

CIED 5363 – Methods & Assessment for K-12 On-Line Teaching
Course Syllabus
Fall 2017
Dr. Derrick Mears

Course Description

- Catalog: The study of curriculum, instructional methods and assessment techniques to facilitate student learning in K-12 virtual and hybrid teaching environments.
- Overview: Students enrolled in the course will be required to demonstrate knowledge of prevalent and relevant models of K-12 curriculum development, web-based instructional methods, and assessment techniques and utilize tools for the development and implementation of effective instruction in the K-12 virtual classroom.

Prerequisite(s)

- Graduate Standing

Required Course Materials:

- **Web Based Resources:**
 - No Text will be required. There will be web-based resources/readings for the various modules throughout the course

Software:

For this course, a variety of web-based and desktop tools will be utilized. Which will include at a minimum the following:

- Web-Based Productivity Tools
- Learning Management Systems
- Multi-Media Tools
- Web-Accounts for applications

Relationship to Knowledge Base

This course is a required course for students pursuing the Graduate Certificate in K-12 On line Teaching and can serve as an elective in the M.Ed. in Curriculum and Instruction; M.Ed. in Educational Technology; Ed.S. in Curriculum and Instruction and Ph.D. in Curriculum and Instruction. It is appropriate for students desiring to pursue careers in K-12 schools where teaching in a hybrid and/or virtual environment plays an important role. Students will acquire information, develop new ideas, and apply those ideas in practical situations.

Course Outcomes/Learning Objectives

Upon completion of this course, students will be able to:

- **Outcome # 1: Evaluate models of curriculum development for on-line and hybrid environments.**

- Develop a screen cast video presentation for K-12 teachers providing an overview of ISTE Standards for Students and Teachers.
- Present a pod cast to a target audience of learners providing an overview of 21st Century Learning Standards
- Design a presentation using a web-based presentation tool which compares and contrasts two instructional frameworks
- Design a presentation using a web-based presentation tool which summarizes the characteristics of effective on-line learning in the K-12 classroom
- Develop a series of performance tasks aligned to learning targets and standards for a target grade level and subject area.
- Identify web-based resources for a specific grade level and subject area to supplement web-based instruction.\
- **Outcome # 2: Evaluate materials for effective instruction in virtual and hybrid environments.**
 - Develop a series of discussion posts which review various technology tools for K-12 virtual instruction.
- **Outcome # 3: Create a curriculum for web-based instruction in a chosen subject area.**
 - Create a series of outcomes, objectives, and learning targets for an online module for a specific grade level and subject area aligned to content and ISTE standards.
 - Develop a series of performance tasks aligned to learning targets and standards for a target grade level and subject area.
 - Identify web-based resources for a specific grade level and subject area to supplement web-based instruction.
 - Develop a curriculum map for a two unit (6 week) virtual course of study.
 - Develop a screen cast which summarizes a self-developed two unit virtual course of study.
 - Apply elements of effective curriculum design by providing feedback to peers on a unit of study.
 - Develop a curriculum map for a two unit (6 week) virtual course of study.
 - Develop a screen cast which summarizes a self-developed two unit virtual course of study.

- Apply elements of effective curriculum design by providing feedback to peers on a unit of study.
- Develop detailed activities and performance tasks for K-12 on-line learning modules.
- Create a screen cast which provides a summary of a self-developed curriculum module for a K-12 on line course.
- Develop a K-12 on line curriculum module in alignment with elements of effective design
- Apply the elements of effective curriculum design to provide feedback to peers.
- **Outcome # 4: Create student assessment instruments for web-based instruction in a chosen subject area.**
 - Design a virtual exam using a web-based tool which integrates into a learning management system.
 - Design a web-based performance task using virtual tools and resources aligned to content standards.
 - Develop a series of rubrics/scoring instruments for evaluate of student performance using web-based tools and templates.
 - Develop a K-12 on line curriculum module in alignment with elements of effective design.
 - Apply the elements of effective curriculum design to provide feedback to peers.
 - Develop a K-12 on line curriculum module in alignment with elements of effective design.
 - Apply the elements of effective curriculum design to provide feedback to peers
- **Outcome # 5: Demonstrate competency in designing educational media for use in web-based instruction.**
 - Develop an introductory screen cast to a target audience of learners.
 - Develop a blog for reflection on course content.
 - Develop a screen cast video presentation for K-12 teachers providing an overview of ISTE Standards for Students and Teachers.
 - Present a podcast to a target audience of learners providing an overview of 21st Century Learning Standards

- Design a presentation using a web-based presentation tool which compares and contrasts two instructional frameworks
- Design a presentation using a web-based presentation tool which summarizes the characteristics of effective on-line learning in the K-12 classroom.
- Design a virtual exam using a web-based tool which integrates into a learning management system.
- Design a web-based performance task using virtual tools and resources aligned to content standards.
- Develop a curriculum map for a two unit (6 week) virtual course of study.
- Develop a screen cast which summarizes a self-developed two unit virtual course of study.
- Apply elements of effective curriculum design by providing feedback to peers on a unit of study.
- Create a framework for a virtual on line course for K-12 learners using a learning management system.
- Design an introductory lesson for a group of K-12 virtual learners using a learning management system.
- Develop a series of rubrics/scoring instruments for evaluate of student performance using web-based tools and templates.
- Create a screen cast which provides a summary of a self-developed curriculum module for a K-12 on line course.

Activities and Assignments:

Technology Tool Discussion Posts - (each assignment is worth 5% of total grade)

During the semester, students will investigate web-based tools for presenting content to students in virtual environments as well as analyze concepts of online learning and curriculum design. For these assignments, students will post and respond to discussion board topics, develop blog posts and complete a variety of mini-projects as well. Specific details are provided in each unit as well as scoring guides/rubrics.

- **Assignments # 1, 3, 5, 8, 12**

Curriculum & Standards Media Presentations - (each assignment worth 5% of total grade)

During the semester, students will develop a series of web-based multimedia presentations on a variety of platforms related to curriculum development topics throughout the course.

Guidelines and tutorials for the development of these assignment are provided in the Lessons & Assignments area as well as and scoring guides/rubrics.

- **Assignments # 2, 4, 6, 9, 10**

Online Module Development - (each assignment worth 5% of total grade)

During the semester, students will develop through a step by step process an introductory lesson and six lesson on line course module for a K-12 grade level and content area. Guidelines, resources, and tutorials for the development of these assignments are provided in the Lessons & Assignments area as well as and scoring guides/rubrics.

- **Assignments # 7, 11, 13, 14, 16, 17, 18, 19**

Peer-Review/Feedback on Presentations - (each assignment is worth 5% of total grade)

During the semester, students will on multiple occasions provide feedback via discussion board to other classmates concerning drafts of the various projects in the course. Guidelines, resources, and tutorials for the development of these assignments are provided in the Lessons & Assignments area as well as and scoring guides/rubrics.

- **Assignments # 15 & 20**

Late Work Policy:

All work is due based on established and announced due dates by the scheduled time. If work is turned in late, 50% of the assignment value will be deducted prior to assessment of the work, as long as the work is turned in no later than one week after the scheduled due date. Work turned in after that will automatically receive a zero (0). Please contact the instructor for instructions if attempting to submit late work. This policy is in effect as an incentive to stay current with the assigned work. Like many courses, the work of one session is based on the understanding of the work of the previous session(s). Falling behind in work greatly reduces the chances of success at attempting later work. This policy does not apply to final projects which will receive an automatic zero after the due date has passed.

Grading Scale

The following scale will be used to determine the final grade in this course:

- 95 to 100% A
- 85% to 94.9% B
- 75% to 84.9% C
- 65% to 74.9% D
- Below 65% F

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Typically assignments will be graded and grades will be posted approximately one week after submitted in most cases. On occasion this may vary depending upon various factors associated.

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Course Syllabus
Spring 2018
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Course Description:

This course provides an overview of models of curriculum and instruction and their implementation to facilitate student learning in a variety of instructional environments. Students enrolled in the course will be required to demonstrate knowledge of prevalent and relevant models of curriculum design as well as those related to developing and implementing effective instruction in the classroom.

Prerequisite(s):

Graduate Standing

Required Course Materials:

Textbooks:

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd. ed), Association for Secondary School Curriculum Development, Alexandria, VA.

Searle, M. (2010). *What every school leader needs to know about RTI*, Association for Secondary School Curriculum Development, Alexandria, VA.

Hayes-Jacobs, H. (2010). *Curriculum 21: Essential education for a changing world*, Association for Secondary School Curriculum Development, Alexandria, VA.

Kovalik, S. (1994). *ITI: The model, integrated thematic instruction* (3rd ed). Kovalik and Associates, Federal Way, WA.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*, (2nd ed). Association for Secondary School Curriculum Development, Alexandria, VA.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*, Association for Secondary School Curriculum Development, Alexandria, VA.

Software:

A word processing software package that saves files in Microsoft Word (.doc or .docx) such as: Microsoft Word (recommended); Open Office (free software similar to Microsoft Word). Additionally the use of "screen capture" software with audio capabilities will be required as well for presentations related to your projects. Two options are available for free to students, namely "Echo 360" and "Kaltura." Find instructions and links for acquiring the required software and materials in the "Introduction" section for this course in Blackboard. Some of the software used will depend on your preferences and software availability. Check the UA Computer Store for student discounts on software.

Relationship to Knowledge Base:

This course is a required course for students in the Ed.S. in Curriculum and Instruction program and an elective in the Ph.D. In Curriculum and Instruction program. It is appropriate for students desiring to pursue careers in curriculum and instruction where a leadership role in the selection, design and implementation of curricular interventions plays an important role. Students will acquire information, develop new ideas, and apply those ideas in practical situations.

Course Competencies:

Upon completion of this course students will be able to:

- Understand and evaluate various models of curriculum design
- Understand and evaluate various models of effective instruction
- Create a curricular guide based on a curriculum model
- Create an instructional map outlining a curriculum using a model of curriculum design
- Create an instructional evaluation instrument based upon models of effective instruction

Activities and Assignments:

Specific guidelines for all assignments will be provided in the Lessons and Assignments area for each lesson

- **Weekly Assignments-30% of Total Evaluation**
 - *Course Reading Assignments*
 - There will be a variety of tasks/mini-projects throughout the course to assess your knowledge of content related to curriculum and instruction models presented in the course. These will be presented as written reflections; posts to a class Wiki site and/or Screencast videos depending upon the lesson and content presented.
- **Curriculum Mapping Project/Presentation-35% of Total Evaluation**
 - *Curriculum Mapping Project-25%*
 - For this assignment you will develop a curriculum map for a unit of instruction using one of the curriculum models discussed in the course.

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- *Curriculum Mapping Presentation-10%*
 - For this assignment you will develop a narrated screen capture presentation which provides an overview of your curriculum mapping project and discusses its alignment of the project to a curriculum model discussed in the class.
- **Observation Instrument Design Project-35% of Total Evaluation**
 - *Observation Instrument Design-25%:*
 - For this assignment you will design and develop an observation instrument that you would use to provide feedback to a practicing teacher. The content of the form should have a basis in one or more of the models of effective instruction but cannot be merely a regeneration of a model and should bring in your belief systems concerning components you believe to be key to identifying quality instruction based upon the models discussed. This assignment requires the development of the instrument as well as a summary paper outlining the components and theoretical basis for its contents.
 - *Instrument Implementation-10%:*
 - After developing the instrument you are to observe two different teachers teaching lessons in two different subjects evaluating the teacher's instruction using your instrument. As you observe use your instrument to provide feedback and submit your completed evaluation instrument and feedback as part of this project as well as a reflection paper discussing the effectiveness of the instrument.

Course Assessment

Weighted Grading System Overview

All grades are based on the weighted totals as described above with the total points possible on each assignment added together and then multiplied by a percentage of the total score. For example (the following is theoretical to explain the calculation process and not actual point totals for the course) if there were 50 points possible in each of the assignment areas and a student scored 45 out of 50 in each of the areas there grade would be calculated as follows

- Weekly Assignments-30% of Total Evaluation
 - $45 \text{ student score} / 50 \text{ possible} = 90\% \text{ student percentage} \times 30\% \text{ total grade percentage} = 27\% \text{ of final grade}$
- Curriculum Mapping Project/Presentation-35% of Total Evaluation

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- 45 student score/50 possible-90% student percentage x 35% total grade percentage=31.5% of final grade
- Instructional Instrument Project-35% of Total Evaluation
 - 45 student score/50 possible-90% student percentage x 35% total grade percentage=31.5% of final grade

The student's final grade would then be as follows

- Weekly Assignments Total=27%
- Curriculum Mapping Project/Presentation Total =31.5%
- Observation Instrument Project Total=31.5%

Sum of 3 Areas=90% Final Grade

Grading Scale

From this weighted percentage the following scale will be used to determine the final grade in this course

- 90 to 100% A
- 80% to 89.9% B
- 70% to 79.9% C
- 60% to 69.9% D
- Below 60% F

Grades of "I" are awarded for emergency situations ONLY as identified by the University Handbook. Hard copy documentation must be provided in such instances. Incomplete grades automatically turn into an "F" after a certain date. Consult the registrar's office for more information.

Late Work Policy

All assignments each week are due by 11:59 PM on Sunday nights unless otherwise noted. If work is turned in late, 50% of the assignment value will be deducted prior to assessment of the work, as long as the work is turned in no later than one week after the scheduled due date. Work turned in after that will automatically receive a zero (0). This policy is in effect as an incentive to stay current with the assigned work. Like many courses, the work of one session is based on the understanding of the work of the previous session(s). Falling behind in work greatly reduces the chances of success at attempting later work. This policy does not apply to the Final Project which will receive an automatic zero after the due date has passed.

Academic Honesty

I am committed to the principle of academic honesty, and I expect each student in my class to maintain a high standard of academic integrity. My commitment to you, the student, is to provide a learning environment that promotes academic honesty in and out of the classroom. I support the University of Arkansas policy concerning academic honesty that is described in the Student Handbook. The official policy states:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/>

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. All work that you submit must show your own ideas and current understanding. Assignments must be original work developed by you. Finding applicable materials on the Internet and claiming them as your own is not acceptable. You are welcome to get ideas from other sources and are encouraged to do so. However, you must revise the existing material significantly and cite your source. Contact me if you have any questions regarding this issue.

Technical Competencies

This course will be conducted online through the Blackboard Learn system, and you will be required to meet basic computer competencies for success in an online course:

- Have a computer and a stable Internet connection
- Understand basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet)
- Able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents. You can find tutorials in a variety of locations, including the Microsoft Training Page.
- Must be able to use a Web browser to open Web pages, work with PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet
- Must be able to use an e-mail program to send, receive, store, and retrieve messages
- Must be able to download and install programs (and/or plugins, widgets, etc.) from the Internet

- Must be able to create a screen capture video using provided software

Student Responsibility/Technical Difficulties Policy

This course is an online course, and you are responsible for ensuring that you can access all course material on a regular basis either from the university campus or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins and uploading files.

If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time.

If there is a problem with the Blackboard system, notify your instructor and Blackboard support (479) 575-6804 (or email bbhelp@uark.edu).

If you have questions specific to Blackboard, you can search for and request help at:

<http://bbsupport.uark.edu/help/> or call 479-575-6804 (business hours and some evenings – consult <http://bbsupport.uark.edu> for evening hours.)

If you need general computer help, IT Services has a website where you can search for and request help: <http://askit.uark.edu> or call their Help Desk at 479-575-2905

CAPS (Counseling and Psychological Services)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

Accommodations under the Americans with Disabilities Act

When possible, and in accordance with 504/ADA guidelines, staff members from the Center for Educational Access will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

Phone: 479/575-3104

Email: ada@uark.edu

Equal Treatment for All

The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the

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activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to provide an equal educational opportunity to all students."

Our class work will conform to the principle of equal treatment.

Inclement Weather or Technical Problems

In case of inclement weather or technological problems that prevent the University from providing access to the Blackboard course you may contact the instructor by phone via the numbers given above in the Instructor section or send the instructor an email inquiry. In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed.

If you notice that the course is experiencing technological problems you should contact the Blackboard Help Desk at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the UA Blackboard Help web site. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

University of Arkansas
College of Education and Health Professions
Curriculum and Instruction

- I. Program Affiliation:** M.Ed. in Elementary/Secondary Education
- Course Number and Title:** CIED 5983 Practicum in Curriculum and Instruction (Fa)
- Catalog Description:** This course is designed to provide degree candidates with advanced knowledge of teaching in the elementary or secondary school setting. It is a semester-long practicum during which an action research project is designed, conducted, and reported.
- Prerequisite:** Admission to M.Ed. Program
- Professor:** Linda H. Eilers, Ph.D.
Associate Professor
G03 Stone House
Office Phone 479-575-4275
e-mail leilers@uark.edu

- II. Relationship to Knowledge Base:** This course is related to the Scholar/Practitioner model as PROFESSIONAL AND PEDAGOGICAL STUDIES in the ADVANCED TEACHER PREPARATION program.

III. Goals

The purpose of this course is to enable the candidate to act as a researcher model of professional development. This course develops research skills and the process of practical inquiry by requiring candidates to engage in an action research project.

IV. Competencies

Upon completion of this course, students will be able to:

- A. Engage in and independently implement an action research project
- B. Collect and organize informed consent from all participants whose data are used in the project
- C. Identify appropriate instructional strategies for the independent variable of the project

- D. Establish clear criteria, tools, and instruments for measuring the dependent variable of the project
- E. Accurately collect and organize data to determine the effects of the research project goals on the students as a group as well as individually
- F. Develop a plan for reporting the results of the action research project
- G. Develop a plan for communicating the results to all interested parties including departmental committee, students, parents, mentors, and school personnel
- H. Communicate the findings of the action research project as an oral comprehensive examination to an appropriate audience

V. Content:

- A. The critical aspects of action research and practical inquiry
- B. Characteristics of a teacher as a researcher
- C. Issues concerning ethical and confidential considerations
- D. Methods/procedures for conducting action research
- E. How to organize and interpret research results
- F. How to use the results to make recommendations for the future.
- G. Steps for conducting action research
- H. Issues related to evaluating the quality of action research efforts
- I. Strategies for reporting the results of action research

VI. Evaluation

Course evaluation will be based on:

- | | |
|---|------------|
| A. Identify a problem to investigate | 5 points |
| B. Protocol Forms and all Appendixes | 10 points |
| C. Review of literature on problem and proposed solution | 25 points |
| D. Select appropriate assessment tool(s). | 5 points |
| E. Assess learners. Report Baseline Data due | 10 points |
| F. Organize and report baseline data | 25 points |
| G. First 3 Chapters | 100 points |
| H. Draft of Chapter 4 | 25 points |
| I. Draft of Chapter 5 | 25 points |
| J. Written report of the action research project
Chapter 3 only uploaded to Chalk and Wire | 100 points |
| K. Class participation | 20 points |
| L. Defense of action research/oral comprehensive exam | 50 points |

VI. Grading Scale

- 90 – 100% A
- 80 – 89 % B
- 70 – 79 % C

Class assignments are expected to be turned in on the announced due date. Late assignments will be penalized.

Centers for Students with Disabilities: If you are registered with CSD, please present your Accommodation Letter immediately so reasonable and appropriate accommodations may be made. Phone: 575-3104 E-mail: ada@uark.edu

VIII. Academic Honesty

The following website outlines the current policy regarding academic honest which is NEW. It is your responsibility and the responsibility of every student to read and adhere to this policy. <http://provost.uark.edu/245.php>

IX. Course Resources

- A. University Libraries
- B. Professional journals and books
- C. Public libraries
- D. Internet sources
- E. School Mentors and Collaborative Teachers
- F. Colleagues
- G. Professors
- H. Principals and other school district administrators
- J. Media and appropriate journal articles

X. Texts

Galvin, J. L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Glendale, CA: Pyczak.

Publication manual of the American Psychological Association. (2009). (6th ed.) Washington DC: American Psychological Association.

Rubric for Assessing Action Research Proposal

5	Mastery	Exceeded expectations	5	3	1	0
3	Demonstrates	Met expectations				
1	Beginning	Below expectations				
0	Not Observed	Not Observed or Inaccurate/Inappropriate				
I. Chapter I - Introduction						
a. The problem is identified and set in an appropriate context						
b. Broad overview of the literature is given with specific citations						
c. Rationale is built or argument is made for the research question posed						
d. The purpose of the study is clearly stated						
e. Overview of the organization of the proposal closes the section						
II. Chapter II – Literature Review						
a. Review begins with a general overview of what the literature says about both variables (dependent and independent) related to student achievement						
b. Literature clearly supports both variables of the study						
c. Literature is organized in a logical manner – Studies with similar findings are grouped Inferences are drawn and literature is synthesized Transitional phrases are used to help the reader follow the argument						
d. Who, what, how, and “so what” of each study are given						
e. Subheadings and transitional phrases are used to distinguish variables and support the argument, as well as draw conclusions and provide closure						
f. Summary paragraph supports the argument and provides closure						
III. Chapter III – Methodology						
a. Setting and subjects for the proposed study are described						
b. Evaluation instruments/procedures are clearly and completely explained						
c. Data collection for pre, during, and post intervention is clearly explained						
d. Data analysis techniques to determine effects of intervention are explained						
e. Intervention strategies are detailed						
Other Critical Criteria						
a. APA manual is closely followed throughout						
b. Majority of literature is current and empirical						
c. Spelling facilitates the flow of the report						
d. Grammar and sentence structure facilitates the flow of the report						

Rubric for Review of Literature

5	Mastery	Exceeded expectations	5	3	1	0
3	Demonstrates	Met expectations				
1	Beginning	Below expectations				
0	Not Observed	Not observed OR Inaccurate or Inappropriate				
Chapter II - Review of Literature						
Review begins with a general overview of what the literature says about both variables (dependent and independent) related to student achievement.						
Literature clearly supports both variables of the study						
Literature is organized in a logical manner – Studies with similar findings are grouped Inferences are drawn and literature is synthesized Transitional phrases are used to help the reader follow the argument						
Who, what, how, and “so what” of each study are given						
Subheadings and transitional phrases are used to distinguish variables and support the argument, as well as draw conclusions and provide closure						

Other Critical Criteria

APA manual is closely followed

Spelling facilitates the flow of the report

Grammar and sentence structure facilitates the flow of the report

Rubric for Assessing Baseline Data

5	Mastery	Exceeded expectations	5	3	1	0
3	Demonstrates	Met expectations				
1	Beginning	Below expectations				
0	Not Observed	Not Observed/Applicable				
Explanation of how baseline data are established is given						
instrument(s)						
procedures						
Date(s) baseline established are given						
when given						
when analyzed						
Narrative explanation of results given...only the facts						
minimum, maximum, mean, median, and mode						
what this means						
Narrative explanation of pre intervention student achievement results is given						
organize according to expected achievement						
Pre intervention student achievement results are reported using appropriate graphs and figures						

Rubric for Assessing Draft of Chapter 4

5	Mastery	Exceeded expectations	5	3	1	0
3	Demonstrates	Met expectations				
1	Beginning	Below expectations				
0	Not Observed	Not Observed/Applicable				
Research question is addressed and clearly related to student achievement						
Baseline student achievement results are reported w/ appropriate graphs & figures						
During intervention student achievement results are reported w/ appropriate graphs/figures						
Post intervention student achievement results are reported using appropriate graphs and figures						
Explanations are given for before and after intervention student achievement comparisons to determine results						

Rubric for Assessing Draft of Chapter 5

5	Mastery	Exceeded expectations	5	3	1	0
3	Demonstrates	Met expectations				
1	Beginning	Below expectations				
0	Not Observed	Not Observed/Applicable				
	Overview of results and impact on student learning are given					
	Logical conclusions are reached based on the results of student achievement					
	Logical instructional implications for future instruction and actions are drawn from the results of the study					
	Recommendations are made that follow the logic of the student achievement results					
	Appropriate limitations (things that may have impacted student learning other than the intervention) are identified and accurately explained					

CIED 593
Research Report in Curriculum and Instruction
Action Research Project Written Report
100 Point Project

Goal: The purpose of this assignment is to provide the criteria, organization, and a forum for reporting all aspects of the action research project designed to determine the effects of an instructional strategy implemented by a teacher candidate on student learning. The action research project is the multi-semester, scholar-practitioner examination of the intern's impact on student learning in a classroom environment. This report is the foundation for the intern's oral comprehensive examination for the Master of Arts in Teaching degree.

Components:

The report must have an *introductory section*. This section provides readers with an explicit road map of an argument or thesis statement. It identifies an instructional problem identified by the teacher candidate and a way to address it. It includes an overview of current and relevant literature to support the thesis, builds a case for the research project, and provides an overview of what the report includes.

The report contains a *review of literature*. This section presents current and relevant literature to support the variables of the study (learning problem and instructional solution). The literature is organized in a logical manner with subheadings to help the reader. Research with similar findings is grouped together. The literature is synthesized and inferences are drawn to support the research question.

The report contains a *methodology section*. This section describes the setting and participants' for the research project. Students' cultural and ethnic background, language, socioeconomic status, exceptionalities, and/or special services are noted. How students' (participants') skills and abilities prior to and following the project are measured is explained. Assessment tools and procedures are fully detailed. Intervention strategies are explained in rich detail. The instructional strategy used to address the problem identified in the classroom is detailed. Ways of comparing pre-intervention and post-intervention achievement are shared.

The report contains a *results section*. This section reports the assessment results for baseline, during, and post intervention data. It gives a very clear description of students' skills and abilities before, during and after the implementation of the instructional strategy designed to address the specific achievement problem. Appropriate figures and graphs are used to illustrate and compare scores and achievement, and illuminate student learning.

The report contains a *conclusions section*. This section begins with an overview and summary of the results of the project. Conclusions are drawn about the impact that the instructional strategy had on the skills and abilities of the group of students/participants in the study. Implications and recommendations about what the impact on student learning means, and how to change the instructional approach, as well as what other instruction the students need are outlined.

The report must utilize current and up-to-date literature from empirical research and follow the writing style of the most current edition of the APA manual. Spelling, grammar, and sentence structure must facilitate the flow of the document.

3	Mastery	Exceeded expectations	3	2	1	0
2	Demonstrates	Met expectations				
1	Beginning	Below expectations				
0	Not Observed	Not Observed/Applicable				
I. Chapter I - Introduction						
	a.	The learning problem is identified and set in an appropriate context				
	b.	Broad overview of the literature supporting the problem and proposed solution is given with specific citations				
	c.	Rationale is built or argument is made for the research question				
	d.	The purpose of the study is clearly stated				
	e.	Overview of the organization of the report closes the section				
II. Chapter II – Literature Review						
	a.	Review begins with a general overview of what the literature says about both variables (dependent and independent) related to student achievement				
	b.	Literature clearly supports both variables of the study				
	c.	Literature is organized in a logical manner – Studies with similar findings are grouped Inferences are drawn and literature is synthesized Transitional phrases are used to help the reader follow the argument				
	d.	Literature is current and up-to-date (last 5 years)				
	e.	Majority of literature is from empirical research				
	f.	Who, what, how, and “so what” of each study are given				
	g.	Subheadings and transitional phrases are used to distinguish variables and support the argument, as well as draw conclusions and provide closure				
III. Chapter III – Methodology						
	a.	Setting and participants are described w/appropriate graphs/figures [culture, ethnicity, language, SES, exceptionalities and/or special services are noted]				
	b.	Evaluation instruments/procedures are clearly and completely explained				
	c.	Baseline student achievement data collection is explained				
	d.	During intervention achievement data collection procedures are explained				
	e.	Post intervention achievement data collection procedure is explained				
	f.	Data analysis techniques to determine effects of intervention on student learning are explained				
	g.	Instructional strategies used for the intervention designed for student learning are explained in rich detail				
IV. Chapter IV - Results						
	a.	Research question is addressed and clearly related to student achievement				
	b.	Baseline student achievement results are reported w/ appropriate graphs & figures				
	c.	During intervention student achievement results are reported w/ appropriate graphs/figures				
	d.	Post intervention student achievement results are reported using appropriate graphs and figures				
	e.	Explanations are given for before and after intervention student achievement comparisons to determine results				
V. Chapter V - Conclusions						
	a.	Overview of results and impact on student learning are given				
	b.	Logical conclusions are reached based on the results of student achievement				
	c.	Logical instructional implications for future instruction and actions are drawn from the results of the study				
	d.	Recommendations are made that follow the logic of the student achievement results				
	e.	Appropriate limitations (things that may have impacted student learning other than the intervention) are identified				
Other critical criteria			1 point for attaching this rubric			
	a.	APA manual is closely followed throughout				
	b.	Table of contents/Reference list are included				
	c.	Spelling facilitates the flow of the report				
	d.	Grammar /sentence structure facilitates the flow of the report				

CIED 6013-Curriculum Development Course Syllabus-Spring 2016

Instructor:

Derrick Mears, Ph.D.

Ed.S. Program Coordinator

Clinical Associate Professor of Curriculum and Instruction/Educational Technology
University of Arkansas

Office: 117 Peabody Hall

Email: dmears@uark.edu

Office Phone: (479) 575-5439

Web Profile: Derrick Mears-LinkedIn

Course Description:

A course in the design and adaptation of curriculum for students in regular and special classrooms. Theoretical cases and curriculum models will be reviewed.

Required Course Materials:

Required Text:

Wiggins, G. and McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Alexandria, VA: ADCD.

McTighe, J. and Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, VA. ASCD.

Relationship to Knowledge Base:

This course is related to the scholar/practitioner as a content preparation course in the advanced teacher preparation program.

Course Goals/Competencies:

This course is related to the scholar/practitioner as a content preparation course in the advanced teacher preparation program.

Course Goals/Competencies (aligned to Conceptual Framework):

This course in an advanced study in the design and application of curriculum. The course is intended to deepen students' understanding of issues impacting curriculum and to enable them to apply their understanding through the development of an instructional unit appropriate for a specific group of learners.

Upon completion of this course students will be able to:

- Design a unit of study that has clear learning goals, appropriate assessments and engaging learning experiences
- Articulate the link between theory and curriculum design
- Use a curricular framework to design a unit of study
- Create learning experiences that are tailored for various learners based on their readiness, interests, and learning preferences
- Identify key features of quality curriculum and instruction along with other influences that might impact curriculum development and implementation
- Provide a rationale for using a variety of assessments and the value each serve to guide instruction
- Develop assessment protocols or rubrics to evaluate students' work and provide appropriate feedback
- Provide and receive appropriate feedback to enhance the quality of the final product
- Critique curricular materials to determine quality and potential impact on student learning

Activities and Assignments:

Specific and detailed guidelines and scoring guides for all assignments will be provided in the Lessons and Assignments area for each lesson

CIED 6013-Curriculum Development
Course Syllabus-Spring 2016

- **Course Projects-50% of Total Evaluation**
 - **Curriculum Unit-30%**
 - The capstone assignment for this class will be the development of a curriculum unit in which you will be expected to apply what you have learned in this class. Because it is considered to be a culminating experience, it will not be due until the end of the semester. However, it will be critical that you work on it as the semester progresses and do not wait until the end of the semester to begin work.
 - **Final Paper-20%**
 - This should be an 8 - 10 page paper on one of the following topics: Big ideas, Enduring Understanding, or Backwards Design. Use APA Guidelines and use a minimum of 8 references.
- **Course Reflections/Assignments-50% of Total Evaluation**
 - **Blogging Assignments-20%:**
 - During the course you will develop a blog site using the Google platform "Blogger" during the course of the semester you will reflect upon your learning using the site and by responding to a series of guiding questions relating to each Lesson. There will be a total of 8 of these responses during the course of the semester.
 - **Written Assignments/Presentations-30%**
 - There will be a series of written assignments related to the content presented throughout the semester. These will be in either a written format and/or screencast format presentation. Specific guidelines and tutorials on developing screencasts will be provided.

Course Assessment/Grading Scale:

Weighted Grading System Overview:

All grades are based on the weighted totals as described above with the total points possible on each assignment added together and then multiplied by a percentage of the total score. For example (the following is theoretical to explain the calculation process and not actual point totals for the course) if there were 50 points possible in each of the assignment areas and a student scored 45 out of 50 in each of the areas there grade would be calculated as follows

- Course Projects-50% of Total Evaluation
 - $45 \text{ student score} / 50 \text{ possible} = 90\% \text{ student percentage} \times 50\% \text{ total grade percentage} = 45\% \text{ of final grade}$
- Course Reflections/Assignments-50% of Total Evaluation
 - $45 \text{ student score} / 50 \text{ possible} = 90\% \text{ student percentage} \times 50\% \text{ total grade percentage} = 45\% \text{ of final grade}$

The student's final grade would then be as follows

- Course Projects Total=45%
- Course Reflections/Assignments Total=45%
- Sum of 2 Areas=90% Final Grade

Grading Scale:

From this weighted percentage the following scale will be used to determine the final grade in this course

90 to 100%	A
80% to 89.9%	B
70% to 79.9%	C
60% to 69.9%	D
Below 60%	F

CIED 6013-Curriculum Development Course Syllabus-Spring 2016

Grades of "I" are awarded for emergency situations ONLY as identified by the University Handbook. Hard copy documentation must be provided in such instances. Incomplete grades automatically turn into an "F" after a certain date. Consult the registrar's office for more information.

Late Work Policy:

All assignments are due by 11:59 PM on Sunday night as listed on the course calendars unless otherwise noted. If work is turned in late, 50% of the assignment value will be deducted prior to assessment of the work, as long as the work is turned in no later than one week after the scheduled due date. Work turned in after that will automatically receive a zero (0). This policy is in effect as an incentive to stay current with the assigned work. Like many courses, the work of one session is based on the understanding of the work of the previous session(s). Falling behind in work greatly reduces the chances of success at attempting later work. This policy does not apply to the ePortfolio which will receive an automatic zero after the due date has passed.

Academic Honesty:

I am committed to the principle of academic honesty, and I expect each student in my class to maintain a high standard of academic integrity. My commitment to you, the student, is to provide a learning environment that promotes academic honesty in and out of the classroom. I support the University of Arkansas policy concerning academic honesty that is described in the Student Handbook. The official policy states:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/>

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. All work that you submit must show your own ideas and current understanding. Assignments must be original work developed by you. Finding applicable materials on the Internet and claiming them as your own is not acceptable. You are welcome to get ideas from other sources and are encouraged to do so. However, you must revise the existing material significantly and cite your source.

Collaboration, working with another student enrolled in any section of CIED 1003, or any working with another individual on any of the assignments in this course are strictly forbidden. All work submitted by students in this class must be expressly their own unique work. Copying any work from another student's paper is not allowed. Examples of violations, not limited to:

- Collaborating with another student or person to work on assignments in this course. One example of collaboration is looking up resources for assignments together, writing assignments together, and discussing responses to assignments with another person to obtain additional information.
- Submitting work as your own when you did not create the work.
- Submitting work that has been previously offered for credit in another course.
- Falsification of participation. Having someone else submit your work
- Plagiarizing, that is, one's own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarizing often leads the reader to believe that the person that submitted the work actually created the work.
- Loaning a copy of your submitted work to another student or person.
- Substituting your name on another student's or person's paper to lead the reader to believe that you created and/or developed the work.

Contact me if you have any questions regarding this issue.

Technical Competencies:

CIED 6013-Curriculum Development Course Syllabus-Spring 2016

This course will be conducted on line through the Blackboard Learn system, and you will be required to meet basic computer competencies for success in an on line course:

- Have a computer and a stable Internet connection
- Understand basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet)
- Able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents. You can find tutorials in a variety of locations, including the Microsoft Training Page.
- Must be able to use a Web browser to open Web pages, work with PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet
- Must be able to use an e-mail program to send, receive, store, and retrieve messages
- Must be able to download and install programs (and/or plug ins, widgets, etc.) from the Internet
- Must be able to create a screen capture video using provided software

Student Responsibility/Technical Difficulties Policy:

This course is an on line course, and you are responsible for ensuring that you can access all course material on a regular basis either from the university campus or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins and uploading files.

If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time.

If there is a problem with the Blackboard system, notify your instructor and Blackboard support (479) 575-6804 (or email bbhelp@uark.edu).

If you have questions specific to Blackboard or need general computer help, search help topics and request help from the Help Desk from IT Services or by calling 479-575-6804 or 479-575-2905 (business hours and some evenings – consult the Help Desk for evening hours.)

CAPS (Counseling and Psychological Services):

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

Accommodations under the Americans with Disabilities Act

When possible, and in accordance with 504/ADA guidelines, staff members from the Center for Educational Access will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services.

Phone: 479/575-3104

Email: ada@uark.edu

Equal Treatment for All

The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to provide an equal educational opportunity to all students." Our class work will conform to the principle of equal treatment.

Inclement Weather or Technical Problems:

CIED 6013-Curriculum Development Course Syllabus-Spring 2016

In case of inclement weather or technological problems that prevent the University from providing access to the Blackboard course you may contact the instructor by phone via the numbers given above in the Instructor section or send the instructor an email inquiry. In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed.

If you notice that the course is experiencing technological problems you should contact the Blackboard Help Desk at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your on line work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the UA Blackboard Help web site. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

CIED 6013-Curriculum Development
Course Syllabus-Spring 2016

CIED 6013-Course Calendar
Subject to change (Spring 2016)

Lessons	Assignments Due (Sundays by 11:59 PM)
Lesson # 1 (Jan. 19th-24th)	Due January 24 th <ul style="list-style-type: none"> • A-1-Introductory Blog Post • A-2-Big Idea # 1
Lesson # 2 (Jan. 25th-31st)	Due January 31 st <ul style="list-style-type: none"> • A-3-Curriculum Fable Blog Post • A-4-Big Idea # 2
Lesson # 3 (Feb. 1st-7th)	Due February 7 th <ul style="list-style-type: none"> • A-5-What is Understanding Blog Post • A-6-Big Idea # 3
Lesson # 4 (Feb. 8th-14th)	Due February 14 th <ul style="list-style-type: none"> • A-7-Enduring Understanding Blog Post
Lesson # 5 (Feb. 15th-21st)	Due February 21 st <ul style="list-style-type: none"> • A-8-Backwards Design Blog Post • A-9-Big Idea # 4 • A-10-Presentation/Assignment # 1
Lesson # 6 (Feb. 22nd-28th)	Due February 28 th <ul style="list-style-type: none"> • A-11-Big Idea # 5
Lesson # 7 (Feb. 29th-March 6th)	Due March 6 th <ul style="list-style-type: none"> • A-12-Stage 1 Blog Post
Lesson # 8 (March 7th-13th)	Due March 13 th <ul style="list-style-type: none"> • A-13-Acceptable Evidence Blog Post
Lesson # 9 (March 14th-20th)	Due March 20 th <ul style="list-style-type: none"> • A-14-Designing Learning Experiences Blog Post • A-15-More Learning Less Teaching Blog Post
Lesson # 10 (March 28th-April 3rd)	Due April 3 rd <ul style="list-style-type: none"> • A-16-Performance Assessment Using GRASPS • A-17-Presentation/Assignment # 2
Lesson # 11 (April 4th-10th)	Due April 10 th <ul style="list-style-type: none"> • A-18-Adapting for Modern Students Blog Post • A-19-Big Idea # 6
Lesson # 12 (April 11th-17th)	Due April 17 th <ul style="list-style-type: none"> • A-20-Teaching for Understanding Blog Post • A-21-Presentation/Assignment # 2
Lesson # 13 (April 18th-24th)	Due April 24 th <ul style="list-style-type: none"> • A-22-Integrating Technology Blog Post
Lesson # 14-15 (April 25th-May 8th)	Due May 8 th <ul style="list-style-type: none"> • A-23-Final Research Paper • A-24-Curriculum Unit

CIED 6053-Curriculum & Instruction: Learner Assessment and Program Evaluation
Course Syllabus
Fall 2015

Course Instructor:

Derrick Mears, Ph.D.

Ed.S. Program Coordinator, Clinical Associate Professor of Curriculum and Instruction/Educational Technology. Department of Curriculum and Instruction, University of Arkansas

Office: 117 Peabody Hall

Office Phone: (479) 575-5439

Email: dmears@uark.edu

Web Profile: [Derrick Mears-LinkedIn](#)

Office Hours/Contact Information

I hold office hours via Collaborate and face-to-face on Tuesdays, Thursdays and Fridays from 9:00 AM to 11:00 AM or via appointment. The best way to contact me is via-email or through my office phone number at (479) 575-5439. Please leave a message on my office phone and I will get back to you as soon as possible. I typically will respond to email within 48 hours. I am also available to set up an appointment outside of those hours via Collaborate and/or face-to-face as well. Please realize that deadlines for assignments (which are typically by 11:59 PM on Sunday's) will not be extended for last minute inquiries. Therefore, if you have issues related to turning in assignments you should contact me well in advance of the deadlines for submission.

Course Description:

This course provides an overview of models of designing, implementing and analyzing learner assessments as well as systematic and program evaluations in a variety of instructional environments.

Prerequisite(s):

Graduate Standing

Required Course Materials:

Textbooks:

Brookhart, S. M. (2014). How to design questions and tasks to assess student thinking. Association for Supervision and Curriculum Development, Alexandria, VA. ISBN 978-1-4166-1924-6

Marzano, R. J. (2006). Classroom Assessment and Grading That Work. Association for Supervision and Curriculum Development, Alexandria, VA. ISBN-13: 978-1-4166-0422-8

Venables, D. R. (2014) How teachers can turn data into action, Association for Supervision and Curriculum Development Alexandria, VA. ISBN: 978-1-4166-1758-7

Software:

A word processing software package that saves files in Microsoft Word (.doc or .docx) such as: Microsoft Word (recommended); Open Office (free software similar to Microsoft Word). Additionally the use of "screen capture" software with audio capabilities will be required as well for presentations related to your projects. Two options are available for free to students, namely "Echo 360" and "Kaltura." Find instructions and links for acquiring the required software and materials in the "Introduction" section for this course in Blackboard. Some of the software used will depend on your preferences and software availability. Check the UA Computer Store for student discounts on software.

Relationship to Knowledge Base:

This course is a required course for students in the Ed.S. In Curriculum and Instruction program and an elective in the Ph.D. In Curriculum and Instruction program. It is appropriate for students desiring to pursue careers in curriculum and instruction where a leadership role in the selection, design and implementation of classroom, unit and system assessment

CIED 6053-Curriculum & Instruction: Learner Assessment and Program Evaluation
Course Syllabus
Fall 2015

and evaluation plays an important role. Students will acquire information, develop new ideas, and apply those ideas in practical situations.

Course Competencies:

Upon completion of this course students will be able to:

- Understand and evaluate terminology and methodology for the development of student learning measurement and assessment.
- Understand and evaluate uses for assessment data in evaluation of instructional classrooms, units and systems.
- Create a standards based classroom measurement in a chosen subject area.
- Create a standards based assessment in a chosen subject area.
- Create a unit/program evaluation instrument to assess the results of a data based assessment system in a chosen subject area

Activities and Assignments:

Specific guidelines for all assignments as well as scoring guides will be provided in the Lessons and Assignments area for each lesson

- **Weekly Assignments-40% of Total Evaluation:**
 - *Course Reading Assignments*-There will be a variety of tasks/mini-projects throughout the course to assess your knowledge of content related to measurement, assessment and evaluation models presented in the course. Specific details are provided in each lesson as well as scoring guides/rubrics to provide guidance in project/assignment development.
- **Designing Assessment Project-30% of Total Evaluation**
 - For this assignment you will develop a classroom based measurement system for an instructional unit. The measure should include, content items which evaluate multiple levels of student thinking, utilize both formative and summative measures and include at least one performance based measure. The measurement system should also show alignment to standards for the content area as well as learning targets for the unit. **The products must be of your own design and cannot be merely a regenerations of previous assessments.**
 - Guidelines for the development of this assignment are provided in the Lessons & Assignments area as well as scoring guides/rubrics for evaluation.
- **Program Evaluation Plan-30% of Total Evaluation**
 - For this assignment you will design and develop a comprehensive program evaluation plan based on a systematic analysis of student performance data. This plan will consist of the development of a comprehensive written paper which has components of assessment development, design of measurement instruments and a comprehensive description of interventions which address an observed learning gap in the chosen data set. The products must be of your own design and **cannot be merely a regenerations of previous assessments or plans.**
 - Guidelines for the development of this project are provided in the Lessons & Assignments area as well as scoring guides/rubrics for evaluation.

Course Assessment

Weighted Grading System Overview

- All grades are based on the weighted totals as described above with the total points possible on each assignment added together and then multiplied by a percentage of the total score.

Grading Scale

- From this weighted percentage the following scale will be used to determine the final grade in this course
 - 90 to 100% A
 - 80% to 89.9% B
 - 70% to 79.9% C
 - 60% to 69.9% D
 - Below 60% F
- Grades of "I" are awarded for emergency situations ONLY as identified by the University Handbook. Hard copy documentation must be provided in such instances. Incomplete grades automatically turn into an "F" after a certain date. Consult the registrar's office for more information.

Late Work Policy

- **All assignments each week are due by 11:59 PM on Sunday nights unless otherwise noted.** If work is turned in late, 50% of the assignment value will be deducted prior to assessment of the work, as long as the work is turned in no later than one week after the scheduled due date. Work turned in after that will automatically receive a zero (0). This policy is in effect as an incentive to stay current with the assigned work. Like many courses, the work of one session is based on the understanding of the work of the previous session(s). Falling behind in work greatly reduces the chances of success at attempting later work. This policy does not apply to the Final Project which will receive an automatic zero after the due date has passed.

Academic Honesty

- I am committed to the principle of academic honesty, and I expect each student in my class to maintain a high standard of academic integrity. My commitment to you, the student, is to provide a learning environment that promotes academic honesty in and out of the classroom. I support the University of Arkansas policy concerning academic honesty that is described in the Student Handbook. The official policy states:
- As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.
- Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at <http://provost.uark.edu/>
- Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. All work that you submit must show your own ideas and current

CIED 6053-Curriculum & Instruction: Learner Assessment and Program Evaluation
Course Syllabus
Fall 2015

understanding. Assignments must be original work developed by you. Finding applicable materials on the Internet and claiming them as your own is not acceptable. You are welcome to get ideas from other sources and are encouraged to do so. However, you must revise the existing material significantly and cite your source. Contact me if you have any questions regarding this issue.

Technical Competencies

- This course will be conducted online through the Blackboard Learn system, and you will be required to meet basic computer competencies for success in an online course:
 - Have a computer and a stable Internet connection
 - Understand basic computer usage (creating folders/directories, switching between programs, formatting and backing up media, accessing the Internet)
 - Able to use a word processing program such as Microsoft Word to create, edit, save, and retrieve documents. You can find tutorials in a variety of locations, including the Microsoft Training Page.
 - Must be able to use a Web browser to open Web pages, work with PDF files, manage a list of Web pages (bookmarks/favorites), and search the Internet
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 - Must be able to download and install programs (and/or plugins, widgets, etc.) from the Internet
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Student Responsibility/Technical Difficulties Policy

- This course is an online course, and you are responsible for ensuring that you can access all course material on a regular basis either from the university campus or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins and uploading files.
- If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time.
- If there is a problem with the Blackboard system, notify your instructor and Blackboard support (479) 575-6804 (or email bbhelp@uark.edu).
- If you have questions specific to Blackboard, you can search for and request help at:
- <http://bbsupport.uark.edu/help/> or call 479-575-6804 (business hours and some evenings – consult <http://bbsupport.uark.edu> for evening hours.)
- If you need general computer help, IT Services has a website where you can search for and request help: <http://askit.uark.edu> or call their Help Desk at 479-575-2905

CAPS (Counseling and Psychological Services)

- Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.
- Accommodations under the Americans with Disabilities Act

CIED 6053-Curriculum & Instruction: Learner Assessment and Program Evaluation
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Fall 2015

- When possible, and in accordance with 504/ADA guidelines, staff members from the Center for Educational Access will work individually with students and assist academic units to determine reasonable accommodations that will enable every student to have access to the full range of programs and services.
- Phone: 479/575-3104
- Email: ada@uark.edu

Equal Treatment for All

- The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to provide an equal educational opportunity to all students."
- Our class work will conform to the principle of equal treatment.

Inclement Weather or Technical Problems

- In case of inclement weather or technological problems that prevent the University from providing access to the Blackboard course you may contact the instructor by phone via the numbers given above in the Instructor section or send the instructor an email inquiry. In addition, the instructor will notify students as soon as possible in such instances and provide instructions on how the course will proceed.
- If you notice that the course is experiencing technological problems you should contact the Blackboard Help Desk at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the UA Blackboard Help web site. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

University of Arkansas
College of Education and Health Professions
Department of Educational Leadership, Counseling & Foundations

I. Program Affiliation

EDLE 5013 - School Organization and Administration
Spring 2016, Wednesday 5:30 – 8:20 PM, Section 901 - Online
Prerequisites: Graduate standing

II. Course Description

A performance-based study and analysis of the structure and organization of the American public education system including the fundamental principles of school management and leadership with portfolio assessment.

III. Instructor and Class Data

Instructor:	Carleton R. Holt, Ed.D.
Office:	Room 107, Peabody Hall
Office Hours:	W 8:00-8:50 am, or by appointment
Phone:	(479) 575-5112 office (479) 582-0895 home (479) 575-2492 fax
E-Mail:	cholt@uark.edu office carlholt@sbcglobal.net home

IV. Purpose/Rationale

The course, EDLE 5013, is intended to provide students with a comprehensive overview of organization and management theory, requirements, and challenges which will form the framework for sound organizational and management practices for administration. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class.

V. Philosophy/Beliefs

Administrative leaders are skilled educators whose practice and decisions integrate theory, research, and experiential wisdom. Decision-making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge.

VI. *Course Goals, Objectives, Outcomes, and Topics*

The primary goal of this course is to provide future school administrators with a general understanding of the structure and organization of public education using the ELCC standards.

ELCC Standards (The up-to-date handout on these standards will be a part of the student course package of materials):

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district *vision* of learning supported by the school community.

- 1.1 Develop a Vision
- 1.2 Articulate a Vision
- 1.3 Implement a Vision
- 1.4 Steward a Vision
- 1.5 Promote Community Involvement

Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an *effective instructional program*, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote Positive School Culture
- 2.2 Provide Effective Instructional Program
- 2.3 Applying Best Practice to Student Learning
- 2.4 Design Comprehensive Professional Growth Plans

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by *managing the organization*, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1 Manage the Organization
- 3.2 Manage Operations
- 3.3 Manage Resources

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by *collaborating with families and other community members*, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with Families and Other Community Members
- 4.2 Respond to Community Interests and Needs
- 4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an *ethical manner*.

5.1 Acts with Integrity

5.2 Acts Fairly

5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by *understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context*.

6.1 Understand the Larger Context

6.2 Respond to the Larger Context

6.3 Influence the Larger Context

Another goal is to help you develop an understanding and appreciation for the dynamic nature of school administration in the delivery of educational instruction and services. All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners*. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site:
https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=20182411844&cus=164&pageID=138178

You will achieve these goals by:

- Developing a broad perspective of the structure and organization of American public education by discovering and reviewing key literature (SP 1,3,7).
- Gaining an appreciation of how schools are organized and controlled (SP 1,2,7).
- Understanding how the different interdependent elements of schooling are arranged and how they function as a whole (SP 3,5,7).
- Learning how school governance and administrations are affected by formal and informal aspects of control (SP 2,5,7).
- Developing a working knowledge of the importance of strategies for motivating others (SP 1,3,5).
- Manifesting a professional code of ethics and values by learning to exhibit the highest standards of ethical and professional conduct (SP 4,6).
- Identifying and critiquing key theories of leadership and their application to various school environments (SP 1,4,7).
- Learning to appreciate the importance of planning, goal setting, and leading planned change (SP 2,5,6).
- Applying a systems perspective, viewing schools as interactive internal systems operating within external environments (SP 3,5,7).
- Defining and relating the general characteristics of internal and external political systems as they apply to school settings (SP 3,5,7).
- Beginning to develop an appreciation for cultural diversity in the school setting (SP 3,7).
- Understanding the importance of staying current on local, state, and federal mandates, goals, and outcomes affecting public education (SP 1,6,7).

The content of this course tentatively includes the following topics:

A. Introduction to the Library and Educational Administration Research

B. Fundamental Principles and Concepts of Organizations

1. Development of administrative theory
2. Organizational structure
3. Organizational culture

C. Administration Processes

1. Motivation
2. Leadership
3. Decision making
4. Communication
5. Organizational change

D. Structural Framework of Public Education

1. Government and education
2. Excellence, equality, and education
3. School finance and productivity
4. Legal considerations and education

E. Administration of Programs and Services

1. Curriculum development and implementation
2. Analyzing and improving teaching
3. Human resources administration

VII. *Methods of Instruction*

The basic format of the course will involve approximately:

1. Twenty percent of the time will be in either *large group instruction or in a seminar setting*.

Primarily members of the class, guest lecturers, and Dr. Holt will make the large group presentations. The presentations by members of the class will embody readings, research, small group reports and four-minute critiques of theories and topics. The seminar setting enables a group of advanced students studying under a professor to exchange opinions about educational administration theories and topics.

2. Seventy-five percent of the time in *small or solution groups*.

The small or solution groups (approximately 3-5 members) will meet to analyze and make decisions about organizational, management, and leadership practices.

3. Five percent of the time in *independent study*.

Independent study time will be used according to individual student needs and interests.

VIII. Course Study Guides

Course Study Guides for the assignments must be completed prior to each class meeting. The instructor will collect course worksheets at the scheduled class periods.

VIII. Course Schedule, Topics and Reading Assignments

Week	Activities and Due Dates
Week 1 Wednesday, 1/20/16	Course Orientation, (jump to EDLE Website) Educational Administration Research APA 6th, Second Printing Writing Guidelines , Review of EDLE Portfolio, Chalk and Wire (jump to Chalk and Wire) and ADE Licensure Requirements. O & A Class Study Guides - (jump to Study Guides)
Week 2 Wednesday, 1/27/16	<i>Development of Administrative Theory</i> Lunenburg and Ornstein, pp. 1-25 Study Guide #1
Week 3 Wednesday, 2/3/16	<i>Organizational Structure</i> Lunenburg and Ornstein, pp.27-53 Study Guide #2 <i>Significant Activity #4 due (2/3/16)</i>

<p>Week 4 Wednesday, 2/10/16</p>	<p><i>Organizational Culture</i> Lunenburg and Ornstein, pp. 54-77 Study Guide #3</p> <p><i>Motivation</i> Lunenburg and Ornstein, pp. 79-98 Study Guide #4</p>
<p>Week 5 Wednesday, 2/17/16</p>	<p><i>NO CLASS (Research Week)</i></p>
<p>Week 6 Wednesday, 2/24/16</p>	<p><i>Significant Activity #1 due (2/24/16)</i></p> <p><i>Leadership</i> Lunenburg and Ornstein, pp. 99-133 Study Guide #5</p> <p><i>Decision Making</i> Lunenburg and Ornstein, pp. 135-155 Study Guide #6</p>
<p>Week 7 Wednesday, 3/2/16</p>	<p><i>Communication</i> Lunenburg and Ornstein, pp. 157-181 Study Guide #7</p> <p><i>Hand-in Study Guides 1-5, due (3/2/16 & email to Dr. Holt)</i></p>

Week 8 Wednesday, 3/9/16	<i>Organizational Change</i> Lunenburg and Ornstein, pp. 183-207 Study Guide #8 <i>Significant Activity #5 due (3/9/16)</i>
Week 9 Wednesday, 3/16/16	<i>Government and Education</i> Lunenburg and Ornstein, pp. 209-263 Study Guide #9
3/23/16	<i>SPRING BREAK (NO CLASS)</i>
Week 10 Wednesday, 3/30/16	<i>Excellence, Equality, and Education</i> Lunenburg and Ornstein, pp. 264-290 Study Guide #10 <i>Significant Activity #2 due (3/30/16)</i>
Week 11 Wednesday, 4/6/16	<i>School Finance and Productivity</i> Lunenburg and Ornstein, pp. 291-325 Study Guide #11 Salary Schedule Spreadsheet Instruction (jump to Spreadsheet example) <i>Hand-in Study Guides 6-10, due (4/6/16 & email to Dr. Holt)</i>
Week 12 Wednesday, 4/13/16	<i>Legal Considerations and Education</i> Lunenburg and Ornstein, pp. 326-365 Study Guide #12 <i>Significant Activity #3 due (4/13/16)</i>
Week 13 Wednesday, 4/20/16	<i>Curriculum Development and Implementation</i> Lunenburg and Ornstein, pp. 366-409 Study Guide #13 (See next page 9 for assignment due)

	<i>Significant Activity #6 due (4/20/16)</i>
Week 14 Wednesday, 4/27/16	<i>Analyzing and Improving Teaching</i> Lunenburg and Ornstein, pp. 410-446 Study Guide #14
Week 15 Wednesday, 5/4/16	<i>Human Resources Administration</i> Lunenburg and Ornstein, pp. 447-482 Study Guide #15
	<i>Final Examination due (5/4/16 & email to Dr. Holt)</i> <i>Hand-in Study Guides 11-15, due (5/4/16 & email to Dr. Holt)</i> <i>Spring 2016 Session Ends!</i>

X. *Evaluation, Grade Scale, Class Participation and Attendance*

Grading will be based on the critical essays (3), study guides (3 collections), Significant Activity Projects (3), an oral presentation, and the final examination.

Requirements	Points
1. Essays (3 x 20 points; see essay assignments and criteria) =	060
2. Study Guides (3 sets x 50 points; due on 3/2, 4/6 & 5/4) =	150
3. Three significant activity projects (3 x 50 points) =	150
4. Oral Presentation =	140
5. Course examination =	<u>100</u>
Total Points Possible=	600 points

Final Course Grade

Your grade will be determined by the number of points you accumulate during the session and the completion of all course requirements. Final course grades will be assigned using the point distribution listed below.

For a grade of:

“A” At least 540 total points.

“B” An accumulated point total of between 480 and 539 total points.

“C” An accumulated point total of between 420 and 479 total points.

“D” An accumulated point total of between 360 and 419 total points.

“F” Anything below 360 total points.

Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to attend each class session and be prepared to actively participate in class discussions. Students should, prior to class, read the assigned portions in the Lunenburg and Ornstein text and review any other supplemental materials. Students should be prepared to discuss and answer questions posed concerning the assigned and supplemental readings. Occasionally students will be asked to analyze scenarios and other “real-world” problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester. Class participation and regular attendance is expected of all class members.

If a class must be missed, please notify me in advance by calling my office, leaving an e-mail, or leaving a message with my secretary. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student’s responsibility

to make arrangements with a classmate to get copies of handouts, notes, and assignments.

Chalk and Wire Course Requirement

Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.

If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.

XI. Deferred Grades and Late Work

Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an “incomplete” should be necessary, a request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not completed and the date when the remaining work will be completed. Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement.

Be aware that if a grade of “incomplete” is received and a letter grade is not reported by the end of the 12th week of the next semester, the “I” will automatically be changed to an “F.” To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

XII. Academic Honesty

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

Academic dishonesty is defined by the University of Arkansas Honesty Policy as “Acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another’s work or by interfering with the completion, submission, or evaluation of work.” If I suspect academic dishonesty has occurred, I will act in accordance with the guidelines contained in the Academic Honesty Policy as set in the *2016-2017 University of Arkansas Graduate School Catalog*.

NOTE:

Academic Integrity Policy

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

XIII. Emergency Preparedness

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

§ CALL- 9-1-1

§ AVOID- If possible, self-evacuate to a safe area outside the building.

Follow directions of police officers.

§ DENY- Barricade the door with desk, chairs, bookcases or any items.

Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.

§ DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather Policy

The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. At times evening classes will be canceled if road conditions so warrant. However, the University usually does not make that announcement until late afternoon. The University's policy must be balanced against the risk of danger to some of our students, many of who travel up to 200 miles (round-trip) to attend class. As a result, I will adhere to the following guideline: during our first class meeting I will collect the times class members

must leave home or work to come to campus and make a decision by the time the first student is required to leave for Fayetteville. I will attempt to contact all class members if class will not meet. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

In the event dangerous road conditions exist where you live or the area you must drive through, I urge you to exercise sound judgment in deciding to travel to Fayetteville. Your grade will not be adversely affected if you elect, for personal safety reasons, not to journey to campus for class. However, please notify me in advance of your decision.

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

See the inclement weather web site at

<http://emergency.uark.edu/11272.php>

- Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
Check voice mail for announcements.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
- Contact your supervisor.
If the university remains open, no announcement will be made.

XIV. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the professor.

XV. Significant Activities

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the new standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance based activity to learn and use each standard. The professor will use a scoring rubric to grade each activity. One rubric per activity will be used.

Essays

The essay assignments ask students to synthesize the material read as completely and succinctly as possible. Synthesizing involves abstracting from reading the essential points and relating them to each other around some central theme. Too, judgments on the relevancy of the points made by the authors should be addressed. Interviews must be conducted with practicing school leaders on the topic covered by your research. A reflective section must be included to express your plan for dealing with the topic and the appropriate ELCC standards. Grading will be based principally upon how well the essential points have been located

and how well they have been analyzed, integrated, and judged (two pages minimum, double-spaced for Essays 1 & 2; one page minimum, double-spaced for Essay 3 using APA Guidelines for EDLE Papers).

**Significant Activity #1*

ELCC 4.3 / AR 4/SP 5, 7

The student will write an essay that identifies their community resources and describes how they would use those resources to support student achievement, solve school problems, and achieve school goals. Be sure to include youth services as a resource to be used.

Significant Activity #2

ELCC 5.3 / AR 2

Describe a situation, you are aware of, that has a problem involving a moral/ethical question.

Ethical decision-making as described by Kidder (1995) includes:

1. We must first recognize there is a moral issue.
2. Determine the actors.
3. Gather the relevant data.
4. Test the events for right versus wrong issues.

If the answer is not clear, consider these three questions:

1. Is corruption or legality involved?
2. Would your district or community welcome the publicity surrounding this situation?
3. What would your mother or family say about this situation?

Significant Activity #3

ELCC 6.1.a / AR 4

Write a critical essay analyzing the contributions and challenges for educational leaders brought about by the Behavioral Science Approach, The Participatory Management Model, and Deming's Total Quality Management.

(Hint: Identify the elements of these programs that can help administrators improve the operations of their schools to meet the demands of educational critics. Discuss the realities facing school leaders in attempting to reach improvement programs. Again, your personal point of view and experiences will

provide the theme that ties the parts of the analysis together. Remember to your reflective statement covering ELCC Standards.)

Guides to Understanding the Criteria

Sophistication of Analysis

In the best papers, the author does much more than just explain or describe. He or she shows evidence that (s)he has thought about the subject in depth. The subject is analyzed from every angle and assessed critically.

Organization and Logical Development

The best papers show evidence of prior planning as if they had been outlined in advance. The paper has a purpose or theme, which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinion, and details explain the main point and lend credibility to each point being developed.

Clarity of Expression

In the best papers, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

Grammar, Punctuation, and Spelling

The best papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs.

Projects

Significant Activity #4

ELCC 1.1 / AR 1 and 5

ELCC 1.2 / AR 1 and 5

Develop a vision statement for a school that includes the following:

- a. it must speak to the equality of all students and promotes success for all students.
- b. the vision statement must be based in sound theories, relevant knowledge, data-based research strategies, and strategic planning processes that focus on student learning. Examples of relevant information sources include student assessment results, student and family demographic data, and an analysis of community needs. Examples of relevant theories and knowledge include the diversity

of learners and learner's needs, schools as interactive social and cultural systems, and social and organizational change.

Once the statement has been developed, it will be presented to both the class and a community or school organization. The student will then take any given feedback and finalize the vision statement for use in a later assignment.

** Significant Activity #5*

ELCC 3.1.a / AR 2

Using the appropriate models and principles of organizational development and management, the student will create a plan for optimizing the learning environment for a school. Use research and data-driven decision-making and pay attention to equity, effectiveness, and efficiency.

** Significant Activity #6*

ELCC 3.3.b / AR 4

ELCC 3.3.c / AR 4

You are the administrator at the Midvale Middle School. After your presentation to the board of education requesting an additional 7th grade science teacher for the next 2016-17 school year, several of the board members ask you the following questions:

1. What will be the average teacher raise at your school for BA teachers if the board gives a 1.75% increase to the base BA salary for next year?
2. What will be the new average teacher salary for BA teachers at your school?
3. What will be the total BA teacher salary increase?
4. What will be the total BA teacher salary increase percentage?

You are told that the board of education will be meeting in two days, and if this information could be available a decision could be given.

This is very important to your staff in meeting the goals they set for your science program.

Using the class significant activity & guide, develop a computer spreadsheet to obtain the answers to these four questions. Allow your spreadsheet to adjust for future salary increases or decreases that may change the answers you have provided to the board of education.

XVI. *Textbooks and Selected Readings*

Lunenburg, F. C., & Ornstein, A. C. (2012). *Educational administration:*

Concepts and practices (6th ed.). Belmont, CA: Thompson * Wadsworth

Publishing Company. ISBN: 978-1-111-30124-8

Additional reading and supplemental materials as assigned throughout the session.

- Students,
Chalk and Wire Course Requirement
- Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.
- If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.

XVII. *Research Base*

References

The knowledge bases that support course content and procedures include:

Contemporary References (1990-2010)

Aguayo, R. (1990). *Dr. Deming: The American who taught the Japanese about quality.*

New York: Lyle Stuart.

Barth, R. (1990). *Improving schools from within.* San Francisco: Jossey Bass.

Boyer, E. (1995). *The basic school.* Princeton, NJ: The Carnegie Foundation for
the Advancement of Teaching.

Boyett, J. H., & Conn, H. P. (1991). *Workplace 2000.* New York: Dutton.

Drucker, P. (1995). *Managing in a time of great change.* New York: Truman Talley
Books.

Drucker, P. (1993). *Post-Capitalist society.* New York: Harper-Collins.

- Drucker, P. (1990). *Managing the nonprofit organization*. New York: Harper-Collins.
- Educational Leadership Constituent Council. (2002). *Standards for advanced programs in educational leadership: For principals, superintendents, curriculum directors, and supervisors*. Arlington, VA: National Policy Board for Educational Administrators.
- Glasser, W. (1992). *The quality school*. New York: Harper Perennial.
- Hirsch, Jr., E. D. (1996). *The schools we need & why we don't have them*. New York: Doubleday.
- Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, D.C.: Council of Chief State School Officers.
- Kidder, R. M. (1995). *How good people make tuff choices*. New York: William Morrow.
- Kidder, T. (1990). *Among schoolchildren*. New York: Avon Books.
- Konnert, M. W. (1990). *The superintendency in the nineties*. Lancaster, PA: Technomic Publishing.
- Kozol, G. (1991). *Savage inequalities: Children in America's schools*. New York: Crown.
- Manatt, R. (1995). *When right is wrong*. Lancaster, PA: Technomic Publishing.
- National Center for Educational Statistics. (1996). *The condition of education 1996*. Washington, DC: U.S. Department of Education.
- Newmann, F., & Wehlage, G. (1995). *Successful school restructuring*. Madison, WI: University of Wisconsin.
- No Child Left Behind Act of 2001, Public Law 107-100 (January 8, 2002).

Scott, C., Jaffe, D., & Tobe, G. (1993). *Organizational vision, values, and mission*.
Menlo Park, CA: Crisp Publications.

Sergiovanni, T. J. (1991). *Value-added leadership*. San Diego, CA: Harcourt Brace
Jovanovich, Publishers.

Wick, J., & Gose, K. (1994). *Improving student performance in your school*. Dubuque,
IA: Kendall/Hund Publishing.

Classic References (Prior to 1990)

Bennis, W., & Nanus, B. (1985). *Leaders*. New York: Harper & Row.

Bennis, W. (1989). *On becoming a leader*. Reading, MA: Addison-Wesley Publishing.

Blanchard, K., Zigarmi, P., & Zigarmi D. (1985). *Leadership and the one minute
manager*. New York: Morrow.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Covey, S. (1989). *The seven habits of highly effective people*. New York: Fireside.

Drucker, P. (1985). *Innovation and entrepreneurship*. New York: Harper & Row.

Hoyle, J., English, F. & Steffy, B. (1985). *Skills for effective school leaders*. Arlington:
American Association of School Administrators.

Lewis, A. (1989). *Restructuring America's schools*. Arlington: American Association of
School Administrators.

Nathan, J. (1989). *Public schools by choice*. St. Paul, MN: Institute for Learning and
Teaching.

Terkel, S. (1970). *Working*. New York: Pantheon.

Tzu, S. (edited by James Clavell, 1983). *The art of war*. New York: Dell Publishing.

Selected Journals

American School Board Journal
Bulletin of the National Secondary School Principals
Change
Educational Leadership
Education Week
ERS: Spectrum
Journal of Higher Education
Middle School Journal
Phi Delta Kappan
Principal
Review of Higher Education
School Administrator

XVIII. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XVIV. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). A [flow chart](#) is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

XX. Tape-recording and/or any Other Form of Electronic Capturing

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative

work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

XXI. Significant Activity Rubrics

Rubrics start on next page.

* Rubrics match NCATE / ELCC Standards

**EDLE 5013 Organization and Administration –
Organizational Development Analysis
*Scoring Rubric for Significant Activity #1
Standard Element Evaluated: ELCC 4.3/ AR 4/ SP 5, 7**

Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Identified the appropriate community resources. Score =	The student demonstrated no involvement within the community, including only interactions with individuals and groups during the work day contacts. 1	The student demonstrated minimal involvement within the community, including interactions with some individuals and groups. 3	The student demonstrated active involvement within the community, including interactions with individuals and groups with conflicting perspectives. 5
	Describe how youth services could be used as a resource. Score =	The student did not utilize assessment strategies and research to understand and accommodate diverse school and community conditions and dynamics. 1	The student showed a partial use of assessment strategies without supporting research to understand diverse school and community dynamics. 3	The student demonstrated the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. 5
	Identify how to use different resources to support student achievement. Score =	The student provided no leadership to programs serving students with special and exceptional needs. 1	The student provided staff discussion about programs serving students with special and exceptional needs. 3	The student provided leadership to programs serving students with special and exceptional needs. 5

Scoring Rubric for Significant Activity #1 - Continued

	Identify how to use different resources to solve school problems. Score =	Demonstrated no evidence of the ability to capitalize on the diversity of the school community to provide new resources to address student problems. 1	Demonstrated an interest in capitalizing on the diversity of the school community to provide new resources to address emerging student problems. 3	Demonstrated the ability to capitalize on the diversity of the school community to provide new resources to address emerging student problems. 5
	Identify how to use different resources to achieve school goals. Score =	Demonstrated no interest or discussion on the diversity of the school community to improve school programs. 1	Demonstrated an interest in the diversity of the school community to improve school programs. 3	Demonstrated the ability to capitalize on the diversity of the school community to improve school programs. 5
ELCC Standard (ELCC 4.3/ SP 4, 7)	Show an understanding of ELCC standard 4.3. Score =	Demonstrated no interest or discussion on finding new resources to facilitate learning. 1	Demonstrated interest in finding new resources to facilitate learning. 3	Demonstrated leadership in the ability to creatively seek new resources to facilitate learning. 5
Research and Data	Use appropriate research in supporting the overall assignment. Score =	Provided no elements of leadership using research and data-driven decision-making in the use of community resources to support learning needs. 1	Demonstrated leadership in the use of minimal research and data-driven decision-making in the use of community resources to support learning needs. 3	Demonstrated leadership in the use of research and data-driven decision-making in the use of community resources to support learning needs. 5
Writing	Wrote the essay with clarity and sound technique. Score =	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. 1	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Sentence structure is too repetitive. 3	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. 5

Scoring Rubric for Significant Activity #1 - Continued

<p>APA Format</p>	<p>Use references appropriately and in proper APA format.</p> <p>Score =</p> <p>Total Score=___/45</p>	<p>Citations for statements included in the report were not present, or references which were included were not found in the text.</p> <p>1</p>	<p>Citations and reference list were presented. Some formatting problems exist, or components were missing.</p> <p>3</p>	<p>All needed citations were included in the report. References matched the citations, and all were encoded in APA format.</p> <p>5</p>
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EDLE 5013 School Organization and Administration
Scoring Rubric for Significant Activity #2
Standard Element Evaluated: ELCC 5.3 / AR 2

The student correctly identified a problem with a moral/ethical question.

1	2	3	4	5
Never				Always

The student used ethical decision-making as described by Kidder.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 5.3.

1	2	3	4	5
Never				Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4	5
Never				Always

The student's work was of graduate quality.

1	2	3	4	5
Never				Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4	5
Never				Always

Student Name

Date

_____/30
Total score for this assignment

EDLE 5013 School Organization and Administration
Scoring Rubric for Significant Activity #3
Standard Element Evaluated: ELCC 6.1.a / AR 6

The student correctly identified elements of each management approach that can benefit school administrators.

1	2	3	4	5
Never				Always

The student discusses the realities facing school administrators in their essay.

1	2	3	4	5
Never				Always

The student used their own point of view and experiences to develop the essay.

1	2	3	4	5
Never				Always

The student included their reflective statement covering ELCC standards.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 6.1.a.

1	2	3	4	5
Never				Always

The student used appropriate research in supporting the overall assignment.

1	2	3	4	5
Never				Always

The student's work was of graduate quality.

1	2	3	4	5
Never				Always

This student utilized appropriate APA 6th Edition writing requirements.

1	2	3	4	5
Never				Always

 Student Name

 Date

_____/40
 Total score for this assignment

EDLE 5013 School Organization and Administration
Scoring Rubric for Significant Activity #4
Standard Element Evaluated: ELCC 1.1, 1.2 / AR 1 and 5

The student's vision statement was complete.

1	2	3	4	5
Never				Always

The student's vision statement spoke to the equality of all students and promotes success for all students.

1	2	3	4	5
Never				Always

The student's vision statement was based on sound theories, relevant knowledge, data-based research strategies and strategic planning processes that focus on student learning.

1	2	3	4	5
Never				Always

The student's class presentation of their vision statement clearly conveyed their intentions for and direction of their vision statement.

1	2	3	4	5
Never				Always

The student included their reflective statement covering ELCC standards.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 1.1.

1	2	3	4	5
Never				Always

The student's work showed an understanding of ELCC standard 1.2.

1	2	3	4	5
Never				Always

(continued)

EDLE 5013 Organization and Administration – Organizational Development Analysis <i>*Scoring Rubric for Significant Activity #5</i> <i>Standard Element Evaluated: ELCC 3.1.a / AR 2/ SP 3, 4, 5</i>				
Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Used the appropriate models and principles Score =	There is no indication that the student used an appropriate model. Principles of organizational development were not clear or supported. 1	The student used an appropriate model and some ideas occurred, but conclusions were not supported in the body of the paper. 3	The student used an appropriate model and shared principles of organizational development. Insights into the key issues and their application to the problem are appropriate. Conclusions are strongly supported. 5
*Organizational Models (ELCC 3.1.a, SP 3, 4, 5)	Optimized the learning environment Score =	The student's plan for optimizing the learning environment was not clear. Provided only discussion about a successful learning environment. 1	The student's plan discussed the learning environment for the school. Provided general instructions for developing a learning environment. 3	The student's plan optimized the learning environment for the school. Provided leadership in developing a successful learning environment. 5
Research and Data	Used research and data-driven decision-making Score =	Provided no elements of leadership using research and data-driven decision-making in the development of their organizational learning environment's plan. 1	Demonstrated leadership in the use of minimal research and data-driven decision-making in the development of their organizational learning environment's plan. 3	Demonstrated leadership in the use of research and data-driven decision-making in the development of their organizational learning environment's plan. 5
Equity, Effectiveness, and Efficiency	Shows concern for equity, effectiveness, and efficiency Score =	Candidate demonstrates little if any concern for equity, effectiveness, and efficiency. No elements of time, people and money were used to make and explain decisions within the organization. 1	Demonstrated a concern for some elements of equity, effectiveness, and efficiency. Candidate blended some elements of time, people and money to make and explain decisions within the organization 3	Demonstrated a concern for equity, effectiveness, and efficiency. Candidate blended elements of time, people and money to make and explain decisions within the organization. 5

Scoring Rubric for Significant Activity #5 - Continued

<p>Writing</p>	<p>Wrote the review with clarity and sound technique</p> <p>Score =</p>	<p>It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident</p> <p>1</p>	<p>Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive</p> <p>3</p>	<p>Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate</p> <p>5</p>
<p>APA Format</p>	<p>References are used appropriately and in proper APA format</p> <p>Score =</p> <p>Total Score = ___/30</p>	<p>Citations for statements included in the report were not present, or references which were included were not found in the text</p> <p>1</p>	<p>Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing</p> <p>3</p>	<p>All needed citations were included in the report. References matched the citations, and all were encoded in APA format</p> <p>5</p>

**EDLE 5013 Organization and Administration –
Organizational Development Analysis
*Scoring Rubric for Significant Activity #6
Standard Element Evaluated: ELCC 3.3.b, 3.3.c/ AR 2/ SP 4, 7**

Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	The student's spreadsheet answered the questions for the board. Score =	The student developed the salary spreadsheet, but the calculations did not function correctly. 1	The student developed the salary spreadsheet, but some of the calculations did not function correctly. 3	The student correctly developed the salary spreadsheet with needed calculations to answer the board's questions. 5
	Allowed for adjustments for the future. Score =	The student's spreadsheet allowed for new salary adjustments but did not correctly calculate answers to the board's questions. 1	The student's spreadsheet allowed for new salary adjustments and correctly calculated some of the answers to the board's questions. 3	The student's spreadsheet allowed for new salary adjustments and correctly calculated answers to the board's questions. 5
*ELCC Standard (ELCC 3.3.b/ SP 4, 7)	Showed an understanding of ELCC standard 3.3b. Score =	Demonstrated leadership in the ability to creatively seek new resources to facilitate learning. 1	Demonstrated leadership in the ability to creatively seek new resources to facilitate learning. 3	Demonstrated leadership in the ability to creatively seek new resources to facilitate learning. 5
	Showed an understanding of ELCC standard 3.3.c. Score =	Did not demonstrated the ability to apply current technologies for school management, business procedures, and scheduling. Did not show a clear understanding of collective bargaining agreements with working technology to support personnel resources. 1	Demonstrated the ability to apply and assess current technologies for school management, business procedures, and scheduling. Did not show a clear understanding of collective bargaining agreements with working technology to support personnel resources. 3	Demonstrated the ability to apply and assess current technologies for school management, business procedures, and scheduling. Showed an understanding of relevant collective bargaining agreements, using technology to support personnel resources. 5
		31		

Scoring Rubric for Significant Activity #6 - Continued

Research and Data	Used research and data-driven decision-making Score =	Provided no elements of leadership using research and data-driven decision-making in the development of their organizational learning environment's plan. 1	Demonstrated leadership in the use of minimal research and data-driven decision-making in the development of their organizational learning environment's plan. 3	Demonstrated leadership in the use of research and data-driven decision-making in the development of their organizational learning environment's plan. 5
Writing	Wrote the review with clarity and sound technique Score =	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident 1	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Sentence structure is too repetitive 3	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate 5
APA Format	References are used appropriately and in proper APA format Score = Total Score = __/35	Citations for statements included in the report were not present, or references which were included were not found in the text 1	Citations and reference list were presented. Some formatting problems exist, or components were missing 3	All needed citations were included in the report. References matched the citations, and all were encoded in APA format 5

INFORMATIVE PRESENTATION EVALUATION FORM
EDLE 5013: School Organization and Administration

Presenter _____ Date _____

Topic _____

Time (Begin) : _____ (End) : _____

Scale: 5 = excellent; 4 = good; 3 = average; 2 = fair; 1 = poor

POINTS

_____ Was the central idea of the presentation clear?

_____ Were the main ideas clear?

_____ Were main ideas supported/developed?

_____ Were some ideas related to the audience?

_____ Did the presentation begin effectively?

_____ Was strong eye contact maintained?

_____ Were supportive vocal qualities used?

_____ Were supportive gestures used?

_____ Was the language clear, concise, and appropriate?

_____ Did the presentation end effectively?

_____/50 = **Total Points**

Evaluator: _____



UNIVERSITY OF ARKANSAS

Leadership Ethics with John Pijanowski

(575-7019) (jpijanow@uark.edu) (106 Peabody Hall)

Online Course

General Course Information

Description: Leadership Ethics is an experiential based course grounded in ethical decision making theory that uses case study and practice to study school based ethical dilemmas.

Purpose of the Course: Students will study and practice the seven stages of effective ethical decision making: Perception, Interpretation, Judgment, Motivation, Implementation and Action, Reflection in Action, and Reflection on Action. Content areas to be covered include school finance, student discipline, instructional leadership, parent and community relations, human resources, and building school culture.

Required Course Materials:

Case studies and articles will either be linked on the course website or available for download from the blackboard course site. There is no textbook for this course

Academic Honesty: The University of Arkansas Academic Honesty Policy for Graduate Students can be found on the left sidebar of my [website](#).

Written Work: All written assignments must be typed, double-spaced, and adhere to the 6th edition of the *Publication Manual of the American Psychological Association*.

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of weather disrupting an online class I will do my best to post a notification on the course website.

Accommodations: Information about the Center for Educational Access can be found at <http://csd.uark.edu/> Please do not hesitate to contact the center or me with questions or concerns about the services available to you. _

Course Assignments and Grading

Attendance and participation: Each student is responsible for joining class discussions on time and prepared to participate.

Missed assignments, make-up policy: Late work will be accepted with a credit deduction of 10% for each day (not class meeting) late. If you are absent the day an assignment is due, please make arrangements to have someone bring it in for you or email it to me by the due date to ensure full credit. Please see me individually if you have special concerns or circumstances.

Major Assignments: In order to receive a passing grade for the course, you need to complete all the assignments in a satisfactory manner.

1.	Discussion Board Participation (9 discussions)	54
2.	Analysis of Barriers Part 1 (Moral Dilemma Interviews)	22
2.	Analysis of Barriers Part 2	24
	Total Points	100 points

Class Participation and Attendance: All class members are expected to actively participate both individually and in group-based activities. Class time includes a mix of lectures and independent work but it is designed to include a great deal of student work as well. In some cases you will be asked to complete work that is not graded but supports online discussions or other projects.

Regular and punctual online participation is expected for all classes. Students must be well prepared for each day, having

- (a) read the chapter(s) and readings assigned
- (b) completed assignments

Constructive participation in the class discussions, written work and other activities is expected. Students are expected to:

- (a) contribute interesting, insightful comments
- (b) present examples of concepts relevant to discussion topics
- (c) paraphrase and build on comments of others

- (d) raise good questions
- (e) listen and respond appropriately to others

Positive participation: The student regularly contributes to class discussion and fully participates in activities, with sensitivity to classmates and value of the equal participation of all. Comments add to the learning experience, are connected to both the readings and the student's relevant outside experiences. Student reads the text, and is prepared with notations to contribute.

Negative participation: The student contributes to class discussion infrequently or rarely, and/or does not value and respect the contributions of classmates. Comments do not add to the learning being undertaken by the class as a whole. Does not fully participate or contribute to group activities. Comments are not connected to the readings and isolated to outside experiences only. Student does not read the text, and is not prepared to contribute.

Cooperative Activities: Opportunities will be provided for learners to work on cooperative activities with peers that will encompass hands-on, inquiry based real life scenarios.

- a) Provide realistic experiences in various principal roles (with opportunities to compare responses, experiences, etc.)
- b) Practice skill development (with peer and instructor feedback).

Grades will be determined on the following basis using a 100 point scale:

A	90-100	C	70-79	F	below 65
B	80-89	D	65-69		



UNIVERSITY OF
ARKANSAS

◇ EDUCATIONAL LEADERSHIP PROGRAM ◇

SYLLABUS

EDLE 5063 - INSTRUCTIONAL LEADERSHIP, PLANNING, AND SUPERVISION

ED BENGTON, PH.D.

(479) 575-9052 / egbengts@uark.edu / 106 PEABODY HALL

**FALL, 2015 – MONDAY EVENINGS, 5:30 P.M. - 8:20 P.M.
ROOM 203 – OLD MAIN**

General Course Information

Description: Instructional Leadership, Planning, and Supervision is designed to prepare practitioners to seize the role of educational leader at the school site level through the development of a vision that will be used to drive a data driven instructional school plan.

Purpose of the Course: EDLE 5063 serves the purpose of familiarizing the aspiring building-level leader with the ELCC and ISSLC standards related to instructional leadership and supervision. In addition, the purpose of the course is to prepare students to articulate, implement, and monitor a sound and effective instructional leadership and supervision plan.

The NCATE approved Educational Leadership Constituent Council (ELCC) Standards referenced in this syllabus can be found at:

<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ISSLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
 - B. Create a comprehensive, rigorous, and coherent curricular program
 - C. Create a personalized and motivating learning environment for students
 - D. Supervise instruction
 - E. Develop assessment and accountability systems to monitor student progress
 - F. Develop the instructional and leadership capacity of staff
 - G. Maximize time spent on quality instruction
 - H. Promote the use of the most effective and appropriate technologies to support teaching and learning
 - I. Monitor and evaluate the impact of the instructional program
-

Course Textbooks:

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-13860-1

Danielson, C. (2014). *The framework for teaching evaluation instrument: 2013 edition*. Princeton, NJ: The Danielson Group. ISBN: 978-0-615-574700-2

DiPaola, M.F., & Hoy, W.K. (2014). *Improving instruction through supervision, evaluation, and professional development*. Charlotte, NC: Information Age Publishing. ISBN: 978-1-62396-478-8

Supplementary Readings:

National Policy Board for Educational Administration (NPBEA) (2011). *Educational leadership program standards: 2011 ELCC building level*. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

Additional reading may be assigned on an as-needed basis to include research articles, media reports, and academic conceptual works.

Academic Honesty: The University of Arkansas Academic Honesty Policy for Graduate Students can be found at <http://www.uark.edu/depts/gradinfo/dean/governance/academichonestypolicy.html>

Written Work: All written assignments must be typed, double-spaced, and adhere to the 6th-edition of the *Publication Manual of the American Psychological Association*.

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of dangerous road conditions I will send an email to the class informing each student of my decision to cancel class. I may substitute the class time with another activity to keep the course on schedule (e.g., an internet based activity similar to one I would use for a distance course).

Accommodations: Information about the Center for Educational Access can be found at <http://www.uark.edu/ua/csd/accommodations.htm> Please do not hesitate to contact the center or me with questions or concerns about the services available to you.

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). A [flow chart](#) is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

Course Assignments and Grading

Attendance and participation: Each student is responsible for coming to class on time and prepared to participate. Class will meet every Monday evening from 5:30 pm until 8:20 pm except on Labor Day (9/1) and Fall Break (10/20). Students are expected to have read the assigned texts and completed any other assignments for the week before class starts. The expectation of participation is important to note since the class size is small. One of the basic tenets of adult learning theory is we learn best through our communication with others. Communication is a *two-way* process which allows us to openly and safely share ideas and learn from each other's experiences.

Missed assignments, make-up policy: Students are encouraged to be on time with all assignments. If an assignment is late, there will be a grade reduction of 1 point from the total points earned for each day past the due date for the assignment.

Course Reading Schedule

Class Session	Readings	Activities	Assignments Due
I: Aug. 24		<ul style="list-style-type: none"> -Review Syllabus -View Video: <i>How Great Leaders Inspire Action</i> - ELCC Standard 2 (pp. 9-13 of NPBEA document) -Defining Instructional Leadership 	

		-Defining Supervision	
II: Aug. 31	-Dipaola & Hoy – Preface, Ch. 1 & 2		
Labor Day – No Class			
III: Sept. 14	-Bambrick-Santoyo – Ch. 1 -Mandinach, E.B. (2012). A perfect time for data use: Using data-driven decision making to inform practice. <i>Educational Psychologist</i> , 47(2), 71-85.	Share reflections on the nexus between supervision, evaluation, and professional development Data-driven instruction... What does it really mean?	SA#1: Short 1-2 page reflection of the nexus between supervision, evaluation and professional development to be shared in class and submitted to Chalk & Wire
IV: Sept. 21	-Dipaola & Hoy – Ch. 3 - Bambrick-Santoyo – Chs. 5 & 6	View Video: <i>Why Good Leaders Make You Feel Safe</i> . -School Culture as a lever for effective instructional supervision, professional development, and evaluation	
V: Sept. 28	-Bambrick-Santoyo – Chs. 7 & 8	Leadership Teams and Finding the Time -Start the process of creating a plan for how to develop and manage/lead a leadership team.	SA #2 Short 2-3 page paper that describes what the candidate will do to develop a school culture that supports a positive learning and teaching environment. Submitted to Chalk & Wire.
VI: Oct. 5	-Dipaola & Hoy – Ch. 5	Classroom Supervision -understanding authority -understanding formal and informal supervision -developing a plan of what to look for in a classroom (in broad terms).	
VII: Oct. 12	-Bambrick-Santoyo –	Teacher Supervision	SA # 3: Short 1-2 page description of

	Ch. 2 -DiPaola & Hoy – Ch. 6	-understanding supervisory skills -understanding supervisory styles -matching supervisory styles with teacher level	the three broad areas that might be covered in a classroom observation and their significance. Submitted to Chalk & Wire.
Fall Break – No Class			
VIII: Oct. 26	-DiPaola & Hoy – Ch. 8 & 9	Teacher Evaluation -understanding the critical connection between supervision, evaluation, and professional development.	
IX: Nov. 2	Danielson -	The Framework for Teaching -identifying the strengths of the tool in the areas of evaluation, instructional supervision, and professional development.	
X: Nov. 9	-DiPaola & Hoy – Ch. 10	High Quality Instruction -understanding what teachers need to know -understanding the planning/implementation/assessment processes -understanding the characteristics of effective and meaningful learning experiences	
XI: Nov. 16	-DiPaola & Hoy – Ch.11	Improving Instruction	SA#4: In a 4-6 page paper, describe the relationship between instructional supervision, evaluation, and professional development. Submitted to Chalk & Wire.
Thanksgiving Break – No Class			
XII: Dec. 30	-no assigned reading		Presentations of Instructional leadership plans
XIII: Dec.	-DiPaola & Hoy – Ch.	-Discuss cases from text	Final Paper:

7	12 & Ch. 13	-Final Course wrap-up	Instructional Leadership Plan
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Course Assignments

	Due date	Description
Significant Activity I	Week II: August 31	Based on the readings and discussions in class, write a one to two page reflection on the nexus between supervision, evaluation, and professional development.
Significant Activity II	Week V: Sept. 28	Short 2-3 page paper that describes what the candidate will do to develop a school culture that supports a positive learning and teaching environment.
Significant Activity III	Week VII: Oct. 12	Short 1-2 page description of the three broad areas that might be covered in a classroom observation and their significance. Submitted to Chalk & Wire. (ELCC 2.3)
Significant Activity IV	Week XI: Nov. 16	Based on the reading, class discussions, and your own personal experiences, write a 4-5 page paper that explains the relationship between instructional supervision, evaluation, and professional development; <u>and</u> describe clearly what you would do in your practice as an instructional leader to tie the three concepts together.
Final Presentation of Instructional Leadership Plan	Week XIII: Nov. 30	Students will individually present their instructional leadership plan to the class. As part of this exercise, students will act as critical friends to their peers and give constructive feedback to assist in the preparation for the final paper.
Significant Activity IV	Week XIV: Dec. 7	Students will produce an inclusive, integrated, and well-articulated plan for how they anticipate leading instruction in their first year as a principal. This plan should be informed by the first four significant activities and include: developing a shared instructional vision; creating and sustaining a culture of effective teaching and learning that is data informed; and addresses evaluation, supervision, and professional development for effective instruction.

Rubrics for Significant Activities

Significant Activity #1 – Data Analysis for Vision-building and Planning

ELCC Standard 2.3

1.0 Below Expectation	3.0 Emerging	5.0 Meets Expectation
There is little to no evidence that the candidate understands the basic concepts of supervision, professional development, and evaluation.	There is evidence of the candidate understanding the basic concepts of supervision, professional development, and evaluation	There is clear evidence that the candidate understands supervision, professional development, and evaluation. The candidate also is able to articulate the relationship between the three concepts and how this relationship can strengthen the instructional aspect of the school.

Writing Conventions

1.0 Below Expectations	3.0 Emerging	5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure. No justification through extant literature.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure. Some attempt at using APA formatting for citations and references.	The paper is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

Significant Activity #2 – Connecting School Culture to Instructional Supervision/Leadership

ELCC Standard 2.1

1.0 Below Expectation	3.0 Emerging	5.0 Meets Expectation
There is little to no evidence that the candidate understands the connection between school culture and instructional leadership	There is evidence of the candidate understanding the connection between school culture and instructional leadership, but fails to give details on how their own leadership would insure a school culture that was conducive to effective	There is evidence of the candidate understands the connection between school culture and instructional leadership. Furthermore, the candidate gives details on how their own leadership would insure a school culture that was conducive

	teaching and learning.	to effective teaching and learning.
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Writing Conventions

1.0 Below Expectations	3.0 Emerging	5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure. No justification through extant literature.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure. Some attempt at using APA formatting for citations and references.	The paper is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

Significant Activity #3 – What are we Looking for When Observing?

ELCC Standard 2.2

1.0 Below Expectation	3.0 Emerging	5.0 Meets Expectation
There is little to no evidence that the candidate understands what to look for in broad terms when observing a classroom.	There is evidence of the candidate understanding what to look for in broad terms when observing a classroom.	There is evidence of the candidate understanding what to look for in broad terms when observing a classroom. Furthermore, the candidate clearly articulates why she/he has chosen these broad categories to look for.

Writing Conventions

1.0 Below Expectations	3.0 Emerging	5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure. No justification through extant literature.	The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure. Some attempt at using APA formatting for citations and references.	The paper is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

Significant Activity #4 – Understanding the Relationship Between Evaluation, Supervision, and Professional Development

ELCC Standard 2.3

1.0 Below Expectation		3.0 Emerging		5.0 Meets Expectation
There is little to no evidence that the candidate understands the relationship between instructional supervision, evaluation, and professional development.		There is evidence of the candidate understands the relationship between instructional supervision, evaluation, and professional development.		There is evidence of the candidate understanding the relationship between instructional supervision, evaluation, and professional development. Furthermore, the candidate clearly articulates what he/she will do to tie the three concepts together in their practice as an instructional leader.

Writing Conventions

1.0 Below Expectations		3.0 Emerging		5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation, spelling, or sentence structure. No justification through extant literature.		The paper contains one or two errors in grammar, punctuation, spelling, and sentence structure. Some attempt at using APA formatting for citations and references.		The paper is free of errors in grammar, punctuation, spelling and sentence structure. Proper use of APA citations and references.

Significant Activity #5 – Final Paper – Creating a Plan for Instructional Supervision

ELCC Standard 2.1

1.0 Below Expectation		3.0 Emerging		5.0 Meets Expectation
There is little to no evidence that the candidate understands the elements necessary to sustain a school culture that is conducive to effective teaching and learning.		There is evidence of the candidate understands most of the elements necessary to sustain a school culture that is conducive to effective teaching and learning.		There is evidence of the candidate understands what the elements necessary to sustain a school culture that is conducive to effective teaching and learning that includes trust-building, collaboration, cultural competence, and sound approaches to implementing appropriate teaching strategies. Furthermore, the candidate can clearly

			articulate how he/she will plan to insure that all the necessary elements are addressed.
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ELCC Standard 2.2

1.0 Below Expectation		3.0 Emerging		5.0 Meets Expectation
There is little to no evidence that the candidate understands the elements necessary to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.		There is evidence of the candidate understands most of the elements necessary to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program.		There is evidence of the candidate understands most of the elements necessary to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional program, including the evaluation of teachers. Furthermore, the candidate can clearly articulate how he/she will plan to insure that all the necessary elements are addressed.

ELCC Standard 2.3

1.0 Below Expectation		3.0 Emerging		5.0 Meets Expectation
There is little to no evidence that the candidate understands the elements necessary to develop and supervise the instructional and leadership capacity of school staff.		There is evidence that the candidate understands the elements necessary to develop and supervise the instructional and leadership capacity of school staff.		There is evidence that the candidate understands the elements necessary to develop and supervise the instructional and leadership capacity of school staff. Furthermore, the candidate can clearly articulate how he/she will plan to insure that all the necessary elements are addressed.

Writing Conventions

1.0 Below Expectations		3.0 Emerging		5.0 Meets Expectations
The paper contains major and minor errors in grammar, punctuation,		The paper contains one or two errors in grammar, punctuation, spelling, and		The paper is free of errors in grammar, punctuation, spelling and sentence

spelling, or sentence structure. No justification through extant literature.		sentence structure. Some attempt at using APA formatting for citations and references.		structure. Proper use of APA citations and references.
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All Significant Activities will be submitted to Chalk & Wire.

Grading

Description	Points
Class Attendance and Participation	30
Significant Activity #1	5
Significant Activity #2	5
Significant Activity #3	5
Significant Activity #4	5
In Class Presentation	10
Significant Activity #5	40
Total	100

90% & above = A
 80% to 89.9% = B
 70% to 79.9% = C
 60% to 69.9% = D
 Below 60% = F

While it is the hope and desire of the instructor that this schedule will not change, unforeseen conflicts may occur. Changes will be announced in advance through email or in class.

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

I. Program Affiliation

EDLE 5083 – Analytical Decision-Making in curriculum development and evaluation, parent involvement, student success, and community relations
Fall 2015, Wednesdays 5:30 – 8:20 PM, Section 901 Online

Prerequisites: Graduate standing

II. Course Description

A performance based examination of the principles and practices related to the building administrator’s role in the development, administration, and evaluation of curricular programs in public schools. Special attention will be given to creating a school culture, fostering communication, aligning curriculum with state mandated standards, and staff development with portfolio assessment. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class using ELCC standards for effective school leadership.

III. Instructor and Class Data

Instructor:	Carleton R. Holt, Ed.D.
Office:	Room 107, Peabody Hall
Office Hours:	One hour before class or by appointment
Phone:	479-575-5112 (Office) 479-582-0895 (Home)
E-Mail:	cholt@uark.edu (Office) carlholt@sbcglobal.net (Home)
Fax:	479-575-2492 (Office)

IV. Purpose/Rationale

This course is intended to prepare future school administrators to understand how to plan, implement, and evaluate effective curricular programs. Through lecture, independent study, collaborative group work, and fieldwork, the course will: (1) examine basic concepts of curriculum planning, implementation, and evaluation; (2) explore the historical, philosophical, and political underpinnings of curriculum; (3) examine curriculum management and supervision of human and material resources; (4) investigate current developments and trends in the curriculum; (5) provide opportunities to gather practical information regarding the curriculum process through structured interviews and discussions with practitioners in the field; and (6) provide opportunities for students to exchange

ideas and information regarding the curriculum process through meaningful and reflective dialogue. This course will be taught from the perspective of persons with extensive experience in K-12 curriculum analysis, adoption, and evaluation. Its focus will be on student success using ELCC Standards for educational leadership.

V. **Philosophy/Beliefs**

Administrative leaders are skilled educators whose practice and decisions integrate theory, research, and experiential wisdom. Decision-making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge.

VI. **ELCC Standards, Course Goals, Objectives, Outcomes, and Content**

The primary goal of this course is to provide future school administrators with an understanding of the leadership skills needed to design and implement effective curriculum development programs using the:

ELCC Standards (The up-to-date handout on these standards will be a part of the student course package of materials):

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district **vision** of learning supported by the school community.

- 1.1 Develop a Vision
- 1.2 Articulate a Vision
- 1.3 Implement a Vision
- 1.4 Steward a Vision
- 1.5 Promote Community Involvement

Standard 2.0: Candidates who complete the program are educational leaders who promote a positive school culture, providing an **effective instructional program**, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote Positive School Culture
- 2.2 Provide Effective Instructional Program
- 2.3 Applying Best Practice to Student Learning
- 2.4 Design Comprehensive Professional Growth Plans

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **managing the organization**, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1 Manage the Organization
- 3.2 Manage Operations
- 3.3 Manage Resources

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **collaborating with families and other community members**, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with Families and Other Community Members
- 4.2 Respond to Community Interests and Needs
- 4.3 Mobilize Community Resources

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an **ethical manner**.

- 5.1 Acts with Integrity
- 5.2 Acts Fairly
- 5.3 Act Ethically

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **understanding, responding to, and influencing the larger political**, social, economic, legal, and cultural context.

- 6.1 Understand the Larger Context
- 6.2 Respond to the Larger Context
- 6.3 Influence the Larger Context

Another goal is to help you develop an understanding and appreciation for the dynamic nature of school administration in the delivery of educational instruction and services. All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners*. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity

4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

For a copy of the Conceptual Framework document go to the following site:
https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178

Upon completion of this course, students will be able to:

- Form a historical perspective of the curriculum development process as a setting for current curriculum thought and practices. (SP 1, 2, 7)
- Discuss the nature of curriculum theory and differentiate among specific categories of curriculum theories. (SP 1, 2, 7)
- Describe the political influences exerted by various governmental and professional agencies on the curriculum process. (SP 6, 7)
- Distinguish among the federal, state, district, local, and classroom levels of curriculum. (SP 1)
- Articulate the role of state policies as a framework for curriculum development at the district and local levels. (SP 1, 6)
- Describe the importance of the local board of education, superintendent, principal, and other relevant administrators and supervisors in the curriculum development. (SP 1, 5)
- Explain the importance of developing a vision and goals to the overall curriculum development process. (SP 1, 2, 4, 6)
- Articulate a strategic planning model pertinent to curriculum analysis and distinguish strategic planning from other long-term planning models. (SP 1, 2)
- Describe the curriculum planning process in terms of the assessed needs of those affected by the curriculum. (SP 1, 2)
- Catalog means of improving programs of studies and fields of study through revision of existing curricula. (SP 1, 2, 4)

- Identify technological and naturalistic processes for developing new courses and units. (SP 1, 7)
- Explain supervision of curriculum in terms of effective and efficient use of human and material resources. (SP 1, 2, 5)
- Describe the various stages of curriculum implementation and curricular change. (SP 1, 2, 7)
- Translate the relationship of curriculum alignment to student achievement and discuss the process of aligning the curriculum. (SP 1, 6, 7)
- Define the role of curriculum evaluation and describe several specific evaluation models. (SP 1, 2, 4, 6, 7)
- Elucidate current trends in the curriculum such as improving thinking, skills, computer technology in the classroom, and integration the curriculum. (SP 1, 6, 7)
- Interpret the importance of individualizing the curriculum in such areas as gifted and talented education, education for the mildly handicapped and bilingual education. (SP 1, 2, 3, 5, 6, 7)
- Evaluate actual curriculum practices as documented and described by practitioners in the field in light of curriculum theory presented in the textbook and discussed in class. (SP 1, 2, 7)
- Identify characteristics of different curriculum designs and recognize both advantages and disadvantages associated with each for meeting the needs of student populations and individual learners within an increasingly multicultural society. (SP 1, 2, 3, 7)

The content of this course tentatively includes the following topics:

- A. Curriculum Foundations (SP 1, 2)
- B. Curriculum History: Past and Present
- C. Current Trends in the Curriculum (SP 2, 7)
- D. Political Influences (SP 3, 5)
- E. Importance of the School Administrator (SP 1, 5, 7)
- F. Curriculum Policies and Frameworks (SP 1, 2)

- G. Curriculum Planning (SP 2, 7)
- H. Curriculum Improvement (SP 1, 2, 5, 7)
- I. Curriculum Alignment (SP 1, 2)
- J. Curriculum Implementation (SP 1, 3, 4)
- K. Working with Teachers (SP 4, 7)
- L. Curriculum Evaluation (SP 6, 7)
- M. Interventions that Improve Student Achievement (SP 1, 3, 4)
- N. Practices that Improve Student Achievement (SP 1, 3, 4)
- O. Multicultural and Global Education (SP 3, 5)

VII. Multicultural Objectives

Recognize that one of the greatest strengths of our society is the diversity of the population and promote the idea that supervision in broad with contributions from all segments of the society. (SP 3, 5)

Recognize and address the unique needs of individuals whose cultural background is different from the majority who are involved in the educational process. (SP 3, 5)

VIII. Methods of Instruction

The basic format of the course will involve approximately:

1. Thirty percent of the time will be in either *large group instruction* or in a *seminar setting*.

Primarily members of the class, guest lecturers, and Dr. Holt will make the large group presentations. The presentations by members of the class will embody small group reports and four-minute critiques of curriculum development (e.g., to a board of education). The seminar setting enables a group of advanced students studying under a professor to exchange opinions about educational leadership in curriculum development.

2. Sixty-five percent of the time in *small or solution groups*.

The small or solution groups (approximately 3-5 members) will meet to analyze and make reflective decisions about curriculum leadership and development.

3. Five percent of the time in *independent study*.

Independent study time will be used according to individual student needs and interests.

IX. Course Schedule, Topics and Reading Assignments

- 8/26/15 Course Orientation, Overview, Review of APA Guidelines, review of EDLE Program of Study, and read listed articles.
- 9/2 *Part 1. Foundations of Curriculum* (Glatthorn, pp. 1-154)
The Nature of Curriculum, Ch 1 _____A
- 9/9 Curriculum History: The Perspective of the Past, Ch 2 _____B
Curriculum Theory, Ch 3 _____C
- 9/16 The Politics of Curriculum, Ch 4 _____D
Discuss papers and APA 6th Edition, 2nd printing Guidelines
Develop Class Work Teams for Class Project
Watch Class Videos from Dr. Marsha Jones, Springdale, AR
Curriculum Director - 6 Videos:
1. Introduction & Curriculum Definition
2. Assessment
3. Building Capacity
4. Other Challenges
5. Common Core
6. Current Issues From A Practitioner (April 1st 2015)
Class Discussion of Videos
- 9/23 *Part 2. Curriculum Processes* (Glatthorn, pp. 155-271)
Curriculum Planning, Ch 5 _____E
Essay #1 Due 9/23 (email to Dr. Holt & class review)
- 9/30 No class meeting - Project Research Work
- 10/7 Improving the Program of Studies, Ch 6 _____F
Improving a Field of Study, Ch 7 _____G
- 10/14 Processes for Developing New Courses and Units, Ch 8 _____H
Demonstrate Holt's Curriculum Change Steps
Watch Sue McKenzie (ADE) Textbook Division – 3 Videos:
1. Arkansas Textbook Rules
2. Selection Committee Work
3. Textbooks and Resources
Class Discussion of Videos

- 10/21 *Part 3. Curriculum Management* (Glatthorn, pp. 273-381)
 Supervising the Curriculum: Teachers and Materials, Ch 9_____I
 Curriculum Development and Implementation, Ch 10_____J
Essay #2 Due 10/21 (email to Dr. Holt)
- 10/28 Aligning the Curriculum, Ch 11_____K
 Curriculum Evaluation, Ch 12_____L
Part 4. Current Trends in the Curriculum (Glatthorn, pp. 383-504)
 Current Developments in the Subject Fields, Ch 13_____M
Project &
Oral Presentations: _____, _____, _____
 Lesson Plans
Significant Activity #2 Due 10/28 (Submit to Chalk and Wire)
- 11/4 Current Developments Across the Curriculum, Ch 14_____N
Essay #3 Due 11/4 (email to Dr. Holt)
Project &
Oral Presentations: _____, _____, _____
 Textbooks
- 11/11 Individualizing the Curriculum, Ch 15_____O
Project &
Oral Presentations: _____, _____, _____
 Eng/SS
 Mapping PowerPoint (Holt)
 Mapping Dimensions and Sample (Holt)
- 11/18 **Project &**
Oral Presentations: _____, _____, _____
 Reading
- 11/25 Thanksgiving Break – No Class
- 12/2 **Project &**
Oral Presentations: _____, _____, _____
 Math/Sci.
- 12/9 Final Exam, and Class Reflection

X. Evaluation, Grade Scale, Class Participation and Attendance

The methods of evaluation and the criteria for grade assignment for this course are:

Requirements	Points
1. Significant Activity #1 - Team Project and Presentation	= 100
2. Significant Activity #2 - Individual Project and Presentation	= 100
3. Essays (3 x 100)	= 300
4. Course exam (five take-home questions)	= 100
5. Completed Course Reflection	= <u>100</u>
Total Points Possible	= 700 points

Final Course Grade

The number of points you accumulate during the session and the completion of all course requirements will determine your grade. Final course grades will be assigned using the point distribution listed below.

For a grade of:

“A” At least 630 total points.

“B” An accumulated point total of between 560 and 629 total points.

“C” An accumulated point total of between 490 and 559 total points.

“D” An accumulated point total of between 420 and 489 total points.

“F” Anything below 420 total points.

Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to attend each class session and be prepared to actively participate in class discussions. Students should, prior to class, read the assigned portions in the text and review any other supplemental materials. Students should be prepared to discuss and answer questions posed concerning the assigned and supplemental readings. Occasionally students will be asked to analyze scenarios and other “real-world” problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester. Class participation and regular attendance is expected of all class members.

If a class must be missed, please notify me in advance by calling my office, leaving an e-mail, or leaving a message with my secretary. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student’s responsibility to make arrangements with a classmate to get copies of handouts, notes, and assignments.

XI. Deferred Grades and Late Work

Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an “incomplete” should be necessary, a request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not completed and the date when the remaining work will be completed. Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement.

Be aware that if a grade of “incomplete” is received and a letter grade is not reported by the end of the 12th week of the next semester, the “I” will automatically be changed to an “F.” To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

XII. Academic Honesty

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

Academic dishonesty is defined by the University of Arkansas Honesty Policy as “Acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another’s work or by interfering with the completion, submission, or evaluation of work.” If I suspect academic dishonesty has occurred, I will act in accordance with the guidelines contained in the Academic Honesty Policy as set in the *2014-2015 University of Arkansas Graduate School Catalog*.

NOTE: Academic Integrity Policy

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by

the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

XIII. Emergency Preparedness

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather Policy

The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. At times evening classes will be canceled if road conditions so warrant. However, the University usually does not make that announcement until late afternoon. The University's policy must be balanced against the risk of danger to some of our students, many of who travel up to 200 miles (round-trip) to attend class. As a result, I will adhere to the following guideline: during our first class meeting I will collect the times class members must leave home or work to come to campus and make a decision by the time the first student is required to leave for Fayetteville. I will attempt to contact all class members if class will not meet. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

In the event dangerous road conditions exist where you live or the area you must drive through, I urge you to exercise sound judgment in deciding to travel to Fayetteville. Your grade will not be adversely affected if you elect, for personal

safety reasons, not to journey to campus for class. However, please notify me in advance of your decision.

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

See the inclement weather web site at

<http://emergency.uark.edu/11272.php>

Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.

Check voice mail for announcements.

Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.

Contact your supervisor.

If the university remains open, no announcement will be made.

XIV. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the professor.

XV. Essay Assignments

The essay assignments ask students to synthesize the material read as completely and succinctly as possible. Synthesizing involves abstracting from reading the essential points and relating them to each other around some central theme. Too, judgments on the relevancy of the points made by the authors should be addressed. Grading (see will be based principally upon how well the essential points have been located and how well they have been analyzed, and integrated. (Two pages minimum, double-spaced for Essays 1 & 2; one page minimum, double-spaced for Essay 3. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to present material based on the ELCC standards for effective leadership.

Essay #1

Write a critical essay emphasizing the new challenges facing educational leaders in the planning and development of school curriculum.

Essay #2

Write a critical essay defining and explaining the steps contained in an effective staff development plan for revising an assessed curriculum program.

Essay #3

How would you describe your administrative and management style as pertains to curriculum development? What skills and leadership qualities in curriculum development qualify you for a position of curriculum director? (Hint: Remember

it includes required interview(s) and your reflective curriculum leadership philosophy covering ELCC Standards.)

Guides to Understanding the Criteria

Sophistication of Analysis

In the best papers, the author does much more than just explain or describe. He or she shows evidence that (s)he has thought about the subject in depth. The subject is analyzed from every angle and assessed critically.

Organization and Logical Development

The best papers show evidence of prior planning as if they had been outlined in advance. The paper has a purpose or theme, which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinion, and details explain the main point and lend credibility to each point being developed.

Clarity of Expression

In the best papers, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

Grammar, Punctuation, and Spelling

The best papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs.

ELCC Standards

In the best papers, writers carefully match significant points with connected ELCC Standards identified with each essay assignment. This demonstrates a strong understanding of the responsibilities associated with educational leadership.

XVI. Significant Activities

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the new standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance based activity to learn and use each standard. The professor will use a scoring rubric to grade each activity. One rubric per activity will be used. * NCATE / ELCC SIGNIFICANT ACTIVITY

***1. Significant Activity - Team Project**

ELCC 2.2 / AR 3 / SP 3

Working in small groups, students will design an in-depth project covering a specific curriculum subject area, textbook evaluation process, or lesson plan development workbook as assigned by the professor. Students will need to research learning programs for computers that could enhance the subject area or lesson plans as well. If given textbooks to evaluate, students must base part of their recommendation upon additional electronic resources that are offered with the book, either by the authors or the publisher. This written project will be graded using the appropriate scoring rubric and will be shared with all class members. An oral presentation, by each student, of their assigned project will give other class members an understanding of their research, subject area, and requirements for developing this curricular area. This oral presentation will be graded using a scoring rubric as well. In this project assignment, students will critique the Arkansas State Standards for clarity, measurable objectives, grade level compatibility, grade level continuity, incorporation of national standards, and the assessment operation. This process will develop skills in collaboration with others to bring about improved curriculum changes to improve the learning process for all students. Note: Special attention must be given to creating a school culture, fostering communication, aligning curriculum with state mandated standards, and staff development. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and the demonstration of a direct connection with national and state assessment requirements using the ELCC Standards.

***2. Significant Activity - Individual Project**

*ELCC 2.2.c / AR 3

ELCC 2.3.c / AR 3

ELCC 3.1.a / AR 2

ELCC 3.2.a / AR 2

ELCC 3.2.b / AR 2

ELCC 3.3.a / AR 2

ELCC 4.1.a / AR 4

ELCC 4.1.b / AR 4

ELCC 4.2.b / AR 4

Your vision of the school has been accepted by the staff and students for the past two years but after an informal review you feel as if technology in the classroom has not had as big an impact as first expected. Some of your teachers have given feedback that the programs that were purchased are not as comprehensive as first thought and some say that the computers aren't powerful enough to run other programs that they want to use. Finally, some teachers say that they can't assign class work or homework that relies on computers because they don't have enough for all of the students to use at the same time. You decided that you need to get to the bottom of this issue and the upcoming parent/teacher conferences seem like an ideal time to have the families give their input.

You will create a questionnaire that the teachers will use to question the parents about their views concerning technology in the classroom. In addition, you need to have questions that ask if they have a computer in their household, if so what are the specifications, and what, if any, educational programs do they recommend for the children. The questions should also ask if the children have made any comments to the parents about any aspect of the use of technology in the classroom. At least half of the questions in the questionnaire should be based on a scale that can be used for statistical analysis. You might also want to prepare a memo or quick speech for the teachers reminding them of the need to be sensitive to socio-economic diversity of their class and the need to ensure parents that this questionnaire is a way for the school to ensure all students are receiving equal time with the technology resources that the school uses.

You will also create a plan for dissemination of the questionnaire to community leaders and parents that could not attend the parent/teacher meetings. As part of the plan and questionnaire, you should be concerned with diversity of the leaders that are asked to respond to the questionnaire.

3. Course Reflection

A final course reflection of five pages will provide a summary of all class activities. The complete ELCC Standards, and the APA Guidelines will be used to evaluate this activity.

XVII. Textbooks and Selected Readings

Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2012). *Curriculum leadership: Strategies for development and implementation*, (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN:9781412992190

Additional reading and supplemental materials as assigned throughout the session.

- **Students,**

Chalk and Wire Course Requirement

- Each student must upload assigned artifacts to Chalk and Wire as a required component of this class. You are required to have a subscription to Chalk and Wire for this class which may be purchased at the bookstore or over the phone (479-575-2155 ask for textbooks) with a credit card.
- **If all required field experiences and artifacts are not completed and entered into Chalk and Wire by the due date, the candidate will receive a grade of F in the course regardless of the other grades.**

XVIII. Research Base

References

The knowledge bases that support course content and procedures include:

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA:

Association for Supervision and Curriculum Development.

Baron, M. A., & Boschee, F. (1995). *Authentic assessment: The key to unlocking student success*. Lancaster, PA: Technomic Publishing Company, Inc.

Boschee, F., & Baron, M. A. (1993). *Outcome-based education: Developing programs through strategic planning*. Lancaster, PA: Technomic Publishing Company, Inc.

Caine, R. N., & Caine, G. (1997). *Education on the edge of possibility*.

Alexandria, VA: Association for Supervision and Curriculum Development.

Drucker, P. (1990). *Managing the nonprofit organization*. New York: Harper-Collins.

Educational Leadership Constituent Council. (2002). *Standards for advanced programs in educational leadership: For principals, superintendents, curriculum directors, and supervisors*. Arlington, VA: National Policy Board for Educational Administrators.

Frase, L. E., English, F. W., & Poston, W. K. (1995). *The curriculum management audit*. Lancaster, PA: Technomic Publishing Company, Inc.

Glasser, W. (1992). *The quality school*. New York: Harper Perennial.

Hirsch, Jr., E. D. (1996). *The schools we need & why we don't have them*. New York: Doubleday.

Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, D.C.: Council of Chief State School Officers.

Manatt, R. (1995). *When right is wrong*. Lancaster, PA: Technomic Publishing.

National Center for Educational Statistics (1996). *The condition of education 1996*. Washington, D.C.: U.S. Department of Education.

No Child Left Behind Act of 2001, Pub. L. No. 107-110 (2002).

Tanner, D., & Tanner, L. (1995). *Curriculum development: Theory into practice*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Wick, J., & Gose, K. (1994). *Improving student performance in your school*. Dubuque, IA: Kendall/Hund Publishing.

Wiles, J., & Bondi, J. (1998). *Curriculum development: A guide to practice*. Columbus, OH: Prentice Hall.

Selected Journals:

American School Board Journal

Bulletin of the National Secondary School Principals

Change

Educational Leadership

Education Week

ERS: Spectrum

Journal of Higher Education

Middle School Journal

Phi Delta Kappan

Principal

School Administrator

XIX. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XX. Tape-recording and/or any Other Form of Electronic Capturing

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. *State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.***

*Persons authorized to take notes for the Center for Educational Access, **for the benefit of students registered with the Center**, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, **you are permitted to reproduce notes for a student in this class** who has missed class due to authorized travel, absence due to illness, etc. **However, to be clear, any class notes must not be sold or made available for any commercial use.***

XXI. Significant Activity Rubrics

(See next page)

**EDLE 5083 Analytical Decision Making –
Instructional Practices and Curricular Materials
*Scoring Rubric for Significant Activity #1
Standard Element Evaluated: ELCC 2.2 / AR 3 / SP 3**

Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Addressed the appropriate subject assigned	The student addressed the appropriate subject assigned, but there is no mention of the Arkansas State Standards. 1	The student addressed the appropriate subject area, but conclusions were not supported in the body of the paper with mention of the Arkansas State Standards. 3	The student addressed the appropriate subject area. Conclusions are strongly supported. Work aligned with the Arkansas State Standards. 5
Instructional Standard (ELCC 2.2, SP 3)	Showed an understanding of ELCC standard 2.2.	Did not demonstrate the ability to improve instructional practices. 1	Identified a few activities that improve instructional practices. 3	Demonstrated the ability to facilitate activities that apply principles of effective instruction to improve instructional practices. 5
Research and Data	Used research and data-driven decision-making	Provided no elements of leadership using research for computer programs or other electronic resources. 1	Demonstrated leadership in the use of minimal research for computer programs or other electronic resources to enhance the subject area, lesson plans, or book review. 3	Demonstrated leadership in the use of research for computer programs or other electronic resources to enhance the subject area, lesson plans, or book review. 5
Writing	Wrote the review with clarity and sound technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. 1	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. 3	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. 5
APA Format	References are used appropriately and in proper APA format	Citations for statements included in the report were not present, or references which were included were not found in the text. 1	Citations and reference list were presented. Some formatting problems exist, or components were missing. 3	All needed citations were included in the report. References matched the citations, and all were encoded in APA format. 5

Student Name

Date

Total score for this assignment

EDLE 5083 Analytical Decision Making –
 Instructional Technology and Informational Systems
 *Scoring Rubric for Significant Activity #2
 Standard Element Evaluated: ELCC 2.2.c / AR 3 / SP 3

Category	Criterion	1 Does not meet standard	3 Emergent	5 Outstanding
Synthesis	Technology Questionnaire	The student's questionnaire was not included in this assignment. 1	The student's questionnaire had some useful questions, but did not cover instructional standards for educational leaders. 3	The student's questionnaire was of sufficient length and breadth to obtain useful information. 5
Diversity	Sensitive to the diverse groups	The student's questionnaire was not sensitive to the diverse group needs. 1	The student's questionnaire requested only diverse group membership. 3	The student's questionnaire was sensitive to the diverse groups that would be giving feedback. 5
Research and Data	Statistical research questions	The student's questionnaire did not include questions and point scale responses that could be used for statistical research. 1	The student's questionnaire included questions, but without point scale responses that could be used for statistical research. 3	The student's questionnaire included questions and point scale responses that could be used for statistical research. 5
Motivational Memo or Speech	Diversity and equality in the classroom	The student's memo or speech to staff was not included in this assignment. 1	The student's memo or speech was motivational, but it did not talk about the school's diversity and equality in the classroom for all students. 3	The student's memo or speech was motivational, talked about the school's diversity and equality in the classroom for all students. 5
Dissemination Plan	Targeted all community groups, leaders, and parents.	The student's dissemination plan did not target community groups, leaders, and/or parents. 1	The student's dissemination plan identified some community groups, leaders, and/or parents. 3	The student's dissemination plan was complete and targeted all community groups, leaders, and parents. 5

ELCC Standard (ELCC 2.2.c/ SP 3)	Showed an understanding of ELCC standard 2.2c.	Did not identify knowledge of technology and information systems to monitor instructional practices. 1	Identified knowledge of technology and information systems to monitor instructional practices. 3	Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices. 5
Writing	Wrote the review with clarity and sound technique	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. 1	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Sentence structure is too repetitive. 3	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. 5
APA Format	References are used appropriately and in proper APA format	Citations for statements included in the report were not present, or references which were included were not found in the text. 1	Citations and reference list were presented. Some formatting problems exist, or components were missing. 3	All needed citations were included in the report. References matched the citations, and all were encoded in APA format. 5

Student Name

Date

Total score for this assignment

EDLE 5093 Effective Leadership

Kara Lasater, Ed.D.
(417-276-9444) (klasater@uark.edu) (237 Graduate Education Building)

General Course Information

Description: A performance based examination of strategic planning, group facilitation and decision-making, organizational behavior and development, professional ethics and standards, student services administration, and principles of effective leadership. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class using ELCC standards for effective school leadership to insure school improvement.

Purpose of the Course: The purpose of this class is to learn how leaders can transform schools into highly effective organizations that promote student academic success, nurture social development, support emotional wellbeing, mentor successful teachers, foster continuous learning, and facilitate the leadership development of both students and staff. Further, it is our purpose to learn how leaders can develop learning communities in which the pursuit of educational excellence is a satisfying task for both adults and students. The course focus will be on student success using ELCC Standards for educational leadership.

Educational Leadership Constituent Council Standards: The NCATE approved Educational Leadership Constituent Council (ELCC) Standards referenced in this syllabus can be found at: <http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>

Course Textbooks:

Hess, F. M. (2013). *Cage-Busting Leadership*. Harvard Education Press: Cambridge, MA. ISBN: 978-1-61250-506-0

Northouse, P. G. (2015). *Introduction to Leadership: Concepts and Practice*. (3rd ed.). SAGE: Los Angeles, CA. ISBN: 978-1-4522-5966-6

Supplementary Resources:

Additional readings distributed electronically throughout the semester.

Program Goals and Objectives Aligned with ELCC Standards:

The primary objective of this course is to provide future school principals with an understanding of building-level leadership and to provide the skills and understanding needed to foster leadership development through the school organization.

ELCC Building Level Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

- 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
- 3.4 Candidates understand and can develop school capacity for distributed leadership.
- 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

- 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.
- 4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.
- 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
- 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

- 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
- 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
- 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
- 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
- 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social,

economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Academic Honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/245.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact the instructor.

Written Work: All written assignments must be typed, double-spaced, and adhere to the sixth edition of the *Publication Manual of the American Psychological Association*.

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of weather disrupting class, I will do my best to post a notification on the course website.

Accommodations: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for

Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Course Assignments and Grading

Class Participation and Attendance: This course is designed so that each person (instructor and student) is a teacher as well as a learner. Each of us has a responsibility to contribute to other group members' learning, as well as our own. Constructive participation in the class discussion boards, written work, Collaborate sessions, and other activities is expected. Students are expected to:

- contribute interesting, insightful comments;
- present examples of concepts relevant to discussion topics;
- paraphrase and build on comments of others;
- pose good questions;
- and listen and respond appropriately to others.

Positive participation: The student regularly contributes to discussion board topics and Collaborate sessions and responds with sensitivity to classmates. Comments add to the learning experience and are connected to both the readings and the student's relevant outside experiences. The student completes all weekly activities and utilizes learned knowledge to develop insightful, meaningful responses to discussion board topics and Collaborate sessions.

Negative participation: The student contributes to discussion board topics and Collaborate sessions infrequently and/or does not value and respect the contributions of classmates. Comments do not add to the learning undertaken by the class as a whole. Comments are not connected to the readings and are isolated to outside experiences only. Student does not complete required readings or watch required videos; thus, knowledge from these experiences is absent from discussion board posts and Collaborate session discussions.

Missed assignments, make-up policy: Late work will be accepted with a credit deduction of 10% for each day (*not class meeting*) late. Please see me individually if you have special concerns or circumstances.

Major Assignments: In order to receive a passing grade for the course, all of the assignments must be completed in a satisfactory manner.

1. Interview	20
2. Case Analysis & Presentation	20
3. Research Bulletin	20
4. Reflection Paper	20
5. In-Class Activities	20

Total Points 100 points

Grades will be determined on the following basis using a 100 point scale:

A 90-100	C 70-79	F below 60
B 80-89	D 60-69	

Syllabus Change: The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, prompt notification will be given to the class. It is the responsibility of students to monitor email through their University of Arkansas account.

Course Schedule

January 19, 5:30 – 8:20 pm, Campus
January 26, 5:30 – 8:20 pm, Collaborate
February 2, 5:30 – 8:20 pm, Campus
February 9, 5:30 – 8:20 pm, Collaborate
February 16, 5:30 – 8:20 pm, Campus
February 23, 5:30 – 8:20 pm, Collaborate
March 1, 5:30 – 8:20 pm, Campus
March 8, 5:30 – 8:20 pm, Collaborate
March 15, 5:30 – 8:20 pm, Campus
March 22, Spring Break
March 29, 5:30 – 8:20 pm, Collaborate
April 5, 5:30 – 8:20 pm, Campus
April 12, 5:30 – 8:20 pm, Collaborate
April 19, 5:30 – 8:20 pm, Campus
April 26, 5:30 – 8:20 pm, Collaborate
May 3, 5:30 – 8:20 pm, Campus

University of Arkansas, College of Education and Health Professions

DEPARTMENT OF CURRICULUM AND INSTRUCTION

“The Scholar-Practitioner Model”

I. Program Affiliation: Special Education

Course Number and Title: SPED 532v Practicum in Special Education

Prerequisites: Admission based on the portfolio evaluation

Professor Special Education Faculty

II. Relationship to the Knowledge Base Advance Level (M.Ed.)

This course is an advanced course at the master's level in the specialty studies. The Scholar-Practitioner at this level will demonstrate skills and dispositions for individuals with disabilities while demonstrating advance learning in the specialty studies and the social and behavioral studies in the substantive areas.

III. Goal:

The goal of this course is to prepare students who will be knowledgeable and skilled in educating individuals with disabilities. The students will demonstrate knowledge of the characteristics and needs of individuals with disabilities and their implications in terms of service provision.

IV. Competencies based on the CEC *Special Education Content Standards*

Standard 4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Product: Develop and teach lessons using appropriate, research-based instructional strategies.

Standard 5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.

Product: Develop and teach lessons while maintaining a positive learning environment with meaningful social interactions.

Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Product: Develop and teach lessons developed on the individual needs and interests of the students

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional

learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments.

Product: Develop and teach lessons that are based on individual needs and curriculum-based assessments.

Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

Product: Develop and teach lessons demonstrating the use of collaboration across settings such as between classroom setting or home and school.

V. Content

1. Identification of student abilities and challenges
2. Planning instruction
3. Assessing student acquisition of learning
4. Modifying and adjusting instruction to meet student needs
5. Self-evaluation

VI. Evaluation

All written assignments are to be prepared on a computer or typewriter. Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. Avoid language that is sexist, cultural biased, reinforcing of stereotypes, or offensive to persons with disabilities. Products must be submitted by the due date published in the syllabus. A minimum of 2 classroom observations will be made during the practicum and the results will be a factor in the final grade. Assignments will be completed; otherwise, the student will earn an “F” in the course.

VII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

VIII. Grading Scale

The Practicum in Special Education is a pass/fail course.

IX. Academic Honesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University of Arkansas Academic Integrity Policy which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

X. Accommodations

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures). University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

XI. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Online posting of inappropriate materials is considered a disruption of class. Disregarding of the UA Computing Code of Practices (for example, sending spam or forwarding messages without the knowledge or permission of the persons involved) is considered inappropriate classroom behavior.

XII. Inclement Weather Policy

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus. Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools, classes will not meet and faculty will be unavailable. For further information, please check the University website www.uark.edu or contact your professor directly.

University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>.

XIII. Course Resources

University of Arkansas Library System

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program

Course Number: SPED 5733
Course Title: Inclusive Practices for Diverse Populations

Catalog Description: This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of characteristics of individuals with severe disabilities while emphasizing advance learning in assessment, instruction, and emerging issues specific to students with significant needs.

Prerequisite: Admission to Graduate School

Instructor: Dr. Suzanne Kucharczyk
Office hours – by appointment virtually or in person
410 Arkansas Ave, Room 303
Office tel - 479.575.6210
Email – suzannek@uark.edu

I. Relationship to Knowledge Base:

ADVANCED LEVEL (M.Ed.)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

II. Course Goals

The goal of this course is to prepare students who will be knowledgeable concerning the identification and needs of individuals with exceptional learning needs. The students will demonstrate knowledge of the characteristics of individuals with exceptionalities and implications in terms of service provision within the general education classroom.

III. Course and skill objectives:

1. Students understand and use general and specialized knowledge for teaching across curricular content areas to individualize learning for students with exceptionalities by using research based practices that support inclusion. *Related to CEC Initial Preparation Standard 3, 5*
2. Students will discuss the history of exclusion of people with disabilities, its ramifications, educational laws which support access to a least restrictive environment, and develop a

personal philosophy of inclusion based on this knowledge. *Related to CEC Initial Preparation Standard 6*

3. Students identify the key roles and responsibilities of effective inclusion stakeholders and apply communication and collaboration supports to ensure active engagement across these groups. *Related to CEC Initial Preparation Standard 2, 6, 7*
4. Students link the specific needs of learners based on disability with effective inclusion practices to better ensure learner progress. *Related to CEC Initial Preparation Standard 5*
5. Students will plan inclusive classrooms and opportunities which employ differentiated, multicultural, culturally responsive, research-based, and universally designed practices to address unique learning needs of students from diverse backgrounds. *Related to CEC Initial Preparation Standard 2, 6, 7*
6. Students will identify and demonstrate application of Universal Design for Learning Guidelines within their settings. *Related to CEC Initial Preparation Standard 5, 2*
7. Students will modify general and specialized curricula to make them accessible to individuals with exceptionalities. *Related to CEC Initial Preparation Standard 3, 5*
8. Students will identify, plan for, and apply opportunities for inclusion beyond the classroom. *Related to CEC Initial Preparation Standard 2*
9. Students will design teacher- and student-based progress monitoring processes to evaluate the effectiveness of inclusive practices and student learning through the use of the practices. *Related to CEC Initial Preparation Standard 4*

IV. Required Texts

The following text is required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson.

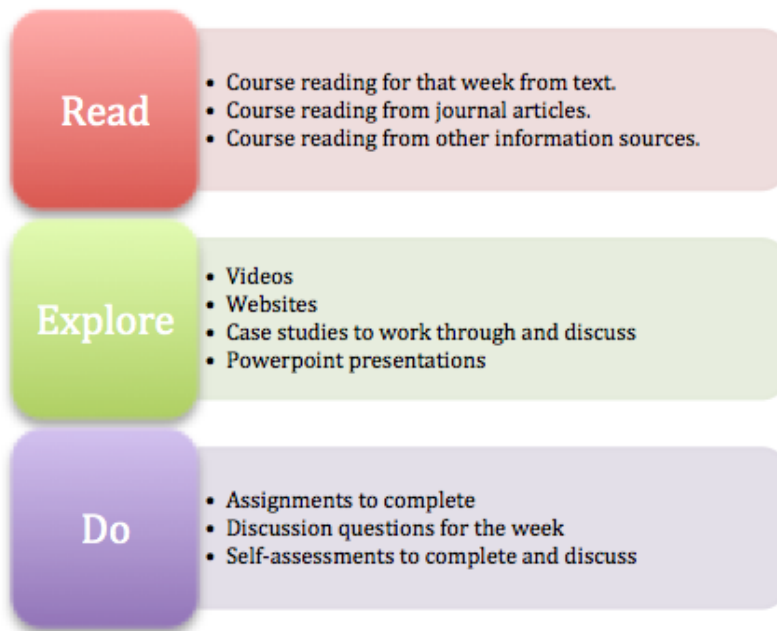
Salend, S.J. (2016). *Creating inclusive classrooms: Effective and reflective practices for all students* (8th ed.). Boston: Pearson.

V. Philosophy Grounding Course

1. Inclusion is NOT a place - it is an attitude, which demands we create opportunities and design supports to include students with disabilities in various ways in various settings.
2. We as a society, we as schools, and we as teachers have a history of excluding as a default, which requires us to consciously consider inclusion and identify when we are unwittingly continuing exclusion
3. That appropriate, effective inclusive practices are good for all students

VI. Course Structure

This course is structured in an online format across 4 learning modules. Within each module are 3-5 lessons. Each lesson is organized into 3 tasks: read, explore, and do. These will be your course activities for each week and may include some of the following activities. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity within the lesson.



VII. Modules and Lessons

The course is divided into 4 content modules which each include 3-5 lessons. These modules are:

1. Foundations and Fundamentals of Inclusion
2. Creating Inclusive Environments
3. Differentiating Instruction
4. Evaluating Student, School, and Classroom Progress Behavioral Support

Class Schedule Summer 2017:

Module	Date to Complete	Lesson	Content	Chapter in Text	Assignment (Blogs & Disc listed in each lesson)
Foundations and Fundamentals of Inclusion	By July 5	1	Introduction to Course Introduction to Self Introduction to Inclusion		
	By July 10	2	Understanding Special Education Process related to inclusion	1, 2	Position Paper on Inclusion Movie Review
		3	Diverse Needs of Students with Disabilities	3	
		4	Cultural Competence and Inclusion	4	
Creating Inclusive Environments	By July 17	5	Collaborative Relationships	2 (review), 5	How To – Cultural Competence How To - Collaboration
		6	Fostering Transition, Self-Determination, Acceptance and Friendship	6	
		7	Supporting Positive Behavior	7	
Differentiating Instruction	By July 24	8	Differentiating Instruction	8	How To – Social Support How To - Positive Behavior Post Draft PowerPoint Slides for Peer Feedback
		9	Large and Small Group Instruction	9	
		10	Academics	10,11	
	By July 31	11	Functional Skills in Inclusive Settings		How To – Differentiating Instruction Post Final PowerPoint Presentation on Inclusion
		12	Inclusion beyond the classroom		
Evaluating Student, School, and Classroom Progress	By August 4	13	Evaluating Student Progress	12	Due – COMPLETE & Edited - How Tos For Effective Inclusion Position on Inclusion Reflection
		14	Evaluating Programmatic Progress		
		15	Supporting inclusion – big and small		

VIII. Assignments

Please note:

This course includes a series of mini-assignments with the intention of ensuring you are engaging in the content of the course, applying the concepts, and reflecting on your work and the work of others. Feedback is a critical aspect of this course. Review thoroughly assignment and discussion rubrics to ensure you are providing feedback that is critical, supportive, and specific.

All assignments are due by 11:59pm on the due date indicated on the Class Schedule above. There are a number of assignments due on one day. Given the structure of the summer course, you may choose how to use your time to complete these. You may submit these earlier and stagger uploads as you wish. The due date reflects the last day that the assignment will be accepted. Assignments should be uploaded through BlackBoard. Rubrics for many assignments are provided online to guide your development.

The due dates also reflect the date by which the previous grouping of lessons must be completed by to ensure you receive credit for your thinking and work. The points for these add up – please ensure you stay engaged.

All written assignments are to be prepared on a computer. Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. For more information concerning the APA format refer to the APA manual 6th edition or use the APA format navigation link on the left menu.

Avoid language that is sexist, cultural biased, reinforcing of stereotypes, or offensive to persons with disabilities (use people-first language). The instructor will assess the content of each chapter and its assigned readings through products and examinations. Products must be submitted by the due date published in the syllabus. Assignments will be completed; otherwise, the student will earn an "F" in the course.

Assignments	Possible Points
1. Position Paper on Inclusion	25
2. Movie Review	20
3. How To – Cultural Competence	15
4. How To – Collaboration	15
5. How To – Social Support	15
6. How To – Positive Behavior	15
7. How To – Differentiating Instruction	15
8. How To – Teacher/Student Monitoring	15
9. PowerPoint on Inclusion	60
Part A – Post for Peer Feedback	(20)
Part B – Post for Grade	(40)
8. Position on Inclusion Reflection	<u>30</u>

total 210

Assignment 1: Position Paper on inclusion

Points 25

Purpose of Assignment:

- To gather your early thoughts on inclusion and how these were developed.
- To gather your current knowledge of effective inclusive practices.
- To consider questions you have about inclusion and effective implementation of inclusive practices and how you will use this course to engage your learning on these.

Instructions:

Write a 3 page, double spaced paper which includes the following.

- Introduction to your paper which prepares the reader for what you will discuss
- A statement which answers the following:
 - o "I believe that inclusion means..."
 - o "I believe that inclusion is for (whom)..."
 - o "I believe that well implemented inclusion has the possibility to ..."
- Support your position statements with...
 - o A paragraph or two on how your current understanding/position on inclusion developed (e.g., experience, study, teaching)
 - o A paragraph or two on practices which you believe are essential to effective inclusion
 - o A paragraph or two on school, teacher, or other issues which challenge effective inclusion.
 - o A paragraph on how you would like to expand your understanding of inclusion with specific questions you hope to answer through this course.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Assignment 2: Movie Review

Points: 20

Purpose of Assignment:

- To reflect on cultural perspectives of people with disabilities in schools and communities
- Describe how popular media portrays the segregation and inclusion of people with disabilities

Instructions:

Watch a popular media film or TV series which depicts the lives of children or adults with disabilities. There are possible movies or TV series listed below. If you choose a movie or TV series other than one of these please check in with your professor to ensure it's appropriate for the assignment. When discussing the TV series make sure to describe it as a whole (at least one season rather than specific episodes. Specific episodes can be used to make specific points but the series should be considered across multiple episodes. Write a 3-4 page paper reflection on the movie by including the following:

- Brief description of how the character with disabilities is depicted in the movie. What is the archetype of the character (e.g., hero, victim, magical, typical experience). Does the movie stereotype disability by reducing the individual to false social constructs (<https://attitudes2disability.wordpress.com/category/stereotypes/>)?
- Describe ways in which the character is portrayed as included within their home, community, school, etc. How would you characterize their inclusion (full, false, token).
- Describe supports provided to the character throughout the movie that supports their inclusion. Described missed opportunities that might have positively impacted the character's inclusion.
- Describe how supportive of the characters inclusion other characters in the film are or are not.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.
- The paper focuses on my reflection of the film, rather than a description of the film.

Assignment 3-7: How Tos

Due:

Post to Discussion - Various, See Schedule (25 points total/5 each)

Upload ALL to Assignment BY August 4 (50 points)

Points: 15 each – 75 total

Purpose:

1. To identify core components of key instructional practices which support effective implementation of inclusion.
2. To apply these practices by designing How-To snapshots prepared for implementation.
3. To gather a library of effective inclusive practices to use in own setting and support the work of other educators.

Instructions:

1. You are expected to create How-Tos in the areas of:
 - a. Cultural Competence
 - b. Collaboration
 - c. Social Support
 - d. Positive Behavior
 - e. Differentiating Instruction
2. For each of these, choose a SPECIFIC research based practice identified in the text and complete the How-To Worksheet relevant for each practice area. *For example, collaboration is NOT a specific strategy. A specific collaboration strategy could be family/school partnerships, professional learning communities, weekly meetings, shared binders, and so on.* See assignment section in Blackboard. If you wish to choose a practice not identified in the text you must include evidence of its effectiveness through referencing at least 2 peer reviewed journal articles of the study of the practice in schools.
3. Post each DRAFT to the appropriate discussion by the due date.
 - a. This will give you a chance to get feedback from peers
 - b. Please review practices posted by other students and respond to at least 2 students for each practice
 - c. You may wish to revise any of these before uploading them to the assignment section
 - d. All 5 MUST be uploaded under Assignments for a final grade by August 4

Assignment 8: Effective Inclusion PowerPoint

Due:

Part A Post draft slides to appropriate discussion thread by July 24 for peer feedback

Part B. Post completed video presentation of PowerPoint by August 2

Points: 60

Purpose:

1. Demonstrate ability to synthesize content from across the course to deliver to an audience
2. Identify core components critical for effective inclusion
3. Communicate effectively to a particular group

Instructions:

Develop and present a PowerPoint presentation that would take you no more than 30 minutes to deliver to a specific audience. You choose the audience (e.g., general education teachers, special education teachers, administrators, related service providers, paraprofessionals, parents, students with and/or without disabilities).

On the first slide:

- Specify the audience and why you chose this audience
- Specify the purpose of your presentation. What information are you choosing to share with this group and why?
- Include a resource with Universal Design Guidelines for PowerPoint presentations. Reflect on how well you were able to address these in your presentation

Include the following in your presentation:

- A definition of inclusion
- Identify and use specific practices which you learned about across the course (e.g., collaborative learning activity, question-answer) as practices you would use when delivering the presentation
- Content specific to your identified purpose
- Resource list of online links specific to the content of your presentation
- Use the notes section of PowerPoint to discuss any decisions you made about you would include. These do not have to be detailed, but if you are bulleting or very brief on the slides notes will be important for us to understand your thinking.

Part A – Post for Feedback

- Post your draft PowerPoint to Discussion
- Ask for specific feedback (consider what you struggled with or wonder if you covered effectively)
- Respond to at least 2 peer's uploaded PowerPoints

Part B – Upload Video of Presentation and PowerPoint for Grade

- Upload your completed, recorded presentation for your full grade. I will not grade part A until you have submitted Part B.
- Include edits as you feel is appropriate from the feedback you received

Assignment 4: Position on Inclusion Reflection Paper

Points: 30

Purpose: This position paper provides an opportunity for you to merge and synthesize your experiences in this course and to consider in what ways if any your position on inclusion has changed, expanded, become more complex.

Write a 3 page position paper which expands on your first position paper, which includes the following:

- Introduction to your paper which prepares the reader for what you will discuss
- A statement which answers the following:
 - o At the beginning of the course, I believed effective inclusion meant...
 - o My experience of inclusion was shaped by...
 - o At this point in the course, my position has...(e.g., changed, solidified, expanded, become more complex, simplified)
- Provide explanations by identifying:
 - o Course content (e.g., readings, explorations, assignments, discussions, blogs) which have further formed your position
 - o How these have further formed your position
- Conclude with reflections which include:
 - o 2 ways in which your engagement in the course will support your current and/or future work
 - o 3 inclusive practices which you believe you will be eager to implement in your work. If you will teach in a non-inclusive classroom, how might you apply these?
 - o One question that remains for you related to inclusion.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Lesson Participation

Points: 10 per week (140 Total)

Each week's discussion or blog participation is worth 10 points – across 1 or 2 separate activities. To earn full credit, you must provide a thorough answer to the discussion or blog question, post these in appropriate location, and reply to at least two of your colleague's posts across each question. It is your responsibility to keep up on these posts. Do not attempt to complete all posts for a week on one day. All posts and replies MUST be posted by the due date for that set of lessons. Since this is an intensively spaced summer class we are responsible for ensuring we plan our time to complete our work. Please make sure to seek out support from professor and peers if you need help.

Feedback is a critical element of discussion. *Your responses to peers should evidence helpful reflection on your peer's post, consideration of critical feedback, support in their growth, and specific ideas. Why did you appreciate their statement? What did you connect with? How might they expand their thinking? What elements may they be missing?*

The discussion board and blog posts and your engagement in these are essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Please remember to treat each other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from cultures and family structures different from your own, and so forth. *Being respectful doesn't mean we cannot challenge each other's thinking. We will learn best when we can respectfully question each other and offer alternate perspectives. Building a safe, supportive learning community will be essential to our work together.*

Points Per Assignment:

Assignments	210
Weekly Discussions/Blogs	140

Total Points: 350

A (90 – 100%)	315-350
B (80 – 89%)	280-314
C (70– 79%)	245-279
D (60 – 69%)	210-244
F (0-59%)	below 209

IX. Writing Expectations

All assignments should be completed in a **grammatically correct and well organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs. Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA): www.apa.org
2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>

X. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process.

XI. Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

XII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

XIII. Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville "bad weather" can be useful in understanding lapses in online access.

Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools,

classes will not meet. For further information, please call the Special Education Office (479-575-3548) or contact your professor directly. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather sites updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.ncll>.

XIV. Course Resources

University of Arkansas Mullins Library
Computer Laboratories-Graduate Education Building
See Blackboard for other resources for each week's lesson

XV. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction
Special Education Program**

Course Number: SPED 5783
Course Title: Professional and Family Partnerships

Catalog Description: This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of family-school partnerships from early childhood through the transition to adulthood while emphasizing advance learning in the specialty studies and the social and behavioral studies in the substantive areas.

Prerequisite: Admission to Graduate School

Instructor: Dr. Suzanne Kucharczyk
Office hours – by appointment virtually or in person
Office tel - 479.575.6210
Email – suzannek@uark.edu
As much as I am able I will respond to you within about a day during the work week and by Monday if you send me an email during the weekend.

I. Relationship to Knowledge Base:

ADVANCE LEVEL (M.Ed.)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming.

II. Course Goals

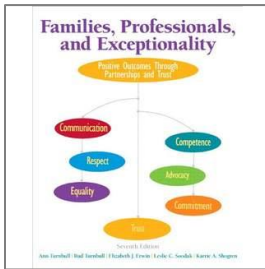
This course explores issues, theories, models, research, and recommended practices related to family-professional and inter-professional relationships. Participants will investigate the dynamics of interactions with families and teams, including approaches to decision-making, communication, and collaboration. Course content (knowledge) focuses on systems theory in order to examine the potential impacts of disabilities on the daily lives of families and consider how the broader context of school and community both effects and is effected by interactions with individuals with disabilities and their families. Historical, legal, and ethical perspectives on family involvement are explored. Culturally competency approaches for teaming and providing services to families with members who have disabilities are discussed.

III. Course and skill objectives:

1. Students will demonstrate knowledge of family theories and research and apply that to working with diverse families. *Related to CEC Initial Preparation Standards 6.3; CEC Advanced Preparation Standards 4.1, 4.2*
2. Students will develop an understanding for the historical perspectives on the relationships between families of children with disabilities and schools, as well as the legal rights of families. *CEC Advanced Preparation Standards 5.3, 6.1, 6.2*
3. Students will analyze their own family background and experiences and reflect on how they may influence their interactions with families. *Related to CEC Initial Preparation Standards 5.1, 6.3, CEC Advanced Preparation Standards 7.1*
4. Students will identify various cultural and social structures and values in individual families and explain how they would approach these in school settings. *Related to CEC Initial Preparation Standards 1.1, 5.1, 6.3; CEC Advanced Preparation Standard 3.2, 7.1*
5. Students demonstrate skills in communicating, reflective listening techniques, and establishing rapport with families and interdisciplinary professionals. *Related to CEC Initial Preparation Standards 7.1, 7.2; CEC Advanced Preparation Standards 7.2, 7.3*
6. Students will apply strategies for actively including parents in their child's education and as co-equals on interdisciplinary teams. *Related to CEC Initial Preparation Standards 7.1, 7.2; CEC Advanced Preparation Standard 5.3, 6.4*
7. Students will identify teaming dynamics and explore their impact on interdisciplinary collaboration. *Related to CEC Initial Preparation Standards 7.1, 7.2, 7.3*
8. Students will apply variables contributing to the effective functioning of teams and supporting the learning of individuals on those interdisciplinary teams. *Related to CEC Initial Preparation Standards 4.3, 6.6, 7.1, 7.2; CEC Advanced Preparation Standards 6.5, 6.6, 7.3*
9. Students will reflect on their own values, biases, interpersonal, leadership, and team membership styles. *Related to CEC Initial Preparation Standards 6.6*
10. Students will seek and share various community resources to support the diverse needs of families. *Related to CEC Initial Preparation Standards 5.6*

IV. Required Texts

The following texts are required and used throughout the course. In addition, there will be a number of web-based lectures, online learning activities, journal articles and other resources assigned for each lesson. In assignment #3, Book Review, you are asked to read one of four books (described in assignment section) and develop a reflective book review.



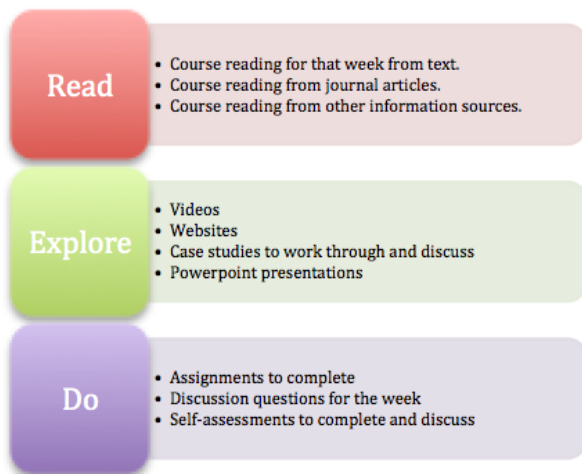
Text A – Turnbull, A., Turnbull, R. H., Erwin, E. J., Soodak, L. C. & Shogren, K. A. (2015). *Families, Professionals, and Exceptionality*. Pearson.

Text B – Durand, V. M. (2011). *Optimistic Parenting*. Brookes.

V. Course Structure

This course is structured in an online format. Each module will be opened a at least a week prior to us starting those lessons. Each lesson is organized into 3 tasks: read, explore, and do. These will be your course activities for each week and may include some of the following activities. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity.

Each week begins on Wednesday, please make sure to post your discussion responses by Sunday and provide feedback and responses to peers by Tuesday night. This structure is designed to give you both weekday and weekend time to engage in each lesson.



I. Modules and Lessons

The course is divided into 5 content modules which each include 2-3 lessons. These modules are:

1. Family Systems and Cultural Competency
2. Families and Schools: History & Law
3. Partnering with Families
4. Interdisciplinary Collaboration and Teaming
5. Challenging Conversations & Conflict

Schedule:

Week #	Week Starting Wednesday	Module	Lesson	Assignment Due on Tuesday before the start of Lesson
1	Aug 23	Introductions Course Overview		
2	Aug 30	Family Systems & Cultural Competency	Family Characteristics & Interactions	
3	Sept 6		Family Functions & Cycles	
4	Sept 13		Developing our Cultural Competency	Choose one for the 4 books for the Book Review
5	Sept 20 <i>Live Lecture</i> Thursday Sept 21	Families & Schools: History & Law	History	Socio-Cultural Map submitted Tues, September 19 th by 11:59pm
6	Sept 27		Law	Signed Family Invitation submit by Tuesday, September 26 th by 11:59pm
7	Oct 4	Partnering with Families	Impact of disability on the family	
8	Oct 11 <i>Live Lecture</i> Thursday Oct 12 GUEST SPEAKER		Meeting Families' Basic Needs	Family Interview Done by October 10 th at 11:59pm
9	Oct 18 – Fall Break		Catch up!	
10	Oct 25		Principles in Partnering with Families	
11	Nov 1	Interdisciplinary Collaboration	Collaborative Teaming	Book Review Submitted by Wed Nov 1 st by 11:59pm (Extra Day in case you are trick or treating)
12	Nov 8 <i>Live Lecture</i> Monday Nov 9		Coaching & Consultation	
13	Nov 15		Collaboration - IEP process	Family Interview & Resource Mapping Presentation – Post to Discussion by Tuesday Nov 14 th at 11:59pm
14	Nov 22	Challenging Conversations & Conflict	Dilemmas with Families & Teams	Teaming Assignment submitted by Nov 21 st at 11:59pm
15	Nov 29		Communication through Conflict	
16	Dec 6			Reflection Paper submitted by Tue, Dec 5 th at 11:59pm

Reading expectations for each lesson, as well as other course materials will be posted in the lesson on Blackboard.

VI. Assignments

Please note: All assignments and discussions are due by 11:55pm TUESDAY night.

Assignment 1: SocioCultural Map

Points: 20

Purpose:

1. Connect you to your cultural and familial backgrounds.
2. Reflect on similarities and differences between you and the families and children you have worked with, currently work with, and/or will work with in the future.
3. Reflect on own implicit bias to various groups of people.
4. Recognize some of the “cultural bumps” you may experience with families and children you will work with in the future and/or have already experienced with families and children you have worked with.
5. Identify some potential solutions to the “cultural bumps” from the perspective of a teacher. Please include a definition of “cultural bumps”.

Instructions:

- Go to Harvard’s Project Implicit (<https://implicit.harvard.edu/implicit/takeatest.html>), complete 2 of the following implicit bias tests (Native, Race, Asian, Arab-Muslim, Disability, Sexuality, Skin-Tone, Religion, Weight). You will not need to share exact results or prove that you took the test. You are expected to discuss your results and thoughts on them in your reflection write up.
- Interview a significant family member (e.g., someone close to you, someone in your family who has a key role) and write a sociocultural autobiography.
- The autobiography should be NO longer than 5-7 double-spaced typed pages.

Questions to consider in your sociocultural autobiography:

- Where is my family from? What part of the world/country/state? How did geographical location influence child rearing practices and values?
- What were the core values or lessons my family instilled in me as a child? What are the core values or lessons I am (or plan to) instilling in my own children?
- What family routines or holiday traditions were/are important? What did these mean to me? How did these shape who I have become as an adult?
- What were the significant events in my life? How have those events influenced who I am today?
- In what way, if any, did my upbringing influence my decision to enter my field of practice?
- Why am I pursuing graduate study?
- Given my background and experiences, what are my core values regarding service to children and families?
- What values influence my interpretation of students’ or clients’ challenges or

- my recommendations for service?
- How might my values and priorities conflict with families and children? I have I managed these conflicts?
 - What cultural or value based differences have I experienced with families I have collaborated with or may collaborate with in the future?
 - What are some effective ways of adapting my professional interpretations or recommendations to the value system of other families?

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

*Please note that all information shared will be kept in strict confidence – only the professor will have access to this information. Also, do **not** feel obligated to share information about yourself or your family that you are uncomfortable sharing.*

Assignment 2: Family Interview Part 1, 2, & 3

Points: 50

Purpose:

This project is an opportunity for you to become familiar with the strengths and challenges experienced by a family that includes a child with a disability. In addition, this project enables you to acquire experience and perspective on the delivery of services within the context of families that includes a child with a disability. Be sure that the family is comfortable with you working with them. You must have the family member you are interviewing sign that you have permission to conduct your project with their family and return it to your instructor by September 27th (see family invitation form).

What kind of family should I look for?

In this project, I want you to expand your horizons. Seek out a family that is different from your own (e.g., different culturally, different structure, child has a disability you are less familiar with). Select a family that includes a child, adolescent, or young adult with a disability.

How do I find such a family?

Use all of the resources you have at hand! Fellow class members may know multiple families that are willing to participate in this project. Families at your school or other community settings you frequent (e.g., place of worship) may be willing to participate in this project. Faculty at your school may be a resource for you, as well. Once you identify a family, explain to them the purpose of the project (to learn more about families that include members with disabilities) and assure them of the confidentiality of

any information they share with you. Share with the family the invitation/permission form that outlines what you are asking the family to do and have the family member you are interviewing sign the form.

There are 3 components to this project (Family Interview, Family Routine, Community Resources). Each component is outlined below.

Part 1: Family Interview

The interview should be viewed as an opportunity to listen to their “family story” as well as an opportunity to practice your skills in family interviewing and assessment. The purpose of listening to families is to gain a comprehensive view of the needs and strengths of the family as a basis for providing individualized and relevant support to the family. This component consists of the following steps:

1. Contact the family to set up a time for your interview (the interview can be done in person, via phone, or via skype).
2. Provide the family with a invitation/permission letter prior to actually conducting the interview. Explain to the family that all information they provide will be kept confidential.
3. Conduct the interview. Remember to be respectful to the family at all times.

Things to consider:

- It is OK to take notes during the interview, but I recommend writing them rather than typing them. Sometimes families feel intimidated when a professional is typing and they can't see what the professional is typing.
- Be clear with the family about how much time you will need. If you are likely to go over during the interview, especially if the family seems to be enjoying sharing their story, stop and negotiate a stop time that is responsive to the family's needs.

Some questions to consider asking include:

1. Tell me about your family structure. For example, who lives in your home? Are there other people not living in your home you consider part of your family?
2. Please tell me about your child with the disability (strengths, areas of need). *Questions will change based on the child's disability and age but may include some of the following:*
 - a. What did the early years look like?
 - b. How did you come to learn about your child's disability? Tell me about the process of diagnosis? What supports did you have? What do you wish was different about that process?
 - c. Please tell me about your child's experience in school. What works well? What is hard?
 - d. How was the transition post school? What was helpful? What was not helpful?

- e. Can you recall a time when you felt very surprised by your child and his/her strengths?
3. Are there particular challenges that you struggle with? What supports do you have related to these? What supports do you still need?
4. What would you most like school professionals to know about living with a child with a disability?
5. What do you feel are your family's strengths related to your child? What are your challenges? How do you manage these? What supports do you have access to?
6. What resources do you use in your community? What supports do you have? Are there things you wish you can do or do more of? What would be helpful for you?
7. How are you similar to or different than other families you know with children with disabilities?
8. Is there anything else you'd like me to know that I haven't asked you about yet?

At the conclusion of the interview explain that you will gather a list of resources for the family. You may say something similar to: "As part of this project I will research resources in your area that you may find helpful for you and your child. Are there particular resources that you would like information about?". Next, schedule a time when you can join the family for one of their family routines (e.g., dinner, shopping, church, completing homework after school) and share with them the community resources you gathered at that time.

The interview needs to be completed by **October 10th** so that you have enough time to complete all aspects of the project.

Part 2: Family Routine

The purpose of this component is to gain a better understanding of a typical family routine involving a child with disabilities. You may attend any routine that you and the family are comfortable with. Some examples include: accompany the family on an errand (e.g., grocery shopping) eating dinner, doing homework, going to church, attending a play date, attending a play group or community event (e.g., library story time, soccer game); attending a swimming class or other recreational/ sport activity). Spend enough time with the family so that you are joining them for the transition into and out of the routine. You can observe the routine or join in and participate (again whatever you and the family feel comfortable doing and discuss). While observing/participating in the routine think about the following questions:

- What surprised you about the routine? Was anything more challenging/less challenging than you expected?
- What did you observe that gave you information about the family's priorities? Values? Child rearing practices?
- How is the family similar to and different than your family?

Part 3: Community Resources

The purpose of this component is to give something back to the family for opening their home to you. Additionally, this component is meant to give you experience of seeking and identifying community resources and to become familiar with local resources for individuals with disabilities. Based on your interview with the family create a list of community resources. Community resources may include local camps for children, support groups for parents, support/social groups for children with disabilities, support groups of siblings, respite, information about transitioning out of high school, information about employment, local businesses that support individuals with disabilities (for example, sometimes skating rinks will have a special night just for individuals with disabilities, or some hair salons are sensitive to individuals with disabilities – offering a quieter setting).

For this component the resources should be typed and a brief summary of each resource should be provided for the family. The phone numbers, addresses, and websites of the resources should be provided as appropriate. It should be organized, easy to read, and should not include any jargon.

Part 1, 2, & 3 - The Family Project Presentation

Prepare a presentation to be recorded on Kaltura and posted to BlackBoard discussion that includes a synthesis of the information you obtained from the family interview and a reflection of the interview and the family routine. The presentation should be no more than 5 minutes. This is not much time. Make sure to practice to ensure you get all of the following information in your presentation.

Verbally provide the following information:

- Description of the family and the child with disabilities (using fictitious names to protect confidentiality)
- Reflections regarding the family's background and priorities
- Reflections regarding parenting a child with disabilities from family's perspective
- Reflections regarding family needs and resources
- How would you incorporate what you learned about this family in your classroom?
- How would you collaborate as a team to meet this family's needs and concerns?

Attach to the discussion post:

- the community resources sheet
- interview questions (highlight ones you asked; do not include answers)

Respond to fellow students' presentations with thoughts on some of the following: what you learned from their presentations and connections to course content.

Assignment 3: Book Review

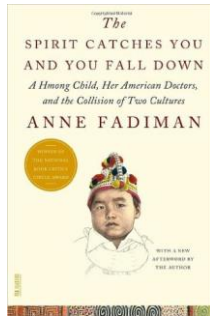
Points 40

You may choose to read **ONE** of the following books. Choose a book that you have not read yet.



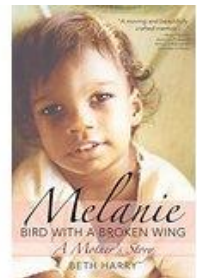
Ballenger, C. (1999). *Teaching other peoples' children: Literacy and learning in a bilingual classroom*. New York: Teachers College Press.

OR



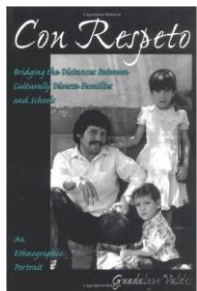
Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus, and Giroux.

OR



Harry, B. (2010). *Melanie: A Bird with a Broken Wing- A Mother's Story*. Baltimore, MD: Paul H. Brookes.

OR



Valdes, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and Schools: An ethnographic portraits*. New York, N.Y.: Teachers' College Press.

Each of the books depicts family diversity in some unique way including cultural/linguistic, socioeconomic, and ability diversity within school and human service settings.

Based on your reading of **one of the above** books, prepare a 4-5 page double-spaced report reflecting your reactions to the book. In your reflection, explore the following

questions:

1. How was the book's focal family or families different and/or similar to your own family?
2. What were the most important values and child rearing practices of the family?
3. What value clashes did you have with the focal families and did you observe in the family's interactions with their child's school, health care providers, and/or community at large?
4. If you had been a professional working with the focal families, how might you have done things differently?
5. What did you learn from this book? How will you apply what you learned to your own professional practice?

Be prepared to summarize your reflection in a class discussion.

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Assignment 4: Teaming

Points: 30

Purpose: This teaming assignment provides you with the opportunity to think through a challenging teaming situation, identify roles of individuals on the team, and consider possible solutions through collaborative processes.

2 options:

Option 1 – Use the provided case study to complete the requirements for this assignment.

Option 2 – Use a challenging teaming experience you have been involved in or are anticipating. If you choose this option add a ½ to 1 page description of the context and challenge. Align your description with the provided case study so that I fully understand the issues.

Complete the following:

Breaking down the challenge

Use the provided worksheet to break down the challenge into its parts. Consider possible ways towards resolution through collaboration among team members.

Membership and Roles

Use the provided worksheet to describe who needs to be involved, their role, and possible contribution

Teaming Self-Reflection

1. Develop a 1-2 page double spaced analysis

2. Consider if you were the facilitator of this team.
3. How would you organize a team meeting to resolve this challenge?
4. What would be the agenda?
5. How would you prepare each member for his or her role and opportunity to contribute?
6. What professional development/coaching experiences would you consider for yourself, the team, or individual members on the team?
7. How would you organize a plan of action?
8. What steps would you take to follow-up after the meeting to ensure that the action plan is being enacted?

Criteria Checklist:

- My paper is well structured with clear introduction, description of what the paper will cover, expansion on each of these areas, and conclusion.
- When I cite other people's work I use APA citation and referencing.
- I have checked my grammar, punctuation, and spelling.
- I have included all elements as described in the instructions.

Assignment 5: Reflection

Points: 40

Purpose: This reflection paper provides an opportunity for you to merge and synthesize your experiences in this course in order to support application of your learning. **Please review your progress throughout this class by reviewing your participation in online discussion, reading reflections, family interview, and so on.**

Reflection assignment: you and a team of professionals have been tasked by your building administrator to create a school-wide professional development training. The training is to focus on parent/school partnerships and supporting parent involvement in the school and classrooms. As you prepare for your first meeting with your team, you decide to reflect on the following areas.

Develop a 4-5 page paper reflecting on the 3 areas and questions below. Make sure to cite all articles, chapters, books, lectures, and so on using APA formatting (<https://owl.english.purdue.edu/owl/resource/560/01/>).

Current & Future Practice

1. What will you do differently in your current or future classroom practice to improve your partnerships with families? What will you maintain the same?
2. Why will you do things differently?
3. What part of the course (readings, discussions, assignments, explorations) informed these changes or decisions to maintain practices?

School In-service Training

1. What would you do to train teachers to communicate effectively with families?
2. What steps would they need to take to establish and maintain trusting relationships with families?
3. How would you help them to resolve conflicts and have difficult conversations?
4. What would you teach them to help them to connect to families with resources in their community?
5. What strategies would you teach teachers to eliminate power differences in family-professional relationships?
6. How would you help teachers to enhance their cultural competence?
7. How & why would you involve families in the professional development training?

School Policy & Activities

1. What kind of initiatives would you suggest to involve families in the school community? Why these? How would you attract the “least involved” families?
2. What types of school policies would you review, change, or implement to better family-school partnerships? Provide a rationale.
3. How would you involve families in these committee’s activities (how can you get the family voice to know what policies or activities to implement)?

Weekly Participation

Points: 10 per week (150 Total)

Over the 15 week course, you will have the opportunity to participate in weekly discussions on various topics. Each week’s lesson is worth 10 points across 1-3 “do” activities. Responses and feedback to peers is a critical aspect of this course. Your feedback to posts should be supportive, constructive, and specific about what edits, additions you would make or what you would ask your peer to consider from your perspective. See the participation rubric for more information on expectations.

The discussion board and your engagement in it will be essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Given the content of this course focusing on families, cultures, schools, and conflict we will likely touch on vulnerable issues. Please remember to treat each other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from races, cultures, genders, sexual orientation, religions or no religion, and family structures different from your own, and so forth. Remember to not make assumptions about who people are or what they represent. ***Building a safe, supportive learning community will be essential to our work together.***

Live Lecture Participation

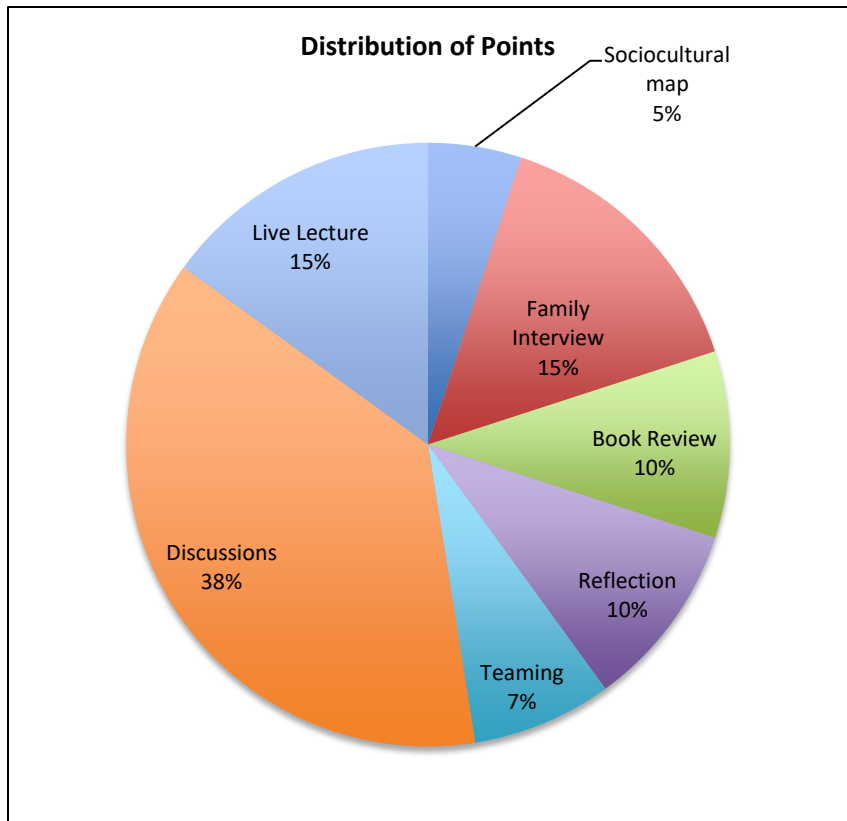
Points: 60

Over the course, your instructor will lecture live on-line 3 times. These lectures are noted on the attached schedule. Some lectures will take place a week prior to an upcoming assignment due date. This will offer you an opportunity to come with questions about the assignment. All lectures will be taped and posted on Blackboard.

<i>Points by Assignment:</i>	
SocioCultural Map	20
Family Interview Pts 1, 2, 3	60
Book Review	40
Reflection	40
Teaming	30
Discussions Online-	150
Live Lecture Participation	60
Total Points: 400	
A (90 – 100%)	360-400
B (80 – 89%)	320-359
C (70 – 79%)	280-310
D (60 – 69%)	240-279
F (0-69%)	below 244

VII. Writing Expectations

All assignments should be completed in a **grammatically correct and well organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs. Other helpful sources for clear and professional writing standards are listed below :



1. American Psychological Association (APA): www.apa.org
2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>

VIII. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process

IX. Accommodations under the Americans with Disabilities Act

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures).

X. Academic Appeals

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. Refer to the Graduate Catalog of Studies for appeals structures and formal procedures for academic grievances.

XI. UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

XII. Classroom Behavior

Appropriate online classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

XIII. Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville "bad weather" can be useful in understanding lapses in online access.

Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools, classes will not meet. For further information, please call the Special Education Office (479-575-3548) or contact your professor directly. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.ncl>.

XIV. Course Resources

University of Arkansas Mullins Library
Computer Laboratories-Graduate Education Building
See Blackboard for other resources for each week's lesson

XV. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

. University of Arkansas
College of Education and Health Professions
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Scholar-Practitioner Model

Program Affiliation: Special Education

Course Number and Title: SPED 5893 Organization, Administration and Supervision of Special Education

Catalog Description: Procedures, responsibilities and challenges of administration and supervision of special education programs.

Prerequisites: Admission to the Graduate School

Professor: Dr. Tom Smith (tecsmith@uark.edu)

Relationship to Knowledge Base:

ADVANCE LEVEL (Ed.S., Ed.D., or Ph.D.)

This course is an advanced course at the graduate level in the specialty studies. At the level, the Scholar Practitioner Model will emphasize a study of the organization and administration of Special Education programs. Throughout the course, theoretical issues will be linked with current and past programmatic issues in Special Education.

Goal

The goal of this course is to prepare practitioners who will be able to plan, evaluate, and implement research-based special education services.

Competencies

Based on the CEC Standards, C/PA Standards, and Scholar-Practitioner Model conceptual framework:

Upon completion of this course, the student should be able to:

1. Explain the impact of the fundamental laws, regulations, and litigation has in provision of special education services. (CEC 1; CPA 2, 5; SP 1)
2. Identify and describe the impact of organizational models have on the provision of services to students with disabilities. (CEC 9, 10; CPA 2; SP 7)

3. Discuss the role of the special education administrator as a member of family, school, district and community teams. (CEC 9, 10; CPA 1, 2, 3; SP 2)
4. Identify the function and tasks associated with the recruitment, nurturing, and retaining quality personnel. (CEC 10; CPA 1; SP 6)
5. Explain the methods of collaborating with parents and advocates as partners and of working with persons who chosen an adversarial stance. (CEC 10; CPA 1, 4, 5; SP 5, 7)
6. Demonstrate knowledge of the current system used in financing special education programs. (CEC 1; CPA 2, 5; SP 6)
7. Identify and discuss current issues and trends in special education programs (i.e., special health-care conditions; accessing the general education classroom; yearly testing and state performance standards) (CEC 10; CPA 1, 5; SP 7)

CEC Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

CEC Standard 9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

CEC Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

Course Schedule

Week 1	History of special education services
Week 2	Legal bases for special education – litigation & legislation Major litigation cases impacting special education
Week 3	Individuals with Disabilities Education Act (IDEA) Child find issues Referral and evaluation process
Week 4	Placement issues Transition services Parental involvement Discipline issues
Week 5	Due process hearings
Week 6	Due process hearings
Week 7	Section 504
Week 8	Section 504
Week 9	Americans with Disabilities Act
Week 10	504/ADA due process hearings
Week 11	LEA administrative models
Week 12	Leadership styles
Week 13	Budgeting & grant writing
Week 14	Program & personnel evaluation
Week 15	Final exam completion

Written Assignments & Grading

Discussion Activity. An important part of this course is class interaction. Each week a discussion board topic will be posted; students are required to engage in discussions using the discussion board. (50 points)

IDEA due process hearing decisions. (50 points each; total 100 points). Students must develop a ruling on two separate IDEA due process hearing scenarios. A guide for completing the ruling will be posted on blackboard.

504 case studies (4). (25 points each; total 100 points) Students must develop a ruling on a 504 due process hearing scenario. A guide for completing the ruling will be posted on blackboard.

Code of Ethics (50 points) Analysis of an ethical dilemma using the CEC Code of Ethics

Personal Reflections Paper (50 points)

Research paper (50 points). Students are able to earn an A only if they complete a major research paper on a topic approved by the instructor. The paper should be 15-20 pages, well documented, on a topic related to the administration of special education. There should be a minimum of 6 different references.

All written assignments are to be typed. Typos, misspellings, and grammar errors will result in a lower grade. APA (6th ed.) format is to be used when preparing and citing materials. Avoid language that is sexist, cultural biased, reinforcing of stereotypes, or offensive to persons with disabilities (use people-first language).

VII. Grading

Based on 400 total possible points (including research paper)

A – 90% of 400 total points (including research paper)

B – 80% of 350 total points (total points minus research paper)

C – 70% of 350 total points (total points minus research paper)

VIII. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. The Special Education faculty has determined that it will use a plagiarism detection program to identify plagiarism in documents submitted as personal work. If it is determined that plagiarism is present, then the teacher may give the grade of F for the course or submit the student's name to the Student Judiciary Board for disciplinary action or take both actions. Plagiarism is a serious charge and can result in students being dismissed

from the university. Please use appropriate APA citations when using the work of others.

IX. Inclement Weather Procedures

Online classes generally are not affected by the weather, but faculty may not be available when weather is an issue. For further information, please call the Special Education Office (479-575-3548) or contact your professor directly.

IX. Course Resources

University of Arkansas-Robert A. and Vivian Young Law Library
University of Arkansas-David W. Mullins Library

X. Research Base

Required Textbook: There is no required textbook; weekly reading assignments will be made that are available on the web.



SYLLABUS

General Course Information

Course Number: SPED 6433 (Cross listed with EDLE 6433)

Course Title: Legal Aspects of Special Education

Catalog Description: A study of litigation in special education, federal and state laws, and relevant caselaw.

Semester: Spring 2017

Location: Online using Blackboard Learning Management System (LMS)

Number of credits: 3

Prerequisites: Admission to the Graduate School

Instructor Information:

Name: Kevin P. Brady

Email: kpbrady@uark.edu

Office location: 105 Peabody Hall

Office phone and/or other contact information: 479.575.2436 (work)/
919.714.2295 (cell)

Office Hours: By appointment virtually or a scheduled campus office visit.

I. Relationship to Knowledge Base:

ADVANCE LEVEL: (Ph.D., Ed.D, or EdS)

This course is an advanced course at the graduate level in the specialty studies. The Scholar Practitioner model at this level will emphasize a study of the legal basis for current practices in special education. Throughout the course, theoretical issues will be linked with current and past programmatic issues in special education.

II. Course Goals:

This course prepares class participants to be knowledgeable in foundational legal issues and federal statutes and regulations impacting the education of students with disabilities. More specifically, this course provides students with a history of special education litigation and legislation, emphasizing the Individuals with Disabilities Education Act (IDEA 2004), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

III. Course and Skill Objectives:

1. Understand the legal history as related to the leading federal laws impacting

students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities ACT (ADA).

2. Describe and evaluate the major legal principles of the current IDEA.
3. Effectively communicate leading special education legal principals to colleagues and parents/legal guardians of students with disabilities.
4. Analyze judicial opinions and executive agency interpretations of special education and civil rights law and apply the opinions and interpretations to local district and school-level situations.
5. Understand and prepare for a school's legal responsibility to evaluate students for potential eligibility under the IDEA or Section 504.
6. Prepare for and administer due process hearings and reviews under both the IDEA and Section 504.
7. Recognize leading landmark United States Supreme Court cases as well as leading federal and state-level caselaw impacting students with disabilities.
8. Understand legal issues surrounding Section 504 of the Rehabilitation Act of 1973
9. Understand cultural and racial concerns and issues regarding the provision of special education and related services to students with disabilities
10. Acquire knowledge in developing a legally compliant Individualized Education Plan (IEP).
11. Provide legally compliant supervision of the IEP review and revision process.
12. Understand the legal requirements associated with providing a free appropriate public education (FAPE) in the least restrictive environment (LRE).
13. Understand and communicate the procedural safeguards and dispute resolution options available under the IDEA and Section 504.
14. Critically discuss and evaluate current legal trends in special education.

**Council For Exceptional Children (CEC)
National Standards Covered in Course SPED 6433:**

CEC Initial Level Special Educator Preparation Standards:

4.3: Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

5.7: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6.1: Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.5: Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

CEC Special Education Specialist Advanced Preparation Standards:

5.4: Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

6.1: A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

6.2: Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

6.4: Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

**National Educational Leadership Standards:
School Building-Level Leaders**

The Interstate School Leader Licensure (ISLLC) Standards serve as the foundation for the preparation and practice of educational leadership nationally. You can find more information on The Interstate School Leaders Licensure Consortium (ISLLC) on the following web page: <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

ISSLC Standards (Drafted)

- Standard 1: Vision & Mission
- Standard 2: Instructional Capacity
- Standard 3: Instruction
- Standard 4: Curriculum and Assessment
- Standard 5: Community Care for Students
- Standard 6: Professional Culture for Teachers and Staff
- Standard 7: Communities of Engagement for Families
- Standard 8: Operations and Management
- Standard 9: Ethical Principles and Professional Norms
- Standard 10: Equity and Cultural Responsiveness
- Standard 11: Continuous School Improvement

Program Goals and Objectives Aligned with ELCC Standards:

The primary objective of this course is to enhance the special education legal knowledge and understanding of future school principals to foster leadership development with federal and state-level legal compliance and related issues throughout the school organization.

ELCC Standard(s) covered in SPED 6433:

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to

ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

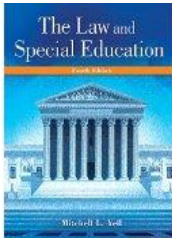
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

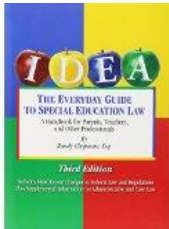
Research Support For ELCC Standard 6.0: Building-level education leaders must know how to respond to and influence the political, social, economic, legal, and cultural context within a school and district. This includes knowing policies, laws, and regulations enacted by state, local and federal authorities.

IV. Required Course Textbooks:

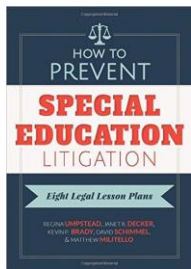
Yell, Mitchell, L. (2015). *The Law and Special Education* (Fourth Edition) (2015). Boston, MA: Pearson Education.



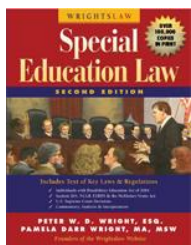
Randy Chapman, *The Everyday Guide to Special Education Law* (3rd Edition) (2015). Denver, CO: Mighty Rights Press.



Umpstead, R., Decker, J.R., Brady, K.P., Schimmel, D. and Militello, M. (2015). *How to Prevent Special Education Litigation: Eight Legal Lesson Plans*. New York, NY: Teachers College Press



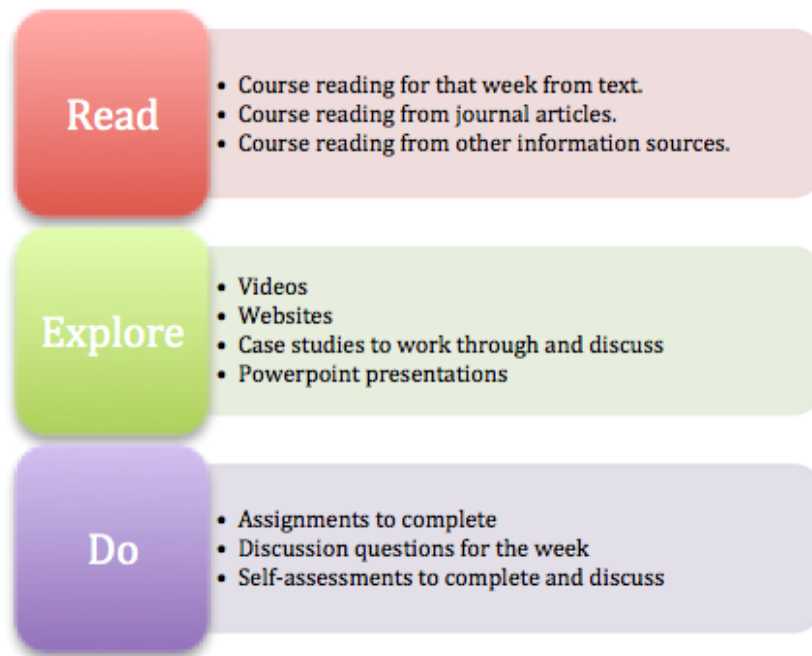
Wright, W.D. & Wright, P.D. (2016). *Wrightslaw: Special Education Law* (2nd Edition). Hartfield, VA: Harbor House Law Press, Inc.



(Note: Supplemental readings and legal cases will be made available online on the Blackboard course site.)

V. Course Structure

This course is structured in an online format. An online folder for each week will be posted on the Blackboard course site by Monday (beginning January 23) at 12:01am (Central Time) for each week of the course which will contain lessons for that week. Each lesson is organized into 3 tasks: Read, Explore, and Do. These will be your course activities for each week. Begin each week by first reading, then exploring, and finally doing unless your instructor specifies another order to your activity. This schedule is designed based on student feedback to allow for optimal flexibility for your schedule by giving you weekdays and weekends to complete your work.



VI. Modules and Lessons

The course is divided into 6 content modules. Each module contains 2-3 separate lessons. These six modules for this course are:

1. Introduction to Special Education Law and Legal Research
2. The Individuals with Disabilities Education Act (IDEA)
3. Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act (ADA)
4. Special Education Case Law and Litigation Issues
5. Legal Remedies
6. Special Education Legal Literacy

**SPED/EDLE 6433
Course Schedule
Spring Semester 2017**

<i>Lesson #</i>	<i>Week of</i>	<i>Module</i>	<i>Lesson Topic</i>	<i>Assignment Due Monday by 11:59pm</i>
1	January 16-22	Introduction to Special Education Law and Legal Research	Course Introductions & Online Navigation Using Blackboard The Multiple Sources of Special Education Law Historical Overview of the Law Involving Students with Disabilities	
2	January 23-29	The Individuals with Disabilities Education Act (IDEA)	Legal Overview: Federal IDEA 2004 Regulations Legal Overview: Arkansas Special Education Policy/Regulations	
3	January 30-February 5 Monday, January 30 SCHEDULED LIVE, ONLINE SESSION		IDEA Identification, Assessment, Eligibility, & Evaluation Free Appropriate Public Education (FAPE) Least Restrictive Environment (LRE)	
4	February 6-12		Individualized Education Plans (IEPs)	

5	February 13-19	Section 504 & ADA	Section 504 Eligibility Section 504 Accommodations Filing Formal Section 504 Complaints with the Office For Civil Rights (OCR)	Due – Interview Assignment To be uploaded no later than 11:59 p.m. (Central Time) Monday, February 20
6	February 20-26 Monday, February 20 SCHEDULED LIVE, ONLINE SESSION		Americans with Disabilities Act: Eligibility & Enforcement Legal Structure of ADA ADA Amendments of 2008	
7	February 27-March 5	Special Education Case Law & Litigation Issues	Significant U.S. Supreme Court and Federal Case Law	Due-Legal Case Study #1 To be uploaded no later than 11:59 p.m. (Central Time) Monday, February 27
8	March 6-12		Disciplining Students with Disabilities Legal Issues of Children with Disabilities in Private Schools Response to Intervention (RTI)	
9	March 13-19		Bullying and Harassment of Students with Disabilities Seclusion and Restraint of Students with Disabilities	Due –Midterm Assessment To be uploaded to the Blackboard course site no later than 11:59 p.m. (Central Time) Monday, March 20
10	March 20-26	Spring Break		

11	March 27-April 2 Monday, March 27 SCHEDULED LIVE, ONLINE SESSION	Legal Remedies	Informal Dispute Resolution Procedures & Mediation	
12	April 3-9		Impartial Due Process Hearings	Due-Legal Case Study #2 To be uploaded no later than 11:59 p.m. (Central Time) Monday, April 3
13	April 10-16		State Education Agency Compliant Process	
14	April 17-23		Appeal Process: Administrative Appeal, Civil Action, & Attorney's Fees	
15	April 24-30 Monday, April 24 SCHEDULED LIVE, ONLINE SESSION	Improving Special Education Legal Literacy	Creating Effective Professional Learning Communities in Special Education Law & Policy	
16	May 1-7	Wrap Up	Keeping Current with Special Education Law & Policies in A Digital Age	Due -Special Education Legal Lesson Plan Position Paper Due Self-Reflection To be uploaded no later than 11:59 p.m. (Central Time) Monday, May 8

Schedule:

Reading expectations for each lesson, as well as other supplemental course materials will be available Monday morning of each week's lesson.

Assignments:

Please note: All assignments are due by 11:59pm (Central Time) Monday evening. Assignments should be uploaded through Black Board. Rubrics for each assignment will be provided online to guide your development and completion of the assignments.

For each week's discussion questions - your discussion posts should be made by no later than the Sunday before the next week's lesson.

Assignment 1: Interview Member of IEP Team or Section 504 Accommodation Plan

Due Date: Monday, February 20th by 11:59pm (Central Time)

Total Points: 20

Purpose(s) of Assignment:

- (1.) Identify leading special education legal issues in a particular school-level setting.
- (2.) Identify how individuals acquire their special education legal knowledge.

All class participants will schedule and conduct a brief interview with one adult member (parent/legal guardian, school administrator, teacher, paraprofessional, school counselor, social worker, etc.) who has previously or currently serves as a member on either an Individualized Education Plan (IEP) team or a Section 504 Accommodation Plan. In your interview, identify what role(s) the person plays in the special education process, including identification, evaluation, or assessment of an IEP or Section 504 Accommodation Plan, monitoring the educational program or progress of qualified students with disabilities. In your interview, ask the person you interview to respond to the following **three questions**:

- (1.) What does she(he) believe are the **three leading special education legal issues and/or concerns** at their particular school? Why?
- (2.) Can they share with you a story based on their **most challenging special education-related legal experience**. Why was this situation so challenging?
- (3.) What is (are) the primary way(s) they **acquire their special education-related legal knowledge**?

Assignment Directions:

- (1.) Transcribe the responses from the interviewee and electronically upload your assignment to the Blackboard course site.

Assignment 2: Midterm Assessment

Due: Monday, March 20th by 11:59 pm (Central Time)

Total Points: 50

Purpose(s) of Assignment:

- (1.) Ensure class participants are making satisfactory progress toward understanding legal analysis and special education legal concepts covered in the course at the approximate midpoint of the semester.
- (2.) Provide class participants feedback on their special education legal literacy based on the topics covered in the course at the approximate midpoint of the semester.

Assignment Directions:

Class participants will be given a midterm assessment based on assigned course readings and lecture materials posted on the course Blackboard site up to Lesson 8 (Week of March 6-12). The midterm assessment will focus on hypothetical scenarios focusing on special education legal compliance issues covered in the course. The midterm assessment will be available to class participants beginning **Friday, March 10**. The midterm assessment is to be uploaded to the Blackboard course site no later than **Monday, March 17**.

- (1.) Class participants will have slightly more than one week to complete the midterm assessment before uploading their materials to the Blackboard course site.
- (2.) The midterm assessment format will be a combination of multiple-choice, short answer, and several legal hypotheticals based on special education legal compliance topics/issues covered in the course.

Assignment 3: Special Education Legal Case Studies (2 @ 30 points each)

Due: Legal Case Study #1: Monday, February 27 by 11:59 pm (Central Time)

Legal Case Study #2: Monday, April 3 by 11:59 pm (Central Time)

Total Points: 60

Purpose of Assignment:

1. Demonstrate ability to analyze and apply special education legal knowledge and principles covered in the course to specific situations occurring in K-12 educational environments.

Assignment Directions:

- (1.) The instructor will post two special education legal case studies during the course based on specific special education legal concepts and topics covered in the course readings and lecture materials.

- (2.) Class participants will read, analyze, and respond to the questions based on each case study.
- (3.) Class participants will have one week to complete each special education legal case study assignment.
- (4.) Special education legal case study #1 will be available on the BlackBoard course site for download beginning **Monday, February 20**.
- (5.) Special education legal case study #2 will be available on the BlackBoard course site for download beginning Monday, March 27.

Assignment 4: Special Education Legal Lesson Plan Artifact

Due: No later than Monday, May 8 by 11:59pm (Central Time).

(Note: If anyone in the class is graduating in May, they are encouraged to submit this assignment earlier in the week).

Total Points: 50

Purpose of Assignment:

- (1.) Improve the special education legal literacy of class participants by translating the legal knowledge and principles covered in the course to useful professional development in special education law for other interested school personnel and parents/legal guardians.

Assignment Directions:

Class participants are to create a customized professional development special education legal lesson plan based on one of legal issues covered in the course. Since one of the primary objectives of this course is to increase the special education legal literacy of school personnel, each class participant will individually create a legal lesson plan detailing a specific special education legal topic. The intent of the legal lesson plan is to create a professional development opportunity to increase the existing special education legal literacy of school personnel. You need to receive prior approval of your special education lesson plan topic by the instructor. Given the myriad of special education legal issues covered in this course, class participants are required to select special education legal topics that would be useful as potential professional development sessions at their own schools. In developing your special education legal lesson plans, class participants will follow the specific guidelines outlined in one of the required course texts, *How to Prevent Special Education Litigation: Eight Legal Lesson Plans*. Each class participant's special education legal lesson plan will include the following five steps (these five steps will be specifically discussed in related course lecture materials).

- (1.) Activator/Motivator
- (2.) *Rationale/Objectives*
- (3.) *The Law*
- (4.) *Application of Content to Practice*
- (5.) *Assessment*

Assignment 5: Weekly Participation: Online Discussion Board

Total Points: 10 points per week (140 Total)

Assignment Directions:

Each week's online discussion board response is worth 10 points. Please attempt to post your response by Thursday of each week's lesson. You are encouraged to reply to other class participants' responses. The course's online discussion board and your active engagement in it will be essential to the learning we co-create in this course. Please remember to keep the information we share confidential and only share what you are comfortable with others knowing. Please remember to treat each other and your ideas with care. To that end, please be mindful to ensure your language is respectful of people with disabilities, people from cultures and family structures different from your own, and so forth. *Being respectful doesn't mean we cannot challenge each other's thinking. We will learn best when we can respectfully question each other and offer alternate perspectives. Building a safe, supportive learning community will be essential to our work together.*

Assignment 6: Live Online Blackboard Collaborate Lectures

Total Points: 30 (2 @15 points each session)

Assignment Directions:

Over the course of the semester, the instructor will conduct a total of four live, online lectures. All four live, online sessions are scheduled on Mondays and begin promptly at 5:30 p.m. (Central Time) and continue until 8:20 p.m. (Central Time). The four live, online sessions are scheduled on the following dates during the Spring 2017 semester:

- (1.) Monday, January 30 (Lesson 3)**
- (2.) Monday, February 20 (Lesson 6)**
- (3.) Monday, March 27 (Lesson 11)**
- (4.) Monday, April 24 (Lesson 15)**

You are required to attend at least two (2) of these live, online lectures via Blackboard Collaborate to receive full credit. You are encouraged to attend all four if your schedule allows. These live, online sessions will provide you with an opportunity to ask questions and interact with the instructor and class participants in "real-time." Additionally, these live lectures will offer you an opportunity ask questions or provide explanations related to course assignments. All four of these lectures will be taped and posted on Blackboard and available to all class participants. Attendance at these sessions will be taken at the start of each session.

(Note: Instructions for accessing Blackboard Collaborate will be provided to class participants early in the course).

Assignment 7: Self-Reflection

Due: No later than Monday, May 9 at 11:59 p.m. (Central Time)

Total Points: 10

Assignment Directions:

Class participants will complete a brief reflection summarizing their experiences related to the course. Specifically, class participants will think about their personal perceptions regarding course content. Additionally, class participants will comment on how this course contributed to their existing legal knowledge related to special education legal compliance.

Total Point Valuation Per Assignment:

Assignment 1: Interview Member of an IEP team or Section 504 Plan	10
Assignment 2: Midterm assessment	50
Assignment 3: Special education legal case studies (2 @ 30 pts. each)	60
Assignment 4: Special education legal lesson plan	50
Assignment 5: Weekly participation: Online discussion board	140
Assignment 6: Attend Two Online Live Sessions (2 @ 15 pts. Each)	30
Assignment 7: Self-reflection	10
<hr/>	
Total points:	350

Grade Breakdown:

A (93 – 100%)	325-350
B (85 – 92%)	297-324
C (77 – 84%)	269-296
D (70 – 76%)	245-268
F (0-69%)	below 244

I. Course Writing Expectations

All assignments should be completed in a **grammatically correct and well organized manner**. If there are numerous grammatical and spelling errors, 5 points will be automatically deleted from the project grade. All assignments should be typed in a 12 pt. font and double-spaced. Students are **expected** to proofread their papers and use the editing function on their word processing programs. Other helpful sources for clear and professional writing standards are listed below:

1. American Psychological Association (APA): www.apa.org
2. Purdue OWL (great exemplar for APA): <https://owl.english.purdue.edu/owl/>
3. U of A Library <http://libinfo.uark.edu>

II. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at http://honesty.uark.edu/policy/index.php#Academic_Dishonesty Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

III. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through the department, or through the assistance of the University Ombuds Office, which can provide objective and confidential information. To assist students in identifying the appropriate contact person, please view this List of Programs, Department, and College contacts. A flow chart is available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to the University of Arkansas Graduate Catalog of Studies at <http://catalogofstudies.uark.edu/3909.php> for appeals structures and formal procedures for academic grievances.

IV. Accommodations for Students with Disabilities

Students with disabilities at the University of Arkansas requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>

The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

V. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. In online classes, the posting of inappropriate communications or inappropriate materials will be considered disruptive behavior.

VI. Inclement Weather Policy

This section is not applicable for online classes. However, weather can disrupt communications so information concerning Fayetteville “bad weather” can be useful in understanding lapses in online access.

Students in special education classes should use discretion in making the decisions concerning their personal safety. In general, if the Fayetteville School District has closed the schools, classes will not meet. For further information, please call the Special Education Office (479-575-3548) or contact your professor directly. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University’s inclement weather site is updated frequently on both UARKINFO and University Online at <http://pigtrail.uark.edu/info/weather.nclk>

VII. Course Resources

University of Arkansas Mullins Library
Computer Laboratories-Graduate Education Building
See Blackboard for other resources for each week’s lesson

VIII. Technology

If you notice that the course is experiencing technological problems, you should contact Blackboard Support at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the Support tab in Blackboard. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

IX. UA Counseling and Psychological Services (CAPS)

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479-575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

X. Graduate School Soft Skills

Soft skills are those skills that we take for granted yet deeply impact our relationships with peers, professors, and other professionals in our field. Below are some resources (some serious, some tongue-in-cheek) that might help you reflect on yours. The core

content of this course and others is critical, though if your soft skills are not well developed your deep knowledge may be overlooked.

Emailing your professor (or any professional):

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.i0mse083b>

General soft skills to focus on:

<http://www.usnews.com/education/blogs/college-admissions-playbook/2014/05/12/hone-the-top-5-soft-skills-every-college-student-needs>

Strategies for participating in on-line discussion:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students>

Graduate school strategies (focus on learning!):

<http://psychcentral.com/lib/12-tips-for-surviving-and-thriving-in-grad-school/>

XI. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.