

**GEORGE MASON UNIVERSITY**  
**College of Education & Human Development**  
**Graduate School of Education**

**EDLE 616.DL1 Curriculum Development & Evaluation**  
**Fall, 2023 [3 credit hours]**

**Instructor**

**Name:** Dr. Alan Sturrock

**Office Hours:** Mondays, 3:00 to 5:00pm; by appointment [Zoom];

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**EDLE Fax # :** 703-993-3643

**Website:** [www.blackboard.com](http://www.blackboard.com)

**Mailing Address:** Thompson Hall, Suite 1300,  
Fairfax, VA 22030

**Prerequisites:** EDLE 620, EDLE 690, and EDLE 791

**Course Description:** In three Units [micro, micro-macro, and macro] EDLE 616 examines the relationship of written, taught, and tested curriculum; conceptual frameworks [UBD, Mapping]; and identifies critical leadership decisions that can positively impact student achievement. Also examines foundational influences on the worlds of Curriculum and constructs a Curriculum Design model for emerging leaders.

**Program Vision:** The Education Leadership Program is devoted to improving the quality of pre-K through 12 education through teaching, research and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

## **Course Information**

**Class Location:** Blackboard

**Class Dates:** August 21st through December 2<sup>nd</sup>.

## **Course Delivery Method**

This course will be delivered online (100% ) using an **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. **The course site will be available on or about August 19th.**

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

**Video/Screencasting Tools:** You may use Kaltura, Jing, to record your videos and both Discussion Board & Journal assignments.

**Group Work:** You may use Google Docs, Wikis, etc. to collaborate with colleagues on group assignments. Discussion Board group activities will be pre-assigned on Blackboard.

**Bb Collaborate/Skype/Zoom:** You may communicate also with colleagues using these platforms. Zoom is also an option for Office Hours.

**Email:** All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

### **Expectations**

- **Course Week:**

Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Tuesdays, and finish on the following Monday.**

- **Log-in Frequency:**

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least daily [or several times per week].

- **Participation:**

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and

assignments, and participating in course discussions and group interactions.

- **Technical Competence:**

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:**

**Students should anticipate** some technical difficulties during the semester and should, therefore, budget their time accordingly. The GMU Blackboard HELP desk is highly recommended [see Help Tab]. Late work will not be accepted based on individual technical issues.

- **Workload:**

**Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.**

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or Zoom. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes:**

Students who successfully complete the requirements for EDLE 616 will be able to:

[i] demonstrate an in-depth knowledge of curriculum design, development and evaluation

and connect all parts to NELP standards in the design [and presentation] of a mini curriculum framework

[ii] demonstrate the ability to analyze school demographic and assessment data and use the same to create a professional development plan [PDP] to improve student performance in two critical areas

[iii] identify an emerging/controversial issue in curriculum development/evaluation and create a plan to serve as a guide for educators to fully understand it [the plan should connect best thinking/practices on the issue to 2 or 3 essential questions]

[iv] investigate the components of a well-formed BOE policy on curriculum development/evaluation and apply that knowledge to *solve* a problem either at a specific grade level or content area.

### **Course Objectives:**

1. Understand the myriad influences on the Field of Curriculum, Development, Design & Evaluation.
2. Investigate frameworks—Understanding by Design, Curriculum Mapping—that efficiently connect Curriculum Standards to Programs of Study.
3. Analyze Curriculum Leadership practices in the areas of Evaluation, Professional Development, Alignment and Standards-based practices.

### **Relationships to Program Goals and Professional Organizations:**

The importance of strengthening and guiding instruction in educational settings is a leadership theme of academic and professional organizations alike. The purpose of the course is to strengthen the knowledge, skills and dispositions of EDLE candidates as instructional leaders and managers. The course provides models for (1) designing and managing curriculum; (2) relating to school board policy, professional development, and budget to effective instructional leadership; (3) constructing effective teacher-friendly curriculum guides; and (4) collecting and using demographic data to create a plan for improved student performance.

This course meets applicable competencies, standards, and guidelines set forth by the Virginia Department of Education (VA DOE), Interstate School Leaders Licensure Consortium (ISSLC), National Council for Accreditation of Teacher Education (NCATE), and National Education Leadership Preparation (NELP) as shown below.

1. **NELP: 6:3** Program completers understand and demonstrate skills in

supporting the district's collective instructional and leadership capacity to address emerging school issues.

2. **NELP 3.2** Program completers understand and demonstrate the capacity to advocate and cultivate for equitable access to opportunities, resources and instructional materials.
3. **NELP 1.1** Program completers understand and demonstrate the capacity to design, communicate and evaluate a district mission and vision, in supporting learning for all stakeholders.
4. **NELP 4.2** Program completers understand and can demonstrate the capacity to evaluate a comprehensive, rigorous, and coherent curricular and instructional school program, that fosters digital literacy, data literacy, equity and improvement for all students.
5. **NELP 4.4** Program completers understand and demonstrate the capacity to design, implement & evaluate coherent [and differentiated] systems of curriculum, instruction and assessment.
6. **NELP 4.4** Program completers understand and demonstrate the capacity to design, implement & evaluate coherent [and differentiated] systems of curriculum, instruction and assessment.
7. **NELP: 1.2** Program completers understand and demonstrate the capacity to lead continuous and sustainable improvement processes that engage diverse stakeholders in data collection, diagnosis, design and evaluation.

**Required Textbook[s]:**

**[Required]:** Lator, Angela di Michelle [2017]. *Ensuring High Quality Curriculum [How to Design, Revise or Adopt Curriculum Aligned to Student Success]*. Alexandria, VA: ASCD.

**[Recommended & optional]:** Mooney Nancy J., & Mausbach, Ann T. [2008]. *Align the Design: A Blueprint for School Improvement*. Alexandria, VA.: ASCD.

**[Reference text]:** American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> edition). Washington DC: American Psychological Association.

### **Course Submission Policies and Evaluation Criteria**

Assignments are due by 11:59 p.m. on the dates listed on the syllabus, electronically via Blackboard. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines. **Late penalties may be assessed for persistently late work.**

### **VIA Performance-Based Assessment Submission Requirement**

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit these assessments in edle 616—[i] **Design for Curriculum Framework, and [ii] Demographic Analysis & Assessment Data**, to the **VIA Assessments link** through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in VIA through Blackboard. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN will convert to an F nine weeks into the following semester.

### **Grading**

Students can earn a total of 400 points in this course. Graded assignments account for 65% (260 points) of the overall grade, while online course participation accounts for 35% (140 points).

### **Participation Requirements (35% or 140 points of total grade)**

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, **participation points are given by unit**, rather than per learning activity. Participation points are divided into two parts:

[i] Reflections [**Journals-10 possible—respond to 7**]—individual submissions [**70 points**]

[ii] Discussion Boards [5—**respond to all**-- 1 individual; 4 group—**70 points**]: [i] Other than the introductory short video, most Discussion Board activities require **group responses** [plus *one* response to another group post]; [ii] Journals are **individual submissions**.

Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

### **Introduction& Lesson 1**

- Video Post [Lesson 1]- [10 points]
- Discussion Board [group]-[15 points]

### **Unit 1**

- Journal Reflections [4] -[30 points]
- Discussion Boards [1] - [15 points]

### **Unit 2**

- Journal Reflections [2] - [20 points]
- Discussion Boards [1]- [15 points]

### **Unit 3**

- Journal Reflections [4] – [40 points]
- Discussion Boards [1]- [15 points]

### **Grading Scale**

A+	400+ points
A	375 – 400
A-	350 – 374
B+	335 --- 349
B	315 --- 334
B-	300 --- 314
C	275 --- 299
F	Below 275 points

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### 1. GMU Policies and Resources for students

##### *Policies*

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- d. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

##### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- . For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**