Syllabus for
GPED 753—Curriculum/Instructional Design and School Services
3 Credit Hours
Spring 2014
Online
January 6 – February 28, 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I.   COURSE DESCRIPTION

A critical study of foundations, procedures, and theories in instructional programs common in early childhood education and elementary and secondary schools; selection and organization of content, teaching techniques, and materials; and the organization and implementation of instructional strategies in a school system.
Prerequisite: None

II.   COURSE GOALS

The purpose of this course is to enable the prospective school leader to do the following:
A.   Become acquainted with information and a comprehensive understanding of theories of curriculum programs from early childhood education through high school levels.

B.   Develop skills needed to design, develop, improve, and evaluate curriculum.

III.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

A.   Objectives

This course meets the competency-based standards for advanced programs in educational leadership as established by the National Policy Board for Educational Administration (2002) for both school-building leadership and school-district leadership.

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in a portfolio format as prescribed by the College of Education. Artifacts produced in this course will address candidate competency in relation to the specific Educational Leadership Constituent Council (ELCC) standards specified for this course. Specific instructions for these artifacts will be described in an addendum to the syllabus. This addendum will be given out in class.

As the result of successfully completing this course, the student will be able to do the following:
1.   Distinguish and explain principles for integrating biblical truth into the curriculum.

2. Use an understanding of biblical truths to analyze and compose school curriculum (e.g., mission statements, goals, objectives, scope and sequence, units, etc.).
3. Discuss competencies and orientations necessary to successfully develop, justify, and explain a competency-evaluated instructional unit.
4. Discuss the historical and philosophical foundations of educational curriculum development.
5. Explain concepts, perspectives, and theories of curriculum development.
6. Analyze, interpret, and evaluate current educational research about curriculum as published in professional journals; create and produce an abstract of such writings to include defining the author's research design and methods, purposes, hypothesis, findings, conclusions, and recommendations; and share with other professionals (class members) the implications to public and private education.
7. Discuss principles and procedures for integration when adopting or developing selected curriculum materials.
8. Correlate teaching-learning methods, enabling activities, resources, and evaluating pupil progress.
9. Interpret and wisely use standardized test scores to evaluate the progress of students and the efficacy of curriculum and instruction.

B. Objectives for Students in Administrator Preparation Programs
The Administration Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following NCATE Guidelines:

2.1 Conduct needs assessment by collecting information on students; on staff and the school environment; on family and community values, expectations, and priorities; and on national and global conditions affecting schools.
   Activity 2.1   Develop and test a sample needs assessment instrument designed to collect information on some aspect of education.

3.2 Develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
   Activity 3.2   Work collaboratively with others to develop a model learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practices.

3.3 Base curricular decisions on research, applied theory, informed practice, recommendations of learned societies, and state and federal policies and mandates.
   Activity 3.3   Given hypothetical situations dealing with various curricular options, select a best option and explain the selection in terms of current research, applied theory, informed practice, and recommendations of various relevant groups.

3.4 Design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs, and changing conditions.
   Activity 3.4   Given hypothetical school situations where various community values, goals, and social needs are interacting with traditional foundations and changing conditions, design a curriculum for said school best meeting the challenges posed by the situation.

3.5 Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.

Activity 3.5   Assume role of a district curriculum coordinator and present a procedure for aligning curricular goals and objectives with instructional goals and objectives.

3.6   Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class, and exceptionalities.

Activity 3.6   See 3.3 and 3.4.

3.8   Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities to design processes to support various teaching strategies and desired student outcomes.

Activity 3.8   Given desired student outcomes and specific teaching strategies, select from various staffing patterns, student grouping plans, class scheduling forms, etc., to formulate a best approach to implement the teaching strategies and meet the student outcomes.

3.9   Assess student progress using a variety of appropriate techniques.

Activity 3.9   Presented with an array of student instructional settings, describe the most appropriate techniques for assessing student progress for each setting.

9.1   Use technology, telecommunications, and information systems to enrich curriculum and instruction.

Activity 9.1   Develop a written technology assessment procedure linked to the development of a long-range plan for school and district technology utilization.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

A.   Required Materials

1.   Textbooks

Glatthorn, A. A. (2000). *The principal as curriculum leader* (2nd ed.). Thousand Oaks, CA: Corwin Press. ISBN 9781412960359 (read entire book)

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: ASCD. ISBN 9780131950849 (read Chapters 1-3)

Van Brummelen, H. (2002). *Steppingstones to curriculum: A biblical path* (2nd ed.). Colorado Springs, CO: Association of Christian Schools International. ISBN 9781583310236 (read entire book)

2.   Other

None

B.   Optional Materials

1.   Textbooks

Haycock, R. C. (1993). *Encyclopedia of Bible truths for school subjects*. Colorado Springs, CO: Association of Christian Schools International.

Webster, N. (1980). *Webster's 1828 dictionary*. San Francisco: Foundation for American Christian Education.

2.   Other

None

V.   POLICIES AND PROCEDURES

   A.   University Policies and Procedures
         1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
         2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
         3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
         4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
         5.   Students are to be in compliance with university, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
               a.   The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
               b.   By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

   B.   School and/or Department Policies and Procedures
         1.   Independent Study, Dissertations, or Internships
               a.   Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
               b.   **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
               c.   Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
         2.   In-Class Studies (or All Other Studies)
               a.   Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.

b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.

c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the America Psychological Association,* 6th edition.

d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures
   1. Evaluation Procedures
      a. The grade is a composite of performance based on the following:

(1)	Discussions		40%
(2)	Journals		25%
(3)	Projects	10%	
(4)	Final Project		25%
	Total		100%

      b. Grading scale:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=Below 60%

      c. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.

   2. ePortfolio Requirements
Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in an eportfolio format as prescribed by the School of Education. Artifacts identified by the professor, along with appropriate evaluation, must become a part of the graduate student's eportfolio required for graduation.

   3. Other Policies and/or Procedures
      a. The student is responsible for:
         (1) Completing all reading assignments.
         (2) Attending all regular class meetings and examination periods.
         (3) Completing all special assignments and submitting them on due dates.
         (4) Making positive contributions during class discussions.

b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.

c. Preassignment:
   (1) Respond to the course email, introductions, etc., as specified on the Desire to Learn Web site: http://d21.oru.edu Note: Login and Password are the same as what you use for ORU Vision.
   (2) Read the required textbooks as follows:
       (a) *Understanding by Design*—Chapters 1-13.
       (b) *Steppingstones to Curriculum*—Chapters 1-6
       (c) *The Principal as Curriculum Leader*—entire textbook.
   (3) Come to class prepared to discuss the textbooks.

d. Course Expectations/Assignments:
   (1) Each student will be expected to participate in class learning experiences by:
       (a) Giving careful advanced consideration of the topics scheduled to be covered.
       (b) Sharing personal views, comments, suggestions, and reactions to the topics being discussed.
   (2) Students will participate in the following group projects:
       (a) The formation of a Philosophy of Christian Education.
       (b) A statement of educational goals for a K-12 Christian school.
       (c) Implementation of a method for integrating biblical principles into curriculum.
       (d) Outline of scope and sequence matrix for a K-5 or 6-12 subject area.

VI.   COURSE CALENDAR

Day	Session	Topic/Assignment
1	1	Introduction and Syllabus Definitions Christian Theistic Worldview
1	2	Philosophy of Education, Mission and Program Goals (Philosophy of group projects)
2	3	Mission Statement General Objectives of Education General Principles of Curriculum
2	4	Methods of Biblical Integration (Group Projects) Core Subject Areas Scope and Sequence of Core Subjects
3	5	Staff Development Developing Course and Unit Goals and Objectives Writing Curriculum Guides
3	6	Curriculum Writing Goals and Objectives
3	7	Curriculum Writing Units, Lessons, and Textbooks
4	8	Development of Instructional Activities, Materials, and Assessments Textbooks and Materials: Criteria and Selection
4	9	Developing Curriculum Management Systems

Course Inventory for ORU's Student Learning Outcomes
GPED 753—Curriculum/Instructional Design and School Services
Spring 2014

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1 – Spiritually Alive** Proficiencies/Capacities				
1A	Biblical knowledge	X			
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		
2	**Outcome #2 – Intellectually Alert** Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy			X	
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation				X
2E	Intellectual creativity	X			
3	**Outcome #3 – Physically Disciplined** Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	**Outcome #4 – Socially Adept** Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity		X		

This course specifically addresses the ORU College of Education Institutional Standards: 3, 6, 8, 9, 11, 12, 13, and 14.