**Course Description:**

The idea of curriculum is not new – but the way we understand and theorize it has altered over the years – and there remains considerable dispute as to meaning. The idea of *curriculum leadership* is perhaps more nuanced, yet, like curriculum itself, there is varied meaning. When considered in the context of a democratic society and its educational systems, curriculum and curriculum leadership take on decidedly more important and critical meaning.

The purpose of this course is to advance an understanding of contemporary theoretical underpinnings of curriculum leadership. The curriculum leader as scholar-practitioner will serve as a focus for examining the relevant dimensions of curriculum leadership. In this course, the curriculum is understood as both the explicit planned course of learning put before students and the hidden or latent experiences that students encounter in school settings. To understand curriculum leadership, one must first understand curriculum and its theory. With that in mind, curriculum theory, and by extension curriculum leadership, must necessarily focus on the purpose of education and the context within which education is situated, with emphasis on multiculturalism, internationalization, postmodernism, poststructuralism, ecological sustainability, economic equity, democratic community, social justice, linguistic and historical deconstruction, gender equity, anti-racism, anti-sexism/heterosexism, autobiographical
investigations, qualitative and arts-based research, hermeneutics, aesthetics, and ethics. As society has evolved so too has the nature of curriculum in schools. The curriculum leader is called on to reconceptualize curriculum, moving beyond exclusive concern with the development of institutional schooling and related classroom materials and activities to understanding broader philosophical and symbolic representations of curriculum that impact schools and society. The curriculum leader of today must be concerned with the place of digital and virtual worlds in the negotiation of curriculum, impact of standards and accountability as ideological challenges to curriculum, and the policy and politics of curriculum in against a backdrop of schooling in a global society. The intent of this course is to provide doctoral students with the theoretical (balanced by the critical and pragmatic) framework for analyzing, critiquing, investigating, and transforming curriculum so that they will understand the complexities of contemporary curriculum discourses and research practices as well as how to lead curriculum as a praxis and process juxtaposed to curriculum as cognitive and aesthetic experiences for constructing knowledge and cultivating a just and democratic society.

**II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

The CF and VMGV describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

**Program Learning Outcomes:**

The candidate, at the end of year one and at the end of year two, will be able to synthesize each year’s study and present a portfolio representative of his/her growth as a scholar-practitioner leader.

**Student Learning Outcomes:**

- **Assessment Method:** The candidate will prepare and save artifacts for the portfolio to demonstrate personal growth as a scholar-practitioner leader.

- **Assessment Method Category:** Portfolio

- **Criterion:** The professor of the synthesis class will review the written portfolio and assess the student's growth as a scholar-practitioner leader with 100% scoring a 2-acceptable or a 3-exemplary on the rubric. The remaining doctoral faculty members will also review the written portfolio to determine the candidate's growth.

At the completion of the research sequence in the doctoral program, the candidate will be able to successfully defend his or her dissertation proposal.

Course goals are aligned with the program goals and reflect a coherence with course goals for the doctoral program curriculum. All course goals and objectives, and relatedly, all activities for the course, are instructed, in large part, by the value for: academic excellence as a cornerstone of the
The development of educational leaders as scholar-practitioners who demonstrate depth of understanding related to foundations of education, leadership and thinking characterized by an emphasis on personal self-examination, scholarly and disciplined inquiry, deep thinking and listening, and theoretical and practical applications.

1.1 develop an understanding of the study of curriculum.
1.2 engage in disciplined inquiry as it applies to the theoretical, critical, and practical dimensions of curriculum leadership.
1.3 demonstrate reflective and reflexive practices about problems and experiences.
1.4 create a climate that promotes reflective and reflexive processing, journaling, and conversation.

The preparation of educational leaders as scholar-practitioners with the capacity and capability to provide strong curriculum leadership within the local school, district, and community as related to the purpose of education, social, cultural, and educational change, professional growth and development, creating and sustaining a strong communitarian spirit, and development of the human potential.

2.1 demonstrate an in-depth understanding of the relationship of curriculum leadership to the various dimensions and responsibilities of leading/administering curriculum in a school system. 2.2 demonstrate capacity to provide guidance to professional growth and development of self, others, and collective or community entities.
2.3 demonstrate capacity and capability to effect educational and social change within school and community settings inclusive of effecting change in self and social philosophy as related to curriculum.
2.4 demonstrate a deep understanding of the scholar-practitioner's role in the development of human potential.

The preparation of scholar-practitioners as curriculum leaders with a deep understanding of the purpose of education in a democratic society and the relationship of curriculum to attainment of that purpose.
3.1 demonstrate capacity and capability to conceptualize curriculum as culture, a system of implicit and explicit beliefs, values, behaviors and customs in classrooms and schools, deliberated within a particular social context.

3.2 demonstrate a well-developed comprehensive understanding of a variety of curriculum cultures, traditions, theories, and models, and ways in which particular curriculum tradition(s) influence our thinking and practices.

3.3 demonstrate a well-developed understanding of major challenges faced by teachers, supervisors, curriculum developers and administrators in adopting and implementing new perspectives of curriculum and assessment programs.

3.4 demonstrate a well-developed understanding of curriculum ecology and the importance of an ecological view of the learning environment.

3.5 demonstrate an ethical, cultural, political, and pedagogical sensitivity to developing and implementing curriculum.

3.5 demonstrate a deep understanding of the scholar-practitioner’s role as curriculum leader in a postmodern society.

Major Topics Addressed
- What is curriculum?
- What are the foundations of curriculum?
- What are the principles, aims, goals, and design considerations for curriculum?
- What is curriculum leadership?
- What are the theoretical and practical dimensions of curriculum leadership?
- What is the curriculum leader’s role / responsibilities in creating and sustaining a curriculum ecology?
- Philosophical, historical, psychological (learning theory), and socio-cultural influences on curriculum development
- Critical curriculum: leadership for social justice and democracy
- Components of curriculum theory and curriculum design integral to the curriculum development process
- Curriculum alignment and auditing
- Curriculum policy: local, state, and national
- Curriculum and the ideological tensions of market economy, neoliberal/neoconservative political agendas, etc.
- Curriculum in the postmodern
- Interface of technology and curriculum: digital teaching platforms, social media, and the influence of next generation technologies
- Designing curriculum for Generation X: the Millennial generation, Digital Natives, etc.
- Curriculum in a standards-based world: national and state standards, power standards, standards in curriculum design, etc.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Methods of Instructional Delivery:
This course is designed on sociocultural / constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a doctoral level course, the instructor expects quality work form each student supported by appropriate and adequate preparation and direct involvement.

This course will use a variety of instructional methods including Socratic dialogue, problem-based and case-based approaches, mini-lectures, student-led conversations, student lessons / presentations, small group processing, computer lab simulations, social media and digital platforms, reflection activities, and / or critical friends, etc.

**Attendance:**

Attendance is not optional. Due to the collaboration, the reflective nature of the course, and the sequence of activities, students are required to be present at each class. If a class must be missed, prior to the absence the student must contact the professor for the details concerning the make-up assignment and make arrangements to deliver any assignments due during that class to the professor.

The make-up assignment may be a synthesis paper whose length and nature will be determined by the professor. The paper must be APA formatted with a reference section and will be between five to ten pages depending on the nature and quantity of readings for that class. If possible, the paper should be submitted to the professor prior to, or on the date of the missed class. If this is not possible than the paper is due the class following the absence. Failure to complete each make-up assignment will result in a 10% reduction in the candidate’s course grade. Once again, all other assignments due upon the date of the absence must be given to the professor on or before the missed class. Any assignments not given by the date of the missed class will be considered late and receive a 20 percent grade reduction.

Students are expected to arrive for class on time. More than one tardy arrival to class will result in a 5 percent grade reduction. Since attendance is especially critical, more than one absence will result in a diminished grade. One class absence will make the student ineligible for an “A” grade.

In the case of emergencies, the student is responsible for contacting the instructor in a timely fashion and apprising the professor of the situation. E-mail contact is typically the most efficient and reliable method of contact, however when an emergency occurs, then a phone call is appropriate.

**Completion and Mastery of Assignments:**

Completion of assignments is not optional. All assignments must be completed and submitted for assessment. Mastery of each assignment is the responsibility of the student.

**Candidates are expected to:**

- participate in a collegial, punctual, and equitable manner in all collaborations,
• complete all readings assigned for each class, and to contribute in a knowledgeable and professional manner on each assignment.

All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. No assignments will be accepted after the last class. Incomplete assignments will receive zero points. No arrangements can be made to extend the course beyond the last class meeting.

All assignments, at the discretion of the instructor, may be reworked and resubmitted by the last day of the course. Candidates are encouraged to reflect upon the professor’s assessment feedback and to resubmit the assignment for further review. The candidate should return the original paper with professor evaluation marks for comparison with resubmitted products.

Changes:

The instructor reserves the right to make changes or modifications in the above requirements as needed and / or required to meet course goals. Students will be notified of the changes.

Course Activities:

Writing Formats for Written Course Activities.

All papers and essays, unless otherwise stated, must be organized in a professional essay format. This includes an introduction containing an interest catcher or background information followed by a transitional statement to the formal thesis statement. A body section after explaining the thesis will be followed by a conclusion. Appropriate transitional statements must be included to enhance conceptual continuity, and a logical and clear conceptual framework must be evident. Of course, all papers must be thoroughly proofread for grammar, spelling, punctuation, and APA 7th formatting. Also, titles must be aligned with the conceptual framework to promote continuity in the reader’s understanding of your organization and thesis.

This is also an appropriate format for oral presentations since it guarantees a well-organized and concise presentation of the content. Additional guidelines will be provided for oral presentations.

Book Review (Curriculum Focus).

Candidates will each select a book specific to curriculum and prepare a “book review” that could be published to a relevant journal. All book reviews should be completed by December 1st. Book selections should occur by Sept. 15th. Candidates should prepare a short statement about the book to present to the instructor for feedback and approval of the book by September 22nd.

Candidate Guided Lessons.
Each candidate will be expected to read selected chapters from the course texts to review and present in class meetings. Each student will create a rich and reflective presentation inspired by the reading. For the presentation/facilitation of the assigned chapter, candidates are encouraged to be engaging and to use appropriate media support. Each facilitation should be approximately 15-17 minutes.

**Group Guided Lessons.**

Each candidate will be assigned to a group and each group will expected to read selected chapters from the course texts to review and present in class meetings. Each group will create a rich and reflective presentation inspired by the reading. For the presentation/facilitation of the assigned chapter, candidates are encouraged to be engaging and to use appropriate media support. Each facilitation should be approximately 28-30 minutes.

**Through the Lens of ---- Activity.**

Each candidate will be expected to discuss issues in-depth through the lens of another. You will be evaluated on your ability to code in-between your personal philosophy and the philosophy of another. An introduction will be due on September 2nd, and a collection of reflective essays should be submitted by December 1st. More description will be provided during our first class meeting.

### IV. Evaluation and Assessment (Grading):

Decisions about student evaluation rest with the professor; however, students will collect portfolio artifacts, engage in reflective processing, peer-review processes, and participate in student-facilitated performance assessment of learners.

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<td>Book Review (Curriculum Focus)</td>
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<td>Candidate Guided Lessons</td>
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<td>Group Guided Lessons</td>
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An incomplete or WH grade will not be allowed for this course unless extenuating circumstances require instructor approval per University policy. Students are expected to complete all assignments and submit all requirements on time. Feedback will be provided for each written assignment. Students are expected to work together during class time and outside of class as activities and/or assignments require. The instructor will make decisions concerning assignment of partners, groups, etc.
V. Tentative Course Outline/Calendar:

The tentative course outline is aligned to the designated meeting dates, with discussion topics and related activities listed. The candidate should note that the instructor will make additional assignments and/or modify the schedule of activities/assignments as needed during each class meeting. Additional assignments may be made are due on the date posted by the instructor.

**September 2** – Course introduction; Orientation to readings, assignments, activities; scheduling of student guided lessons/presentations; topics to be addressed; purpose of education; foundations of curriculum; assigned readings. During the first class meeting time will be provided to discuss the candidate’s respective interests and expected outcomes.

**October 7** – Candidate guided lessons; Assigned readings; In-class activity/discussion; Candidate reflections/Additional topics as presented.

**November 4** – Candidate guided lessons; Assigned readings; In-class activity/discussion; Candidate reflections/Additional topics as presented.

**December 1** – DUE: Book Reviews/Through the Lens of Essays

VI. Required Readings:

**Required Purchase/Rental**


Selected course readings include but are not limited to required books and/or articles, book chapters, etc. as identified by the professor.

**Recommended Books**


Boykin, A. W., & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.


**Additional Readings:**

Additional required readings include articles, chapters, etc. selected and assigned by the professor during the semester. Also, additional required readings will include articles, chapters, etc. selected by the student and provided as part of the course activities and requirements. In some cases, readings selected by the professor will be placed on reserve in the library and/or distributed at the appropriate time prior to the class meeting date assigned for the reading.
**VII. Course Evaluations:**

Near the end of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be **thoughtful, thorough, and accurate** in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, **all ratings and comments are confidential and anonymous** and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**Attendance (Course policy)**

Attendance is not optional. Due to the collaboration, the reflective nature of the course, and the sequence of activities, candidates are required to be present at each class. If a class must be missed, prior to the absence the candidate must contact the professor for the details concerning arrangements to deliver any assignments due during that class to the professor. As well, the student is responsible for discussing with the professor the allowance for makeup assignments due to absences.

The make-up assignment may be a synthesis paper whose length and nature will be determined by the professor. The paper must be APA formatted with a reference section and will be between five to ten pages depending on the nature and quantity of readings for that class. If possible, the paper should be submitted to the professor prior to, or on the date of the missed class. If this is not possible than the paper is due the class following the absence. Failure to complete each make-up assignment will result in a 10% reduction in the candidate’s course grade. Once again, all other assignments due upon the date of the absence must be given to the professor on or before the missed class. Any assignments not given by the date of the missed class will be considered **late and receive a 20 percent grade reduction**.

Candidates are expected to arrive for class on time. More than two tardy arrivals to class will result in a **5 percent grade reduction**. Since attendance is especially critical, one absence may result in a diminished grade. More than one class absence will automatically make the candidate ineligible for an “A” grade.

In the case of emergencies, the candidate is responsible for contacting his/her professor in a timely fashion and apprising the professor of the situation. E-mail contact is typically the most efficient and reliable method of contact, however when an emergency occurs in route, then a phone call is appropriate.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity: Policy 4.1

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism. Any infringement of Academic Integrity may result in a grade of “F” in this course. Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare:

Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.