

EDUC504

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC504 **Title :** Curriculum, Instruction, and Assessment

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course examines curriculum, instruction, and assessment in the context of various standards and accountability and their relationships to improvement in student learning, based on sound pedagogical approaches. The importance of alignment to learning outcomes and the necessity for valid assessments are discussed. Methods for collecting various assessment data; analyzing assessment data; creating campus curriculum and instruction goals; and implementation issues related to accountability, planning, and collaboration are addressed. The use of technology to assist with accurate assessments is presented.

Course Scope:

This course emphasizes the enhancement of knowledge and the use of learning principles in developing strategies for creating and adapting instruction while ensuring access and participation of all students, including those with special needs, to achieve high academic standards. Candidates will have the opportunity to participate in a campus planning simulation designed to incorporate strategies for increasing rigor and relevance in today's curricular practices.

Objectives

After successfully completing this course, students will be able to:

1. Discuss the theoretical dimensions of curriculum and curriculum development. (ELCC 2.2) (PIL: 1.A, 2.B, 2.D, 2.H, 2.J, 2.K)
2. Define the various roles of school personnel and stakeholders in the curriculum development process. (ELCC 2.3) (PIL: 1.F, 2.B, 2.I, 2.L)
3. Implement the curriculum development process including assessment, evaluation, and creation of new strategies for increased student achievement. (ELCC 2.1) (PIL: 1.E, 1.F, 1.G, 2.A, 2.C, 2.E, 2.F, 2.G, 2.H, 3.E, 3.F, 3.G, 5.E)
4. Facilitate the use of technology to support and enhance instructional strategies that advance 21st century skills. (ELCC 2.4) (PIL: 2.D, 2.H, 2.I, 3.J) (ISTE: 2, 3, 4)
5. Discuss current issues in curriculum development. (ELCC 6.3) (PIL: 1.D)

Outline

Week 1: Curriculum Development

Topics

Curriculum and instruction

Principles of curriculum development

Learning Outcomes

- Identify alternative definitions of curriculum.
- Define vocabulary specific to curriculum and the curriculum development process.
- Illustrate in what ways curriculum is influenced by changes in society.

Required Readings

Readings posted in Lesson 1 Reading & Resources in Classroom

Plus . . . check out this link: [Curriculum Theory and Practice](#)

Assignments

- Assignment 1: Defining the Terms
- Assignment 2: Changes in Curriculum

Forum:

- Introductions
- Forum 1: Curriculum - Instruction Relationship
- Forum 2: Curriculum Principles

Week 2: Curriculum Models, Planning, and Leadership

Topics

Curriculum Planning: Process

Curriculum Planning: Human Dimension

Models for curriculum development

Learning Outcomes

- Describe an organizational pattern for curriculum development at the individual school level.
- Describe the roles of the principal, the curriculum leader, the teachers, the students, and the parents and other citizens in curriculum development.
- Discuss the process for choosing a model of curriculum.

Required Readings

Readings posted in Lesson 2 Reading & Resources in Classroom

Assignments

·Assignment 3: Curricular Changes

Forum:

·Forum 3: Teacher Involvement in Curriculum Planning

·Forum 4: Principal as Instructional Leader?

·Forum 5: Model of Curriculum Development

Week 3: Educational Philosophy and Data-Driven Decision Making

Topics

Philosophy of education

Data driven decision making

Organizing and implementing the curriculum

Learning Outcomes

- Draft a school philosophy that could be submitted to a school faculty for discussion.
- Discuss the relationship between the needs of the learner and the needs of society.
- Describe strengths and weaknesses of various plans and proposals for organizing and implementing the curriculum.
- Construct an instrument for conducting a curriculum needs assessment.

Required Readings

Readings posted in Lesson 3 Reading & Resources in Classroom

Assignments

·Assignment 4: School Philosophy Statement

·Assignment 5: Needs Assessment

Forum:

·Forum 6: Essentialistic Philosophy of Education

·Forum 7: Needs

·Forum 8: Implementation of the Common Core

Week 4: Curriculum and Instructional Goals

Topics

Curriculum goals, objectives, and products

Domains of learning

Learning Outcomes

- Compare and contrast aims of education and curriculum goals and objectives.

- Compare and contrast curriculum goals and objectives and instructional goals and objectives.
- Create curriculum goals.
- Create curriculum objectives.
- Create instructional goals in each domain.
- Create instructional objectives in each domain.

Required Readings

Readings posted in Lesson 4 Reading & Resources in Classroom

Assignments

·Assignment 6: Curriculum Critique

·Assignment 7: Psychomotor Instructional Objectives

Forum:

·Forum 9: Curriculum Goals and Objectives

·Forum 10: Instructional vs. Curriculum Goals

Week 5: Organizing Curriculum

Topics

Organizing and implementing curriculum

Learning Outcomes

- Describe and state strengths and weaknesses of various plans and proposals for organizing and implementing the curriculum.

Required Readings

Readings posted in Lesson 5 Reading & Resources in Classroom

Assignments

Forum:

·Forum 11: Common Core's Impact on Curriculum Development

Week 6: Strategies for and Evaluation of Instruction

Topics

Selecting and implementing strategies of instruction

Evaluating instruction

Learning Outcomes

- Discuss how style, model, method, and skills of teaching relates to the selection of instructional strategies.
- Compare and contrast generic and specific teaching skills.
- Describe the purpose of pre-assessment, formative evaluation, and summative evaluation.
- Analyze the difference between norm-referenced and criterion-referenced measurement.
- Compare and contrast traditional assessment with performance-based assessment.

Required Readings

Readings posted in Lesson 6 Reading & Resources in Classroom

Assignments

- Assignment 11: Styles of Teaching and Learning and the Role of the Administrator
- Assignment 12: AYP Assessments

Forum:

- Forum 11: Debate - Teaching as an Art vs. Teaching as a Science
- Forum 12: Norm and Criterion-referenced Assessment in Planning Instruction

Week 7: Evaluating Curriculum

Topics

Evaluating curriculum

Digital curriculum

Learning Outcomes

- Describe several processes for evaluating the curriculum.
- Define terms relevant to evaluating research and doing data analysis.
- Identify technology opportunities for students.
- Identify funding sources for technology

Required Readings

Readings posted in Lesson 7 Reading & Resources in Classroom

Assignments

- Assignment 13: Evaluation Terms

Forum:

- Forum 13: How is the Curriculum Working?
- Forum 14: Technology Opportunities for Students

Week 8: Current Trends

Topics

Current and continuing curriculum issues

Learning Outcomes

- Explain the significance of current and continuing curriculum issues that are brought about by social and political forces.

Required Readings

Readings posted in Lesson 8 Reading & Resources in Classroom

Assignments

- Campus Planning Project
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Evaluation

Forum

Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

[Forum Rubric](#)

Assignments

Throughout the semester you will write responses to questions. These responses will involve analyses of readings, comparing and contrasting the views of various learning theorists, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 2 – 4 pages in length unless otherwise noted. (CO1, CO2, CO3, CO4, CO5)

Campus Planning Project

Complete the Campus Planning Project. You will identify a content area to assess, and create a curriculum plan for improvement based on the needs assessment. The school to be analyzed is Travis Middle School-Irving ISD . You can use any of the documents on this site and any other public information provided by the school. This school was selected at random and all information access is a matter of public record.

Task:

For this task, review documentation provided for the school to be analyzed in which you:

- A. Identify the subject area most in need.
 1. Create an analysis of your findings by including data for your subject area.
 2. Create a minimum of one curricular goal for the area you identify as most in need.
 - a. Create a minimum of three curricular objectives to assist in meeting the curricular goal.
 3. Create a minimum of one instructional goal for the area you identify as most in need.
 - a. Create a minimum of three instructional objectives to assist you in meeting the instructional goal.
- B. Create one lesson or unit with a complete lesson plan addressing one of the instructional

objectives in which you include assessment, evaluation, and creation of new strategies for increased student achievement.

C. Provide a comprehensive reflection on this project by synthesizing what you learned about the theoretical dimensions of curriculum and curriculum development to personalize and sustain student learning.

1. Analyze how building leadership capacity of school staff and technology are important for student learning.

(CO1, CO3,)

Grading:

Name	Grade %
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Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.*

Author:

Publication Info:

ISBN: ERESERVE NOTE

There is no required textbook for this course. Instead, we will draw from Open Educational Resources and the remarkable resource available to us online and in conjunction with our university library.

Recommended Materials:

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, D.C.: American Psychological Association.

Web Sites

In addition to assigned readings (via OER), the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name Web Site URL/Address

American
Association of
School
Administrators
(AASA) <http://www.aasa.org/>

APA Format <http://www.apa.org>

Education
Week

<http://www.edweek.org/ew/index.html>

Educational
Leadership
Constituent
Council
(ELCC)
Standards

http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

[International
Society for
Technology in
Education](http://www.iste.org/)
(ISTE)

Interstate
School
Leaders
Licensure
Consortium
(ISLLC)
Standards –
(Required
Reading
Website)

<http://www.ccsso.org/content/pdfs/isllcstd.pdf>

National
Association of
Elementary
School
Principals
(NAESP)

<http://www.naesp.org/>

National
Association of
Secondary
School
Principals
(NASSP)

http://www.nassp.org/s_nassp/index.asp?TRACKID=

National
Board for
Professional
Teaching
Standards
(NBPTS)

<http://www.nbpts.org/>

National
Community
Education
Association <http://ncea.com/>

National
Council for
Accreditation <http://www.ncate.org/>
of Teacher
Education
(NCATE)

National
Policy Board
for Education <http://www.npbea.org/>
Administration
(NPBEA)

North Central
Regional
Educational <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/cs100.htm>
Laboratory

Phi Delta
Kappa www.pdkintl.org

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties.

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to

follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a

limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

- The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:
 - Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
 - Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOC1111), or class name.
 - If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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