Course Number: EDUC 747
Course Title: Curriculum Administration
Division: Education
Term: Spring 2020
Credits: 03
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Virtual Office Hours: by appointment

University Course Catalog Description
This course is designed to provide education leader candidates skills and knowledge to effectively undertake curriculum and instructional leadership at the school level. This includes an overview of basic concepts and theories underlying curriculum development within the context of state policies; tools for administrators to analyze and select curriculum; and explore effective strategies to implement curriculum, instruction and assessment within the contexts of schools.

Conceptual Framework
The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Education Division Mission Statement
The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values
1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)
1. Demonstrate knowledge of the impact of socio-economic, legal, and cultural factors on schools, teachers, and students.
2. Demonstrate knowledge of organizational life in schools and organizational change processes, and connections to the development of positive school cultures that promote learning and social development of students.
3. Demonstrate ability to conduct systematic inquiries into programs and policies that are relevant, integral, and essential to the success of children, schools, and school leaders.
4. Demonstrate skills in facilitating collaboration and communication among schools, school communities, families, other educational and service agencies, and professional organizations.
5. Demonstrate knowledge and skills in managing personnel.
6. Demonstrate understanding of the ethical, moral, and caring dimensions of educational leadership.
7. Demonstrate ability to use informed scholarship to analyze and offer solutions for school policies and problems.
8. Produce a vision for the school, district, or organizational context in which the participant works that reflects the dimensions of PLO #1-7.

Course Learning Outcomes (CLO)
1. Students will study an improvement framework to increase student achievement and learning.
2. Students will reflect upon school-level curriculum, instruction, and assessment practices.
3. Students will design a Theory of Action to introduce change ideas founded on Improvement Science and school contexts.
4. Students will apply iterative cycles for improvement and school leadership

Learning Materials
- Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, and Paul G. LeMahieu (2015). Learning to Improve How America's Schools Can Get Better at Getting Better.
- Other learning materials will be provided.

Assessment

Assignments	
Week 1	10 points
Week 2	10 points
Week 3	10 points
Week 4	15 points
Week 5	15 points
Week 6	20 points
Week 7	20 points
Week 8	30 points
Week 9	30 points
Week 10	40 points
Total	200 points

Assessments may be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact the instructor before the due date of an assignment. No work will be accepted after the last day of the course.

Grading scale

Grade	Percentage	Points
A	90-100%	180-200
B	80-89%	160-179
C	70-79%	140-159
D	60-69%	120-139
F	00-59%	<120

Schedule

Weeks	Class Content	Assignments
Week 1 4/6 – 4/12 (10 points) Introduction of Content	**Introduction to Curriculum Administration and Improvement Science** • EDUC 747 Course procedures • Improvement Science	1. Inclusion 2. Reading, *Preface* and *Introduction* 3. Improvement Science presentation 1 4. Reflection
Week 2 4/13 – 4/19 (10 points)	**Understanding the Problem** • Studying the Problem • Technical Solutions versus Adaptive Approaches • Mapping the Problem	1. Chapter 1, *Make the Work Problem-Specific and User-Centered* 2. Improvement Science presentation 2 3. Reflection
Week 3 4/20 – 4/26 (10 points)	**Theory of Action** • Focusing on continuous improvement • Technical and Adaptive Mindset • Talking Paper	1. Chapter 2, *Focus on Variation in Performance* 2. Theory of Action 3. Aims goal

Week 4 4/27 – 5/3 (15 points)	**Reflection: Professional Practice** • Reflection and Introspection • Technical and Adaptive Mindsets • Aims goal	1. Inclusion 2. Chapter 1-2 Reflections 3. Improvement Science activity 4. Reflection
Week 5 5/4 – 5/10 (15 points)	**Iterative Changes and Improvement** • Implementing iterative changes to improve practices • Driver diagrams	1. Inclusion 2. Chapter 3, *See the System That Produces the Current Outcomes* 3. Reflection
Week 6 5/11 – 5/17 (20 points)	**Systems Thinking** • Scaling improvement • Measurement for Improvement • Educational model	1. Inclusion 2. Chapter 4, *We Cannot Improve at Scale What We Cannot Measure* 3. Google search 4. Reflection
Week 7 5/18 – 5/24 (20 points)	**Social and Cultural Contexts / Organizational Paradigms** • "There is a *better way*" • Social and Cultural contexts • Accountability	1. Chapter 5, *Use Disciplined Inquiry to Drive Improvement* 2. Google search 3. Improvement Science presentation 7 4. Reflection
Week 8 5/25 – 5/31 (30 points) <mark>Application of Content</mark>	**Reflection: Iterative Changes, Systems Thinking, and Contexts** • Reflection and Introspection • Application: <u>Learning to Improve</u> • Talking Paper	1. Chapter 3-5 Reflections 2. Digging Deeper 3. Improvement Science presentation 8 4. Reflection
Week 9 6/1– 6/7 (30 points)	**Instructional Leadership** • "A *communal imperative to improve*" • Application: <u>Learning to Improve</u>	1. Inclusion 2. Chapter 6, *Accelerate Learning Through Networked Communities* 3. Improvement Science presentation 9
Week 10 6/8 – 6/13 (40 points)	**Operationalizing Continuous Improvement** • Application: <u>Learning to Improve</u> • Culminating Reflection 5-Year Plan	1. Inclusion 2. Chapter 7, *Living Improvement* 3. Chapter 1-7 Reflection 4. Reflection

May be subject to change based on the dynamics of current events.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of

penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance
Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:
- Chaminade Counseling Center, 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access
The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon

request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodates. If you would like to determine if you meet the criteria for accommodations, contact the Counseling Center at counselingcenter@chaminade.edu.

Attendance Policy
As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.
Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.
Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.

Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Syllabus Change Policy
This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students,

and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.