EDLD 544.50: The College Curriculum

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The University of Montana
School of Education
Department of Educational Leadership and Counseling
EDLD 544 – College Curriculum
Spring 2011

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Resources:


This book, while based in theory, is a practical guide for faculty and administrators, showing how to design or redesign courses and curricula.

Course Focus
This course will examine the college/university academic curriculum from the perspectives of a historical understanding and a brief review of liberal arts and other considerations for curriculum. The student will garner a general understanding of planning, an overview of the processes available generally for development, implementation and assessment of curriculum. Some of the forces that shape the college curriculum will also be discussed.

The information garnered from the text readings, PDFs, PowerPoints, and class discussion will provide a framework for an understanding of curriculum for higher education and functions associated with the management of curriculum.

Course Objectives
- Historical, Philosophical Perspectives: Collegiate curricular perspectives and frameworks; debates about the liberal arts; defining the college curriculum, philosophies, structures and practices; social forces.
• **Central Aims of Undergraduate Education**: Quality and coherence in general education; intellectual skills development.

• **Overview of the Academic Disciplines and Specialized Learning**: The Arts and Sciences Major, The Humanities, The Natural Sciences and Mathematics, The Social Sciences; The Arts; Professional Education.

• **Administration and Assessment of the Curriculum**: Assessing Learning in Programs.

**Course Expectations**
A student is required to have regular and consistent input into the discussion board constituting attendance and participation. Your participation will contribute to your own learning as well as to your classmates. Active student participation will enable students to attain the course objectives.

Students will be current in assigned readings for the course, and will submit all papers and projects as scheduled. As with all advanced graduate classes, all written assignments and/or presentations should reflect the advanced academic status indicative of graduate (master and doctoral) level performance. (Please refer to Appendix A for Professional Standards for Student Performance).

Students who anticipate an absence from class are asked to contact the instructor prior to the absence at francee.o'reilly@mso.umt.edu and /or at 406-544-8541 or 243-5608. Students are responsible for course materials, discussion and assignments in their absence including being active in the discussion board.

**Missions**

• **The University of Montana Mission Statement**
The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world (www.umt.edu/mission.aspx).

• **PJW College of Education and Human Sciences Mission Statement**
The College of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.
**Educational Leadership Mission Statement**

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

**CONCEPTUAL FRAMEWORK**

The Professional Leadership Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Leadership Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

- **Integration of Ideas**

  Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. **Students will utilize previous subject knowledge, outside readings, personal experience, and address actual educational problems in their development of their understanding of leadership primarily in an education setting.**

- **Cooperative Endeavors**

  In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. **Students will participate in a variety of group projects and be assessed in ability to be a contributing member to Moodle discussions and interactions with and support for classmates when appropriate.**

- **Respect for Diversity and Individual Worth**
By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. They are also expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.

ACCOMMODATIONS:
"Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at http://www.umt.edu/dss/ or call 406.243.2243 (Voice/Text)."

Course Schedule:

Week 1/Feb7-13
Introduce yourself on the discussion board and read the overview of class in the syllabus.
Read PDF in Class Materials Week 1, In Defense of the Liberal Arts by John Meachem from January 18, 2010 -Time Magazine. Also view the powerpoint College curriculum 2010-Undergraduate Education.
Join in the discussion by answering questions in the online Moodle after having read the PDF and viewed the PowerPoint.

Week 2/Feb14-20
Read for class discussion Chapter 1-Introduction- from PDF Kimball in Week 2 class materials section of Moodle. Read for class discussion Chapter 2-The Foundation of the Artes Liberales from PDF Kimball in Class Materials section of Moodle.
Join in the discussion by answering questions in the online Moodle after having reviewed the class notes/outline also in Class Materials.
Also, review the PowerPoint for Philosophies and Aims: Higher Education in America located in Class Materials of Moodle.

Week 3/Feb.21-27
Join in the discussion by answering questions in the online Moodle after having reviewed the class notes/outline also in Class Materials.

Week 4/Feb. 28-Mar. 5 Read for class discussion Chapters 1, 2 and 3 from Scholarship Reconsidered - Boyer in class Text.
Join in the discussion by answering questions in the online Moodle, after having reviewed the class notes for the first 3 Chapters of Boyer class text in Class Materials for Week 4.

Also view PowerPoint 1). Curriculum Definition and Change in Class Materials Week 4 to be able to more readily answer questions on this information.

Week 5/Mar. 6-12 Read for class discussion Chapters 4, 5, 6 and 7 from Scholarship Reconsidered - Boyer in class Text.
Join in the discussion by answering questions in the online Moodle after having reviewed the class notes/outline also in Class Materials.

Week 6/Mar. 13-19 Read for class discussion Chapter 1 Curriculum: an Academic Plan-in PDF Shaping the College Curriculum from Lattuca & Stark in Week 6 Class Materials section of Moodle.
Join in the discussion by answering questions in the online Moodle after having reviewed the class notes/outline also in Class Materials.

Also review the Powerpoint: Influences and Curricular Purposes in Class material for Week 6.

Week 7/Mar. 20-26 Read for class discussion Chapter 5 Creating Academic Plans-in PDF Shaping the College Curriculum from Lattuca & Stark in Week 7 Class Materials section of Moodle.
Join in the discussion by answering questions in the online Moodle after having reviewed the class notes/outline also in Class Materials

Also, view the PowerPoint The Administration and Assessment of Curriculum in Course Materials for Week 7.

Assignment #1 Paper Due emailed to frances.oreilly@umontana.edu by March 26
Assignment#1: Interviews to further the understanding of the process of curriculum development, adoption, implementation and assessment on your campus. The assignment is to interview at least 3 people: 1 at the department level (i.e. professor or chair/head/etc.), 1 at the School/College level (Dean of School, Associate Dean, Assistant Dean, Academic Dean etc) and 1 at the University level (Provost, Associate Provost for Curriculum, a member of the University-wide curriculum committee(s) etc. ASCRC) to inquire about the curriculum process on your campus. Ask about the process for selection of curriculum, adopting a curriculum, adapting curriculum or abandoning older curriculum, implementing curriculum, and assessment of curriculum. Before the interview be sure to have a interview protocol of 5 or 6 questions so that you can direct the conversation to areas that will give you the information you will need. The idea with this information is to see where the 3 interviewees have similar responses and where their answer may differ. You can feel free drawing conclusions in a summary. Then write your observations, comments and impressions in a paper using a format that will most readily communicate the information the interviewee communicated to you. Use a word document and email this paper to the professor by March 26, 2012.

Week 8/Mar 27-Apr 2

View PowerPoints 1) Academic Disciplines and Specialized Learning; 2) Teaching “Across the Curriculum”; 3) The Arts; 4) Professional Education; 5) Social Science Curriculum in the Course Materials for Week 4.

Review the Exemplars of the Powerpoint part of the final assignment if you have not yet done so.

Join in the discussion by answering questions in the online Moodle, after having reviewed the PowerPoints in Class Materials for Week 8.

Spring Break Apr 3-9 No class

Week 9/Apr. 10-16

Read Diamond PDFs in Class Material Section of Moodle for Week 9.

Review the Exemplar of the PowerPoint part of the final assignment if you have not yet done so.

View PowerPoints in the Class Material for Week 9: 1) At Risk Students; 2) Strengthening Preparedness
Join in the discussion by answering questions in the online Moodle in Class Materials Week 9.

Week 10/Apr. 17-23  Share a PowerPoint of your Curriculum Audit with your classmates on the Moodle designated for this sharing.

April 24-30  Final assignments are two: Paper and PowerPoint due in to the professor by April 30 frances.oreilly@umontana.edu and include all the points enumerated below for a curriculum audit.

150 Points Total for Final Paper and PowerPoint

50 Points: PowerPoint Presentation that is a summary of the Curriculum Audit to share with your classmates in the section of Moodle designated for that purpose. Please post by April 30 unless you have asked for an extension from the professor.

100 Points: Paper that is a Curriculum Audit: Each student will be responsible to select an academic discipline (program) within the undergraduate curriculum (or graduate curriculum) to assess curricular aspects. Using the information you have received through readings, and PDFs. Your audit should include:

- Catalog materials for the curriculum of interest (courses and course descriptions)
- Admission requirements (if any)
- Interview with Department Chair (program coordinator)
- Any written or oral descriptions of program goals, mission statements, etc.
- Any written or oral descriptions of program intentions/outcomes (i.e., students for whom the curriculum is most appropriate, theoretical or conceptual basis upon which the curriculum is built, number of majors/minors, etc).
- Methods of Assessment: Curriculum Review and Evaluating from Diamond PDFs
- Other elements that will make your curriculum review “special.” Review the Stark and Lattuca PDFs

Evaluation Criteria

- Class Attendance and Participation 30%

Class discussion is graded on your participation in the asynchronous discussion. Ideally you should be in the discussion at the beginning, middle and the end of the week. At the very least you should have started an original thread and then responded to at least two of your classmates. It is imperative that you are in the discussion or you are considered to have missed the class. You can get into the discussion at any time of the day or night but be sure to make it in before the week ends. Weeks start on Tuesday and end on the next Monday at midnight. Please cite your references when answering a discussion question(s) in the Moodle. Your participation in the discussion must have substance. For example, you just can't say “I agree with “Joe” and have that be your participation.
• Written Assignments 70%

Assignment #1 100 points: Conduct Interviews to further the understanding of the process of curriculum development, adoption, implementation and assessment on your campus. The assignment is to interview at least 3 people: 1 at the department level (i.e. professor or chair/head), 1 at the School/College level (Dean of School, Associate Dean, Assistant Dean, Academic Dean) and 1 at the University level (Provost, Associate Provost for Curriculum, a member of the University-wide curriculum committee(s)) to inquire about the curriculum process on your campus.

Ask about the process for selection of curriculum, adopting a curriculum, adapting curriculum or abandoning older curriculum, implementing curriculum, and assessment of curriculum. Before the interview be sure to have an interview protocol of 5 or 6 questions so that you can direct the conversation to areas that will give you the information you will need. The idea with this information is to see where the 3 interviewees have similar responses and where their answer may differ. You can feel free drawing conclusions in a summary.

Then write your observations, comments and impressions in a paper using a format that will most readily communicate the information the interviewee communicated to you. Always in a scholarly paper cite references from the resources offered for the class in the text, PDFs of other resources. Use a word document and email this paper to the professor by March 26, 2010: Paper #1 frances.oreilly@umontana.edu

Assignment #2 150 points: Final Assignment Paper and PowerPoint: Final assignments is twofold: Paper and PowerPoint of you curriculum audit due in to the professor by April 30 at frances.oreilly@umontana.edu

Included all the Points enumerated below for a curriculum audit and also post a PowerPoint of a summary of your curriculum audit on the Moodle section designated for that sharing with classmates.

150 Points Total for Final Paper and PowerPoint

50 Points: Post a PowerPoint Presentation that is a Curriculum Audit PowerPoint of the Curriculum Audit paper, to share with your classmates on Moodle in a designate area for that purpose.

100Points: Paper that is a Curriculum Audit: Each student will be responsible to select an academic discipline (program) within the undergraduate curriculum (or graduate curriculum) to assess curricular aspects. Using the information you have received through the text, readings, and PDFs. Your audit should include:

• Catalog materials for the curriculum of interest (courses and course descriptions)
• Admission requirements (if any)
• Interview with Department Chair (program coordinator) if possible
• Any written or oral descriptions of Program Goals, mission statements, etc.
• Any written or oral descriptions of Program Intentions/outcomes (i.e., students for whom the curriculum is most appropriate, theoretical or conceptual basis upon which the curriculum is built, number of majors/minors, etc).
• Methods of Assessment
• Other elements that will make your curriculum review “special.” Please review the exemplars for this assignment.

The exemplars PowerPoints for the summary PPT are posted.

Grading:
- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- Below 60% F

Online Format:
- Moodle Tutorial:
  There is a Moodle tutorial course in Moodle. You can take this self-paced tutorial course by going to http://courseware.umt.edu/ or clicking on the Tutorial tab from your Moodle Homepage and using the login information below.
    Username:
    Password: umonline
  This is an optional Moodle tutorial that is a brief instructive course. The Moodle Tutorial will assist you in navigating and accessing the major features within the Moodle course shell whether you are new to the Moodle online format or a veteran online student. Even though we will not be using all components of Moodle, I encourage everyone to take the time to work through this orientation course. The orientation course should take approximately 30 minutes.

- Class Lectures(Powerpoints or Notes/Outlines):
  Each week we will have one class. Class lectures will be opened (available to students) a few days before the week begins on Tuesday. The lectures will be presented through MS PowerPoint slides or PDFs. You can download a free “view only” version of PowerPoint from Microsoft. The download can be located at http://office.microsoft.com/en-us/downloads/results.aspx?qu=powerpoint&av=DCT000. You can also download a viewer from UMOnline at http://umonline.umt.edu/StudentInfo/plugins.htm - you will need to select the 2007 viewer which is the last download on the page.

Moodle Discussions:
- Weekly Moodle Class Discussion (Required)
It is important that you find the discussion area(s) (for each week and participate in that group discussion before the Monday midnight deadlines. No points will be earned for postings occurring after the 11:59 pm deadlines unless the student has asked for an extension and it was granted by the professor.

Class participation points will be awarded each week from these Moodle discussions. You will need to (a) post your discussion and (b) respond to your classmate’s discussion during the week. Beginning Tuesday and ending Mondays at 11:59 pm. Discussion posts will be graded each week. No points will be earned for postings occurring after the Monday 11:59 pm deadlines unless additional time has been afforded the student by the instructor.

- Each class discussion will be monitored for student substantive participation.
- For each class students will receive one of the following scores for their participation:
  - 3 points for thorough contributions that stimulate discussion including interacting with other students in the group, citing references to support your answer, and substantive information is included.
  - 1 point for contributing only in a cursory manner
  - 0 points for not participating

- Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling. I sometimes have typos too, so I know it is easy to do but be thoughtful when you write your answers.
- There are five Discussion Areas for your use and attention.
  1. General Course Questions (Optional)
  2. General Class Discussion (Optional)
  3. Discussion Questions to Dr. O’Reilly (Optional)
  4. Weekly Group Discussion (Required)

General Course Questions (Optional)

This is an optional discussion area where students can post general course questions (rather than student specific questions) for Dr. O’Reilly to answer. To ensure a timely response, please e-mail Dr. O’Reilly at frances.oreilly@umontana.edu that you have posted a general course question otherwise these questions will be answered in the week.

General Class Discussion (Optional)

This is an optional discussion area where students can post questions or prompts to further the discussion and interaction among classmates. It is suggested that anyone posting in this area send an e-mail message to the entire class so that everyone has the opportunity to participate in the discussion.
Discussion Questions to Dr. O’Reilly (Optional)
This is an optional discussion area where students can pose questions (specific to the weekly topics) to the instructor in much the same way that a question might be posed during a face-to-face class session. To ensure a timely response, please e-mail Dr. O’Reilly (frances.oreilly@umontana.edu) that you have posted a discussion question for her response otherwise these questions will be answered each week.

• Submitting Assignments:
Assignments will be submitted electronically by e-mailing them to Dr. O’Reilly (frances.oreilly@umontana.edu). Save your documents using the format and assignment names listed below. Please follow the provided format and spell each assignment as it is in the example. Your saved assignment should contain the following information in the order provided in the example (including spaces).
EDLD 544.50 Spr 12 Assignment [Your Last Name] [Your First Initial]
Example for Judy Jones:
EDLD 544.50 Spr 12 Interview Paper # 1 Assignment Jones J
EDLD 544.50 Spr 12 Final Paper Assignment and Powerpoint-Jones J

• Using Your umconnect e-mail Account:
Correspondence to you regarding this course will utilize your umconnect account. While it is recommended that you check your umconnect account regularly, there is a way that you can have messages sent to your umconnect account forwarded to another e-mail account. While doable, there are drawbacks to having your messages forwarded.*

Forwarding your umconnect messages to another e-mail account*
1. Log in to your umconnect account
2. Click on “rules”
3. Create new rule
4. Name new rule
5. Keep everything blank until the bottom of the page where it says “enter new e-mail”
6. At this point you enter the e-mail address where you want your umconnect forwarded
7. YOU MUST THEN CLICK SAVE or all your efforts will be in vain.

* One negative side effect of this procedure is the problem of replying to the original message. When your umconnect has been forwarded to another email account there is a problem with replying. In order to reply
to the original e-mail, you must insert the e-mail address where you want your message to go. If you just hit “reply” your reply will be sent only to your umconnect account and NOT to the intended recipient!

- **Needing Help:**
  If you encounter problems regarding this Moodle Course please contact UMOnline at [http://umonline.umt.edu/ContactUs/default.htm](http://umonline.umt.edu/ContactUs/default.htm). There is also a Tech Support area within the menu of the course shell.

  For questions regarding your NetID (formerly SCAUID), changing NetID passwords, email accounts, and general computer assistance:
  IT Central Help Desk: (406) 243-4357, itcentral@umontana.edu

Moodle technical support: (406) 243-4999, coursewaresupport@umontana.edu

General registration information:
Registration Help Desk (Griz Central), (406) 243-6077

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**Assignments:**

Read the class chapters, PowerPoint's, and PDFs etc. and other resources each week. Read the chapters in the text, powerpoints, or PDFs as assigned in the syllabus.

Participate in the Moodle online discussion at least 3 times weekly. Remember to substantiate your responses and threads with citations from the text and or other experts that you are aware of who support that position.

Also check you Grizmail/email at least every day.

1. Paper #1 Interviews and paper emailed. Due by March 26, 2012

2. The final assignment Paper and PowerPoint (#2) due by April 30 unless additional time was requested for and granted by the professor.

*Note 1: This syllabus schedule is subject to change

*Note 2: Moodle is not always as reliable as one would like. I am asking that you send the assignments directly to my email frances.oreilly@umontana.edu even if you also send them to the drop box. Please if you so not receive a quick note from me
that the assignment has arrived contact me to verify. Usually an email will do the trick but if not please call at 406-544-8541 or 406-243-5608

APPENDIX A

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.
APPENDIX B

Name of the Assignment

The Creative Title of the Assignment

by

Your Name

Your 790 # ____________________________

Submitted to
Dr. Frances L. O'Reilly

In Partial Fulfillment of the Requirements of
EDLD 544: College Curriculum
Appendix C

Field Work Component for those In M. Ed. Program
Fieldwork: (To be completed according to the following Department Explanation).

FIELD EXPERIENCE
10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:
Complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership has redesigned field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. These field experience expectations are described on the Department’s Website (http://www.coehs.umt.edu/edlead/default.html). It is important to note that considerations have been made for students who have gained admittance to the department prior to the Fall 2011 Semester.

The field experience is designed to foster applied learning with best practices for educational leadership. The field experience provides the student with the opportunity to bring together leadership theory and practice in actual organizational environments. Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student’s field experience in leadership activities.

Field Experience Requirements for the Department of Educational Leadership – Established Fall 2011

M.Ed. Program Leading to Principal Licensure

Students who were accepted into the program beginning Fall 2011:
Each student will be required to perform and document a minimum of 216 hours of field experience. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed and documented relating to each standard.

Under each standard there are recommended and required activities for each of the six standards. This list appears on the department website. All students must participate in the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to Department of Educational Leadership with the portfolio at least 2 weeks prior to the culminating presentation.

Students who were accepted into the program prior to Fall 2011:
Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form for must be turned in with the portfolio at least two weeks prior to the culminating presentation.

Licensure/Endorsement Program

Students who were accepted into the program beginning Fall 2011:
Each student will be required to perform and document a minimum of 27 hours of field experience per course taken. These field experiences must be aligned with the six Montana PEPP standards with a minimum of 20 hours being performed relating to each standard.

Under each standard there are recommended activities and required activities for each of the six standards. This list appears on the department website. All students must perform the required activities. Activities that do not appear on the list may be performed as well. There is a spreadsheet on the department website that should be used as a guide and as a form of documentation. This form should be submitted to the department prior to recommendation for licensure.

Students who were accepted into the program prior to Fall 2011:
Each student will need to continue with the requirement of 18 hours of field experience per class as previously established. Documentation of this field experience must be turned in to the department at least two weeks prior to the recommendation for licensure.

A. Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;

1. Participate on a building or district committee to create a vision for a district, building or program.
2. Interview internal and external publics and ask what the vision of the district means to them.
3. Attend a school board meeting and summarize the role vision has played in decisions.
4. Investigate the historical process of how a school district or school arrived at their current vision.
5. Interview administrators on how they utilize the vision in their decision making.
6. Review school district communication documents to see how the district vision is disseminated through symbols, stories, ceremonies and other activities.

B. Promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;

1. Work with the person in your school or local district to learn the process for inputting AIMs data (or comparable student data system) or attend an AIMs training.
2. Investigate the historical process of how a school district or school arrived at their current school culture.
3. Interview an individual within the institution who is responsible for professional development.
4. Determine how best practice is identified and transferred.
5. Participate on a professional development committee.
6. Interview the curriculum specialist in your district about a specific curriculum or part of a curriculum about the development of, criteria for selection, criteria for changing curriculum.
7. Short interviews with teachers who use the curriculum regarding the implementation and the selection process. How well does the curriculum address the state standards?
8. Interview a minimum of three parents regarding school curriculum.
9. Conduct a clinical supervision cycle with a faculty member (this can be an actual evaluation or for practice purposes only).

C. Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;

1. Meet with a district business manager, or other individual who has budget development and oversight responsibility, regarding the relationship between budget decisions and the district’s vision and mission.
2. Attend, or participate in, a district budget meeting.
3. Interview an administrator regarding the development of the district’s crisis plan.
4. Interview a building safety coordinator about the building safety plan (risk management).
5. Investigate how your district ensures that playground equipment is safe.
6. Attend or participate in a collective bargaining meeting.
7. Tour the school’s physical plant including boiler and mechanics.
8. Discuss school records with the district or building clerk.
9. Locate the building’s MSDS sheets and read the policies on their use.
10. Review the districts insurance checklists.
11. Locate the comprehensive 5 year plan and interview a committee member about its development.

D. Collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;

1. Investigate how the school or district addresses students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
2. Investigate the implementation of Indian Education for All in your school or a local district. This investigation should include curriculum, curriculum resources, and professional development.
3. Participate in the organization and/or facilitation of Indian Education for All activities.
4. Review the previous year Office of Civil Rights report for a school district.
5. Review the demographics of the community and discuss the sociological implications of the demographics with a school district leader.
6. Participating in community and/or school-community meetings or events. Assist in planning events.
7. Investigate through interviews with administrative leaders how they collaborate with families and community members.
8. Present at community service organization meetings regarding the school district.
9. Review school district communication documents to see how the Indian Education for All information is disseminated through symbols, stories, ceremonies and other activities.

E. Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;
   1. Interview an administrator regarding an ethical dilemma that he/she has faced.
   2. Interview a minimum of 5 educators regarding their concept of integrity, fairness and ethics.
   3. Locate the Code of Ethics for teachers and interview a teacher or teachers about the implications of the code.
   4. Review the board policies on ethics and interview a board member on the implications of the policies.

F. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and
   1. Examine how your district responds to, and influences the larger political context in order to promote the success of all students.
   2. Examine how your district responds to, and influences the larger social context in order to promote the success of all students.
   3. Examine how your district responds to, and influences the larger economic context in order to promote the success of all students.
   4. Examine how your district responds to, and influences the larger legal context in order to promote the success of all students.
   5. Examine how your district responds to, and influences the larger cultural context in order to promote the success of all students.
   6. Review board policy for the hierarchy of communication in a school district and interview an administrator about its implications.
   7. Attend a community organization meeting (i.e. Rotary, City Council, Elks, Chamber of Commerce, County Commissioners, Fair Board).

Log
Artifacts (by standard)

Field Work Rationale:

The fieldwork is designed to foster applied learning with best practices in the field. This provides the student with the opportunity to bring together leadership theory and practice in actual K-12 educational environments. The fieldwork project consists of the number of hours of documented experience by the student and confirmed by their administrative mentor (artifacts) as enumerated in the Syllabus under the Field Experience Requirements for the Department of Educational Leadership – Established Fall 2011.

Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student’s fieldwork experience in leadership activities. This administrator/mentor will work with the student to develop the student’s Fieldwork.
The administrator/mentor will also be responsible to sign off on the student’s documentation of hours spent participating in the Fieldwork.

Choose one or more leadership activities from any of the Six MT PEPP Standards for school leaders to guide their fieldwork experience. While a great learning opportunity and highly encouraged, it is not an expectation of this assignment that the student be put in a specific leadership position. It is understood that in some cases the student will only be able to shadow the administrator. Shadowing an administrator, and hopefully discussing the experience, is a legitimate fieldwork experience.

The documentation of the Fieldwork Experience has two components and will be graded as Pass/No Pass. The two components of this assignment are:
- An e-mail from the administrator/mentor verifying the student’s hours of experience in leadership activities; and
- A one page summary log (use the MSWord Documentation Form provided in the “Class Resources” area of the course shell) noting the type of leadership activity, duration of the activity (documentation of the number of hours), and the MT PEPP Standard(s) that the activity addressed.

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<th>Course Number and Hours Required</th>
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