/preparation/participation/general progress.....	25%
Two Short Papers	30%
In-class discussion of curriculum-related article	15%
Application project.....	30%

Each of the above-mentioned items will be evaluated on a 100-point scale as follows:

A	100– 93
A-	92.9 – 90
B+	89.9 – 87
B	86.9 – 83
B-	82.9 – 80
C+	79.9 – 77
C	76.9 – 73
C-	72.9 – 70
D+	69.9 – 67
D	66.9 – 60
F	Below 60

Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to

schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information, contact a Disability Specialist on your home campus:

Academic Integrity

Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However, the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to <http://academicintegrity.wsu.edu/resources-for-faculty/>. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct.

Safety

WSU is committed to maintaining a safe environment for its faculty, staff, and students. The campus Safety Plan (<http://safetyplan.wsu.edu>) contains a comprehensive listing of university policies, procedures, statistics, and information relation to campus safety, emergency management, and the health and welfare of the campus community. Emergency information is also provided at <http://oem.esu.edu/emergencies> and at the WSU ALERT site (<http://alert.wsu.edu>). All faculty, staff, and students should go to the myWSU portal (<http://my.wsu.edu>) and register their emergency contact information for the Crisis Communication System (CCS).

Projected Class Schedule

Class activities are scheduled with the realization that class discussions, student feedback, etc. may result in adjustments in the scope and nature of expectations and timelines. The following schedule is provided as a *projected* schedule of activities which are planned on the designated dates. Prior to each class meeting, students should complete the reading assignments that will be discussed on the date designated.

- Aug. 22:** Course overview
Introductions
- Aug. 29:** Ornstein and Hunkins, Chapter 1
Curriculum Leadership, Chapter 1 (pp. 1-8; 46-48)
Atman, "The Role of Conation (Striving) in the Distance Education Enterprise"
Parkay, Oaks, and Peters, "Promoting Group Investigation in a Graduate-level ITV Classroom"
- Sept. 5:** Ornstein and Hunkins, Chapter 5
Curriculum Leadership, Chapter 2 (pp. 49-62; 124-126)
Discussion co-facilitator: _____
Discussion of curriculum-related article _____

- Sept. 12:** Ornstein and Hunkins, Chapter 10
Curriculum Leadership, Chapter 3 (pp. 127-131; 187-188)
 Discussion co-facilitator: _____
 Discussion of curriculum-related article _____
- Sept. 19:** Ornstein and Hunkins, Chapter 4
Curriculum Leadership, Chapter 4 (pp. 189-195; 247-248)
 Discussion co-facilitator: _____
 Discussion of curriculum-related article _____
- Sept. 26:** Ornstein and Hunkins, Chapter 2
Curriculum Leadership, Chapter 5 (pp. 249-260; 308-309)
 Discussion co-facilitator: _____
 Discussion of curriculum-related article _____
- Oct. 3:** Ornstein and Hunkins, Chapter 6
Curriculum Leadership, Chapter 6 (pp. 310-326; 354-356)
 Reaction paper #1 due
 Discussion co-facilitator: _____
 Discussion of curriculum-related article _____
- Oct. 10:** Ornstein and Hunkins, Chapter 7
Curriculum Leadership, Chapter 7 (pp. 357-368; 412)
 Discussion co-facilitator: _____
 Discussion of curriculum-related article _____
- Oct. 17:** No class, Educational Leadership Retreat, WSU-Vancouver
- Oct. 24:** Ornstein and Hunkins, Chapters 8 & 9
Curriculum Leadership, Chapter 8 (pp. 413-419; 464-465) & Chapter 9
 (pp. 466-470; 516-517)
 Discussion co-facilitators: _____
 Discussion of curriculum-related articles _____
- Oct. 31:** No class
 East Asia Regional Council of Overseas Schools (EARCOS)
 Leadership Conference (<http://www.earcos.org/elc2012/>)
 Kula Lumpur, Malaysia
- Nov. 7:** Reaction paper #2 due
 Ornstein and Hunkins, Chapter 3
Curriculum Leadership, Chapter 10 (pp. 518-523; 569-570)
 Discussion co-facilitator: _____
 Discussion of curriculum-related article _____
- Nov. 14:** Discussion of curriculum-related article _____
- Nov. 21:** No class, Thanksgiving

Nov. 28: Discussion of curriculum-related article _____
Application project presentations

Dec. 5: Last class meeting
Application project presentations
Application projects due