A. Course Title: EDL 7473 Leadership For Curriculum and Instruction

B. Catalog Description:
HSU seeks to assist students in the development of the knowledge, skills, and attributes to design with other appropriate curriculums and instructional programs; develop learner centered school cultures; assess outcomes; provide student personnel services; and plan with faculty professional development activities aimed at improving education. Emphasis will be on the belief that school administrators are instructional leaders and should understand curriculum alignment and instructional outcomes including state, regional and national standards.

C: Purpose:
This course encourages students to construct insight related to the philosophical, theoretical and historical foundations of curriculum and educational improvement. The main course goal is for students to examine curricular theory and research as they apply to educational transformation in leadership and instruction. Such inquiry is conducted in the context of the social, psychological and political milieu for curriculum and schooling.

D. Required Text:
Orenstein, A.C. et.al. (2011) (5th ed.)*Contemporary Issues in Curriculum.* New Jersey: Pearson
    Education, Inc.

TK20 system-one time purchase. (from bookstore ISBN 097440818 or from vendor.)
Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university's Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts may be purchased in the university bookstore or directly from Tk20. A user account may be utilized for seven years from the activation

E. Conceptual Framework:
The vision of Teachers College, Henderson State University is to educate professionals who make a positive difference in individuals' lives. In conjunction with this vision, Teachers College values excellence in its educational endeavors. Furthermore, the college cherishes an academic environment which exemplifies professional conduct, cooperation, integrity, and industry within the context of a democratic ethic, which can best summed up in its motto: "Teaching for learning for all."

F. Mission Statements:

HSU Mission Statement
Henderson State University, "The School with a Heart" offers quality undergraduate and graduate education to a diverse student body. As Arkansas's public liberal arts university, we empower each student to excel in a complex and changing world.

Teachers College Mission Statement
To prepare reflective teachers, school leaders, counselors, and other professionals through quality instruction, service, and research to demonstrate high expectations for individual self-realization. Moreover, Teachers College, Henderson is committed to preparing these professionals with the 21st century knowledge and skills required to become successful citizens in a highly technological and diverse world.

Educational Leadership Mission Statement
The HSU Educational Leadership Ed.S. program prepares candidates for P-12 district level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader's skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:

1. Knowledge: To graduate students with the knowledge necessary to pass the building level leader licensure examination (SLLA) and to succeed as a building level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a building level administrator.
3. Collaboration: To graduate building level leaders with the ability to work collaboratively with all stakeholders of a school district

6 Dispositions
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. Use of Technology:
Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual communication with the professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. **Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

2. **Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. **5. Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

H. Diversity:
The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal – *from many, one*! The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

I. Students with disabilities:
It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at www.hsu.edu/disability.

J. Objectives:
The student will acquire knowledge and understanding of the administrator's role in the following areas:

1. Curriculum alignment and standards-based instructional outcomes including state, regional and national standards, analysis and in depth study of curriculum theories and models and construction of new paradigms based on current curriculum thought. **(ISLLC 2; ELCC2.1;2.2;2.3)**
2. Curriculum development as a social and cultural process including issues, trends, theories, and strategies necessary to present to the internal and external publics in the school community. **(ISLLC 2; 4; ELCC 2.1;2.2;2.3:4.1)**
3. Instructional leadership involving development of the school's curriculum, student learning, and professional staff development. **(ISLLC 2; ELCC 2.1;2.2;2.3)**
4. Strategic planning focused on data-driven goals of shared curriculum decisions that promote effective instruction that is learner-centered. **(ISLLC 1, 2; ELCC 1.2;2.1;2.2;2.3)**
5. Collaborative teaming leading to curriculum change and development in a social and cultural effort involving all school community stakeholders. **(ISLLC 1, 2; 4; ELCC 2.1;2.2;2.3;4.1)**
6. Overview the curriculum development process including opportunities to work with traditional and technology based tools of curriculum development required by current local, state, federal mandates. **(ISLLC 3.7, 4.1, 6.3; ELCC 2.1;2.2;2.3;2.4;4.1)**

7. Discover the role of cognitive development, learning theories, and the importance of sequencing the k-12 curricula for the alignment of curricular goals and objectives with those of instruction **(ISLLC 1.2, 2.1-4; ELCC2.1;2.2;2.3; 3.5)**

8. **A**ssess and align successful student learning using a variety of informal and formal assessment techniques to ensure utilization of principles of effective instruction **(ISLLC2; ELCC 2.1;2.2;2.3;2.4)**

9. Utilize research applied theory and informed practice to base curricular decision-making **(ISLLC 2; ELCC1.2; 2.1;2.2;2.3)**

K. Course Outline:
   Lesson 1: The Field of Curriculum
   Lesson 2: The Philosophy of Curriculum
   Lesson 3: The Historical Foundation of Curriculum
   Lesson 4: The Psychology of Curriculum
   Lesson 5: Curriculum Design and Classroom Instruction

L.   Field Experience Requirements: 6 hrs. credit on internship.

  Review local school and/or community data to determine an area of curriculum that as a school leader, a change is needed to make a difference for the school or community to improve teaching and learning and that might better address a diverse population. . Collect the data that supports the change , describe the change and the process to implementation the change. (ELCC 1.4.; 2.3.; 6.1)

M. Evaluation and Expectations:

   1**.** Completion and understanding of all assigned readings.
   2. Completion of assignments. Some of this work will be produced in teams; some individually. In-class presentations will be expected for assignments.

   *Written assignments are to be turned in on time.

      Any assignment turned in late will be assessed a 10% reduction in points for the original grade if they are marked late on Angel. The chance to redo an assignment does not apply to any assignments turned in late. If student reads the presentation or is absent the night of the presentation, the highest possible grade will be a "B" when it is dropped on Angel.

      All performance evaluations must be of acceptable professional quality. As this is a professional class, grading will reflect the level of professionalism evident in assignments, tests, and class participation. APA style will be followed using the *Publication manual of the American Psychological Association* (6th ed.).

   Assignments and course grade will be based on the following scale:

   A=90-100

   B-80=89

   C=70-79

NOTE: Grades marked late by the required date in Angel will lose 10 points for the earned grade on that assignment. If candidates read their presentations or fail to be present on the date of presentation, they cannot make more than a "B" on the presentation when it is dropped in Angel.

RUBRICS

The students will be graded by rubrics for their presentations, critical analyses of outside readings, projects, and class assignments. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

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EXIT PORTFOLIO

The exit portfolio will be a culminating activity for the entire program. A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice

N. Description of Multicultural and Global Perspective:
The integration of other cultures will be explored via specific experiences designed to emphasize factors such as demographics, community values and expectations in order to bring sensitivity to a diverse and global society in curriculum and instruction.

O. Attendance Policy:
The attendance policy for this course is in regulation with the university attendance policy as stated in the current Henderson State University catalog.

P. Evaluation Policy:
The Ed. Leadership program is performance-based. The student will be required to demonstrate proficiency in each competency outlined in the ISLLC and ELCC standards. Deviation from established requirements could impact the student's performance on assessments for licensure.
 Selected artifacts will become a part of the student's program portfolio.
 Rubrics will be used to assess quality of assignments.

Q. Methods and Procedures:
Instruction in this course will consider research dealing with adult learners, while the role of the instructor will be one of coach/facilitator. A multi-strategy approach will be used in the delivery of the course including, class discussion, and media, as well as individual and group activities.

R. Make-up policy:
Any requirement not completed must be made-up in a timely manner, but only with the professor's permission and before the end of the course. It is the student's responsibility to meet with the instructor to make arrangements for completing any work missed. All assignments are related to the competencies

set forth for this course; therefore, it is required that they be completed at an acceptable level of performance.

S. Flexibility Clause:
The professor has the right to make changes in the course requirements and in the syllabus as need arises

 T. Attendance Policy: Attendance in this class is essential for its success not only for each student but
for the class as a whole. You should plan on attending each class unless prevented by
circumstances beyond your control.

 U. Student Handbook Policy: Henderson State University complies with federal and state
  legislature that protects students' rights. A listing of all applicable federal and state statutes
  can be found in the *Graduate Catalog.* For information or questions, please contact the
  General Counsel to the President, Room 308, Womack Hall, HSU Box 7744 1100
  Henderson Street, Arkadelphia, AR 71999-0001, phone (870) 230-5089. Information may
  also be accessed through www.hsu.edu.

 V. **Academic Honesty:** Students will be expected to be aware of the policies on academic
  honest on pages 69 and 70 of the student handbook. Any use of the work of other students
  or plagiarized work will be subject to the consequences stated in the handbook.
  Information may also be accessed through www.hsu.edu.

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