

**George Mason University  
Graduate School of Education  
Education Leadership Program**

**Course Syllabus**

**COURSE NUMBER AND TITLE: EDLE 616:**

Curriculum Development and Evaluation (3 credits)

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**TEXTBOOK:** Sowell, Evelyn J. (2005). *Curriculum: An Integrative Introduction*, 3<sup>rd</sup> Edition, Pearson Prentice Hall.

**COURSE DESCRIPTION:** Examines the relationship of the written, taught, and tested curriculum and identifies critical leadership decisions that can positively impact student achievement. Identifies components of effective curriculum guides and constructs a curriculum guide for personal use.

**PARTICIPANT OUTCOMES:** Participants will

1. Demonstrate a knowledge and understanding of the history and governance of the system of American schools.
2. Demonstrate an awareness and in-depth knowledge of a model for curriculum design and delivery.
3. Demonstrate knowledge and skill in designing and constructing a curriculum for practical use, including an analysis of school test data and practical implications for teaching and learning.
4. Demonstrate knowledge of the essential components of “user-friendly” curriculum guides.
5. Demonstrate knowledge of current and emerging issues in curriculum, including ethical considerations and the role of diversity.
6. Identify critical components of a well-formed school board policy for curriculum development and evaluation.

**RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION:**

The purpose of the course is to strengthen the knowledge, skills, and dispositions of EDLE students as instructional leaders/managers and provides practice in identifying and researching current and emerging issues in curriculum. The course provides participants with models for (1) managing curriculum; (2) relating school board policy, professional development, and budget to effective instructional leadership; and (3) analyzing and constructing effective teacher-friendly curriculum guides.

Specifically, the following VA DOE, ISLLC, and NCATE standards are met:

VA DOE (1b, 1c, 1e, 2c, 2d, 5a and 6e)

ISSLC (1-K1, 1-K4, 2-K2, 2-K3, 2-K4, 2-K6, 2-K7, 2-P6, 2-P14, 2-P17, 5-K5, 6-K7)

Relevant NCATE guidelines: Strategic Leadership (1.3, 1.6, 2.4) Instructional Leadership (3.3, 3.4, 3.5, 3.6, 3.9) Organizational Leadership (9.1)

**NATURE OF COURSE DELIVERY:** A variety of instructional methods are used to cover the subject matter and create a dynamic, interactive learning environment. These methods include large and small group discussions, case studies, media (when needed), Internet assignments, lecture, guest practitioners, group presentations, email discussions, interviews, cooperative learning, and reflection.

**EDLE INTERNSHIP REQUIREMENTS:** Participants in EDLE 616 must complete the following 3 internship requirements.

- (1) Design a curriculum framework, including an evaluation component, a rationale for curriculum content, and a matrix of at least 4 sources that support the rationale (i.e. national association, current assessment data, surveys, futurists, experts in the field, research and literature reviews).
- (2) Conduct an analysis of state and/or locally mandated test scores and qualitative measures of student achievement. Then make written recommendations for teaching and learning based on results of the student performance analysis.
- (3) Evaluate curriculum guides, based on pre-determined criteria, and make recommendations for improvement, where needed.

**COURSE REQUIREMENTS:** Each student is expected to attend each class because discussions, presentations, and hands-on activities are critical parts of the course. The completion of and reflection on assigned readings, constructive participation in discussions and group work, and partaking in on-line communication are routine expectations. Access to a computer and email accounts are essential. GMU provides free email accounts if you need one. Computers are available in labs that are located in the Graduate School of Education.

If missing a class is unavoidable, you are responsible for notifying the professor (preferably in advance), checking with class colleagues for notes, completing any missed assignments, readings, etc. before the start of the next class. Absences may affect your final grade. All written assignments must be completed on a word processor and turned in on or before the due date. Late assignments affect your final grade, and will not be accepted without making prior arrangements with the professor.

Specific course requirements may be altered and due dates will be determined during the second class session, after the professor receives input from the class participants about professional interests and needs. To plan and complete group projects, you will need to meet at times other than during scheduled class sessions.

**ADA INFORMATION:** This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

**EVALUATION AND GRADING:** Because EDLE 616 is a graduate level course high quality work is expected in class and on all assignments. If assignments are graded by rubrics, you, other class participants, and the professor will create the rubrics for grading purposes. In this way, the development of an assessment format can inform the completion of the assignments and serve as an instrument to assess your grade for the activity.

This course is designed to further develop and expand your managerial and technical skills in the area of instructional management. You will be assessed on your ability to analyze situations from the broad perspective of a school administrator, and be expected to view the impact of decisions from a systemic perspective and from the benefit to student learning.

The grading scales and assigned percentages are shown below. Your final grade for the semester will reflect the professors' judgment of your classroom performance as you attempt to demonstrate the leadership behaviors as outlined in the above paragraphs. In other words, I want you to demonstrate, in observable behavior, your understanding of curriculum and your readiness for the awesome responsibility and joy that comes with a leadership position in schools.

**GRADING SCALE:**

Participation in class and contribution to group learning.....	20 points
Perspective on American Schooling.....	15 points
Evaluation and rating of curriculum guides.....	15 points
Collection, examination, and analysis of curricular policies and materials.....	5 points
Development of a curriculum guide.....	25 points
Research of curriculum issue (self-selected).....	20 points
<b>TOTAL</b>	<b>100 points</b>

<b>CANDIDATE OUTCOMES</b>	<b>DEMONSTRATION OF COMPLETION</b>	<b>PERCENTAGE OF FINAL GRADE</b>
Candidates will demonstrate a knowledge and understanding of various perspectives on the purpose of U.S. education.	After reading statements of diverse perspectives on the purpose of American schooling, candidates will identify curricula and learning activities for each perspective.	15 percent
Candidates will demonstrate an awareness and in-depth knowledge of a model for curriculum design and delivery.  Candidates will demonstrate knowledge and skill in designing and constructing a curriculum for practical use.  Candidates will analyze school test data and identify practical implications.	After working in small groups to discuss, plan, research, synthesize data, and make decisions about curriculum content, candidates will develop and use multi-media to present a mini-curriculum guide with required components. Candidates then will discuss methods and timelines for delivering the curriculum to targeted learners.	25 percent
Candidates will demonstrate knowledge of the essential components of “user-friendly” curriculum guides.	Candidates will evaluate (rate) and rank curriculum guides based on specific criteria.	15 percent
Candidates will demonstrate knowledge of current and emerging curriculum issues, including ethical considerations and the role of diversity.	Candidates will research and write a 5-7 page analysis of a curriculum issue that includes all components outlined in directions for the assignment.	20 percent
Candidates will identify critical components of well-formed school board policy for curriculum development and evaluation.	Candidates will collect, examine, analyze, and discuss the appropriateness of the components found in samples of school board curriculum policy.	5 percent

**Grading Scale**

<b>A+ = 100 points</b>	<b>B = 80 - 84 points</b>
<b>A = 95 - 99 points</b>	<b>B - = 75 - 79 points</b>
<b>A - = 90 - 94 points</b>	<b>C = 70 - 74 points</b>
<b>B+ = 85 - 89 points</b>	<b>F = 69 points or below</b>