Savannah State University
New Programs and Curriculum Committee
Summary Page – Form I

1. **Submitting College:** SOTE

2. **Department(s) Generating The Proposal:** Choose an item.
   Choose an item. (if needed)

3. **Proposal Title:** Curriculum and Assessment

4. **Course Number(s):** EDUC 3200

5. **Course Title(s):** **Curriculum and Assessment**

6. **Effective Date:** Spring **Year:** **2014**

7. **Brief Summary of Proposal:** This course is designed to provide theoretical and experiential knowledge regarding basic principles of educational assessment and evaluation for curriculum and instructional needs. This course focuses on the study of the foundations of curriculum and instructional development. Additionally, the course will investigate and analyze selected current issues, innovations and trends with an emphasis on student learning. Finally, the course will review assessment techniques relative to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations.

8. **Type of Proposal:** New Course **If other, please describe:** Click here to enter text.

9. **Impact on Library Holdings**
   Existing: None
   Additional: None
   Deletions: NA

10. **Impact on Existing Programs:** None. This course is designed to meet GaPSC Rules for Teacher Preparation and more specifically curriculum and assessment requirements of all education majors. The specific rules satisfied by this course are 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS and 505-2-.16 CERTIFICATION BY STATE-APPROVED PROGRAMS.

11. **Additional Resources Required**
    Personnel: Adjunct or Part-time
    Non-personnel: None

12. **Approvals:**

- Department Curriculum Committee Signature_____ Date_____
- Department Chair Signature_____ Date_____
- College Curriculum Committee Signature_____ Date 9/25/13
- College Dean Signature_____ Date 9-23-2013

- Vice President of Academic Affairs Signature_____Date_____
  (Chair of the New Programs and Curriculum Committee)

- Faculty Senate Signature_____Date_____

Savannah State University
New Programs and Curriculum Committee
Course Addition Page – Form II

1. **Course Number**: EDUC 3200

2. **Course Title**: Curriculum and Assessment

3. **Catalogue Description**: This course focuses on the study of the foundations of curriculum and instructional development. Additionally, the course will investigate and analyze selected current issues, innovations and trends with an emphasis on student learning. Finally, the course will review assessment techniques relative to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations. **10 hour field experience component is a requirement for this course. Verification of professional liability insurance and a clear criminal background check is required prior to placement in the field experience.**

4. **Rationale**: This course is one of the Scope and Sequence of courses needed to satisfiy 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS and specific program rule 505-2-.16 CERTIFICATION BY STATE APPROVED PROGRAMS.

5. **Credit Hours**: 3 Credit Hours

6. **Pre-requisites**: Admission to School of Teacher Education

7. **Syllabus**: See Attached

8. **Similarity to or duplication of Existing Courses**: NA

9. **Textbook selection**: Ornstein, A.C., Pajak, E.F., & Ornstein, S.B. (2010). *Contemporary Issues in Curriculum* (5th Ed.). New York: Pearson Publisher.

10. **Grading**: Grading Scale: A (90-100); B (80-89); C (70-79); D (60-69); F (Below 60)

EDUC 3200: Curriculum and Assessment
Spring Course
Savannah State University
School of Teacher Education

Course Number: EDUC 3200

Instructor: Instructor's Name
Office: 110 Morgan Hall
Phone:912.358.4100
e-mail:

Course Title: Curriculum and Assessment
Office Hours: ########
Class Time: ########
Room: Morgan Hall Seminar Room – Room XXX

Instructors' Education:
Ed.D. North Carolina State University
M.Ed. North Carolina State University
B.S. West Virginia State University

(See instructor's biography under the faculty menu of Desire2 Learn (D2L) ELearning Course Management System)

Catalog Course Description: This course focuses on the study of the foundations of curriculum and instructional development. Additionally, the course will investigate and analyze selected current issues, innovations and trends with an emphasis on student learning. Finally, the course will review assessment techniques relative to constructing, evaluating, and interpreting tests; descriptive and inferential statistics; state competency testing; and guidelines for state program evaluations. **There will be a 10 hour field component to this course. You cannot pass this course without it. Verification of professional liability insurance and a clear criminal background check is required prior to placement in the field experience. You will be unable to select a school for placement until this step is completed.**

Overview: This course is designed to provide theoretical and experiential knowledge regarding basic principles of educational assessment and evaluation for curriculum and instructional needs.

Credit Hours: 3

Pre-requisites: Admission to School of Teacher Education

Text:

Ornstein, A.C., Pajak, E.F., & Ornstein, S.B. (2010). *Contemporary Issues in Curriculum* (5th Ed.). New York: Pearson Publisher.

COURSE GOALS AND OBJECTIVES

This course is designed to introduce the student of education to the foundations, principles, and theories of curriculum development. As a result students should be able to:

- Reflect upon and discuss interpretations and understandings of assigned readings from their individual perspectives while pondering the viewpoints of others.
- Consider different definitions of curriculum.
- Analyze and value the complexities of curriculum development within historical, cultural, philosophical, economic, social, political, educational, and personal contexts.
- Apply theory and knowledge to solve school-related problems.
- Compare the characteristics of various curriculum models.
- Examine current curriculum-related issues and trends through the lens of multiculturalism, constructivism, hidden curriculum, and education reform.
- Identify important issues and make judicious decisions.
- Engage in continued personal research, reading, and study of curriculum and instruction.
- Use assessment software to collect and analyze data on student learning
- Produce assessment reports on student performance

Course Modules & Activities

Module 1: Curriculum and Philosophy

- Philosophy as a basis for curriculum decisions
- Goals and objectives
- A pedagogy of possibility
- Art and imagination: overcoming a desperate stasis
- No community left behind

Activities

- PRO-CON CHART 1 Should the schools introduce a values-centered curriculum for all students?
- CASE STUDY 1 A clash concerning the curriculum

Module 2: Curriculum and Teaching

- Teaching And Themes of Care
- The Heart of A Teacher
- Critical Issues In Teaching
- Productive Teachers: Assessing The Knowledge Base

- Honoring Diverse Styles of Beginning Teachers
- Keeping Good Teachers: What It Matters, What Leaders Can Do

Activities

- Pro-Con Chart 2 Should Teachers Be Held Accountable For Their Teaching?
- Case Study 2 School District Proposes Evaluations By Students

Module 3: CURRICULUM AND LEARNING

- Grappling
- Creating Creative Minds
- The Cognitive-Developmental Approach To Moral Education
- Critical Examination of Character Education
- Limiting Students' School Success and Life Chances: The Impact of Tracking
- Disciplining The Mind, Veronica Boix Mansilla and Howard Gardner

Activities

- Pro-Con Chart 3 Should Special Education Students Be Grouped (Mainstreamed) Into Regular Education Classes?
- Case Study 3 Language And Standardized Testing

Module 4: Curriculum and Instruction

- The Search For Methods Of Instruction
- Needed: A New Educational Civil Rights Movement
- The Thought-Filled Curriculum
- The Importance of Multicultural Education
- Knowledge Alive
- Teaching Content Outrageously

Activities

- Pro-Con Chart 4 Should Academic Content Standards Be Used In Place of Curriculum Guides?
- Case Study 4 An Advocate For Longer School Days.

Module 5: Curriculum and Supervision

- The Politics of School Virtue: A New Framework For School Leadership
- What The World Can Teach Us About New Teacher Induction
- Clinical Supervision And Psychological Functions
- A Role For Technology In Professional Development
- Instructional Sensitivity of Tests: Accountability's

- Diagnosing School Decline, Daniel L. Duke

Activities

- Pro-Con Chart 5 Should The Person Who Helps Teachers To Improve Instruction Also Evaluate Their Performance?
- Case Study 5 A Principal Works For Inclusion

Module 6: Curriculum and Policy

- Educational Demographics: What Teachers Should Know
- Beyond Standardization: Powerful New Principles For Improvement
- Dichotomizing Educational Reform, Carl D. Glickman
- Assessment For Learning Around The World: What Would It Mean To Be Internationally Competitive?
- The Perennial Reform: Fixing School Time
- Poverty, Global Inequality, And Instability

Activities

- Pro-Con Chart 6 Should Parent Voice Be A Major Consideration In Determining Where Students Attend School?
- Case Study 6 School Board Debates Bilingual Education Program

Grading Guidelines and Rationale for Self- and Peer-Assessments

This course may be different from what you are accustomed. One of its strengths (and challenges) is that you will be **required to view and rate some of the assignments, using instructor-created rubrics.** Your ratings will be anonymous. However, you should post replies to your classmates' posts providing more information such as missing elements, incorrect grammar, or other issues. In addition, you should comment on what they did very well. The interactive and cooperative discussion forums should strengthen and promote class community, while also providing you with a way to self-assess your progress.

Peer-assessment is not meant to replace instructor grading, but rather to enhance it. Your instructor will review peer feedback/grades and then make the **final determination for your score.** Detailed feedback will be included as needed.

In order to facilitate this process, you will be divided into small groups of five to eight for this class. This will inhibit you from being overwhelmed with grading classmates' work, but will provide enough work to view and compare to your own.

Assignments

Assignment Due Dates: Unless otherwise noted, most assignments are due on Sundays at 11:55 PM, Eastern Standard Time. Please contact your me directly if you questions about assignment due dates or requirements.

Assignment Submission: All assignments should be submitted on the assigned due dates. Assignments will be submitted in various formats. Each assignment is described in detail, along with a rubric or details in D2L.

Evaluation:

Below is the list of assignments for this course and the points assigned for each assignment:

Evaluation Items	Points
Curriculum and Philosophy - Test	6
Pro-Con Chart 1 Should the schools introduce a values-centered curriculum for all students?	3
Case Study 1 A clash concerning the curriculum	3
Curriculum and Teaching - Test	6
Pro-Con Chart 2 Should Teachers Be Held Accountable For Their Teaching?	3
Case Study 2 School District Proposes Evaluations by Students	3
Curriculum and Learning - Test	6
Pro-Con Chart 3 Should Special Education Students Be Grouped (Mainstreamed) Into Regular Education Classes?	3
Case Study 3 Language and Standardized Testing	3
Curriculum and Instruction – Test	6
Pro-Con Chart 4 Should Academic Content Standards Be Used In Place of Curriculum Guides?	3
Case Study 4 An Advocate For Longer School Days.	3
Assessment Activity 1	2
Curriculum and Supervision - Test	6
Pro-Con Chart 5 Should The Person Who Helps Teachers To Improve Instruction Also Evaluate Their Performance?	3
Case Study 5 A Principal Works For Inclusion	3
Assessment Activity 2	2
Curriculum and Policy - Test	6
Pro-Con Chart 6 Should Parent Voice Be A Major Consideration In Determining Where Students Attend School?	3
Case Study 6 School Board Debates Bilingual Education Program	3
Assessment Activity 3	4
Capstone Educational Technology Project (Final Exam)	20
Total Points	**529**

Grading

The grading scale below will be used to determine your final grade:

90 -100 Points =	A
80 -89 Points =	B
70 -79 Points =	C
60 -69 Points =	D
BELOW 60 =	F

Schedule of Course Activities

Course calendar of activities, rubric, syllabus, and related course material are posted in Desire2 Learn (D2L) course management System.

Absence/withdrawal Policy

You are encouraged and expected to attend all classes. Roll will be taken at the beginning of each class. Missed classes count as absences even if you were not yet registered for this class. YOU ARE RESPONSIBLE FOR ALL MATERIAL COVERED, EVEN IF YOU ARE ABSENT. You will receive a grade of zero (0) for class participation and journaling on the days you are absent. These points cannot be made up. Please do not contact the School of Teacher Education to report an absence prior to class or to leave a message for me there. Any messages for me should either be emailed to me or left on phone number listed on this syllabus. There are no excused/unexcused absences, the grading policy allows for "infrequent" absences without significant penalty.

If a student does not attend at least one class during the first two weeks, they may be automatically dropped from the class. I am unable to withdraw you during the semester. If you need to do this before the midpoint of the semester, it is up to you to take care of this with the registrar's office.

Tardy Arrival/Early Departure Policy

You are expected to arrive on time for each class and to remain until class is dismissed. Late arrivals (and early departures) disrupt the class and distract me.

Course Amendments

The instructor reserves the right to amend any aspects of the course outline as deemed necessary and useful to the goals of the course as well as the students' progress and success.

Savannah State University Policies

a. Academic Honesty Policy:

Cheating is against school policy. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, and may include copying answers from other students or using unauthorized notes during tests. Plagiarism is a particular form of cheating that involves presenting as one's own the ideas or work of

another, and may include using other people's ideas without proper attribution and submitting another person's work as one's own.

Violations of the cheating policy will result in a grade of '0' for the assignment in question, and may result in a failing grade for the course at the instructor's discretion. See the Student Conduct Code in the Student Handbook for details and for a review of the appeals procedure. Additional information related to Academic Honesty as it applies to courses taken in the School of Teacher Education may be found on the website at http://www.savannahstate.edu/student-affairs/docs/SSU_Student_Handbook.pdf

b. Americans with Disabilities Act Statement
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. It is the student's responsibility to notify the instructor and to obtain an accommodation letter so that accommodations can be made for the class.

c. Statement of Non-Discrimination
Savannah State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college.

Any individual with a grievance related to the enforcement of any of the above provisions should contact the Assistant Director of Human Resources, Ombudsperson.

d. Affirmative Action Statement
Savannah State University is an equal opportunity employer which assures that no person shall, on the grounds of race, creed, color, national origin, sex, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity the institution conducts. Savannah State University complies with all state and federal affirmative action guidelines and criteria in its employment and hiring procedures and practices.

e. Equal Opportunity Statement
Savannah State University is an equal employment opportunity institution. The institution's policy is that all recruiting, hiring, and promotion in all categories will be accomplished without regard to race, creed, color, national origin, sex, sexual orientation, handicap, or age. All personnel policies and employees benefits will be administered in a nondiscriminatory manner. As a part of this policy, an equal employment opportunity/affirmative action office is maintained on campus.

SYLLABUS ACKNOWLEDGEMENT FORM

- I have received a copy of the Education 3200 course syllabus.
- I have read and understand the content.
- I understand that I am allowed 3 unexcused/excused (documented verifiable) absences

Name _____
(Please print)

Signature _____

Date _____

(You must e-mail this form to the instructor after the first week of class.)