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EDLD 551.01: Foundations of Curriculum Leadership

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The University of Montana
Department of Educational Leadership and Counseling

EDLD 551
Foundations of Curriculum Leadership
Umontonline, Autumn Semester, 2001

INSTRUCTOR:

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CLASS DATES:

September 10 – December 21, 2001

COURSE TEXT:

Wiles, J. (1999) Curriculum essentials: A resource for educators. Needham Heights, MA: Allyn and Bacon.

COURSE DESCRIPTION:

This course will focus on the historical underpinnings of scholarly work as well as current and future trends in curriculum. This knowledge will provide students with a foundation to guide their actions in the area of curriculum leadership.

COURSE OBJECTIVES:

As a result of the successful completion of this course, students will be able to:

1. Address contemporary curriculum issues from a historical perspective;
2. Articulate their individual curriculum philosophy;
3. Understand the development process of curriculum;
4. Evaluate the strengths and weaknesses of various curriculum plans;
5. Articulate responses to interview questions regarding curriculum leadership.

EXPECTATIONS:

Students enrolled in this course are expected to demonstrate regular and consistent class attendance and participate in all activities and discussions in a manner that adheres to the Professional Standards for Student Performance (see page 4) and promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.

Students are required to be current in the assigned reading for the course and to submit required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

Written assignments will reflect the individual's original work and follow the American Psychological Association (APA) style. All references to works by other authors must be properly cited.

ASSIGNMENTS:

In addition to the assigned reading and expectations of class participation there will be 4 required assignments for this course.

Each students will:

1. Complete a Historical Perspective Paper by reading a seminal piece of writing (book, report, or book chapter) from a scholar in the field of curriculum [See Wiles (1999), pp. 6-25]. Summarize the selected scholarly work and comment on its appropriateness or lack of appropriateness to a contemporary curriculum issue;
2. Present a written summary of their Historical Perspective Paper to the class (3-5 pages);
3. Articulate their philosophy of curriculum and curriculum development in a written philosophy statement; and
4. Articulate the process they will use to analyze and develop curricula by completing a Curriculum Improvement Position Paper.

GRADING:

Grading for the written assignments is explained below.

An "A" is an indication of excellence. Excellent work is complete, original, technically sound, and fully supported with scholarly citations. Excellent research examines the "known" and takes it into the realm of the unknown. It takes known ideas or concepts and develops them or gives them new meaning through novel applications.

A "B" is an indication of good work. It is complete, technically sound, has some scholarly citations and adequately addresses the subject of the assignment. The main missing ingredient is the development of original ideas.

A "C" is an indication of average work. It covers the assignment and little else and lacks adequate scholarly citations.

Unacceptable papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or consist of research that that the writer finds more interesting than the class assignment. Papers that are plagiarized, either by direct copying or a lack of adequate citation are unacceptable and will be graded accordingly.

Grades will be determined by the following weighted formula:

Class Participation and Attendance	15%
Historical Perspective Paper	25%
Historical Perspective Summary	10%
Personal Curriculum Philosophy Statement	10%
Curriculum Improvement Position Paper	20%
Final Exam (interview questions)	20%

A FINAL NOTE:

I want to be sensitive to any special needs that you may have. If you require some special accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me.

TENTATIVE CLASS TOPICS:

September	11	Course Introduction and Explanation
September	18	Historical Scholars, Dates, and Philosophies (Wiles, pp. 1-25)
September	25	Philosophies Continued and Research Time (Wiles, pp. 25-36)
October	2	Curriculum Models (Wiles, pp. 39-80)
		Historical Perspective Topics Due
October	9	Curriculum Leadership (Wiles, pp. 119-122; 133-141)
October	16	Curriculum Development (Wiles, pp. 83-118)
October	23	Standards Movement Achievement Cycle
October	30	Historical Perspective Paper Due Historical Perspective Reports
November	6	Historical Perspective Reports
November	13	Needs of Individual Students and Other Considerations (Wiles, pp. 161-183)
November	20	Curriculum Maintenance and/or Improvement (Wiles, pp. 122-125; 133-141)
November	27	Assessment, Technology, and Professional Development (Wiles, pp. 148-158)
December	4	Curriculum and Change (Wiles, pp. 125-133; 141-148)
December	11	Putting it all Together: Past, Present, and Future Curricular Issues (Wiles, pp. 161-183)
		Curriculum Improvement Position Paper Due Written Personal Curriculum Philosophy Due
December	18	Final Exam

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

**FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY
RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.**