Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors) and program eliminations must be reviewed and approved by the Provost and APC prior to submission to the Curriculum Committee. Significant program revisions must also undergo review and approval by the Provost. The Provost will determine if a significant proposal revision requires approval by the APC. Revisions to the General Education curriculum originate from the General Education Committee and must be reviewed and approved by the Provost.
- Completed (and signed) forms are due on the first Tuesday of every month. Submit one signed copy to the Chair of the Curriculum Committee.

1. Originator: Dr. Erin McHenry-Sorber and Graduate Faculty
   Department: Education
   Phone: 408-5611
   Email: erin.mchenrysorber@wilkes.edu

2. Proposal Title: Addition of a Curriculum and Instruction Specialization in the Doctor of Education in Educational Leadership Program

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

- [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
- [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
- [ ] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
- [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
- [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
- [ ] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
- [ ] Change in course credit or classroom hours.
- [ ] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the
Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
Indicate the number of course modification forms that apply to this proposal:

- Course Addition Form (plus syllabi) __6__
- Course Deletion Form __1__
- Course Change Form __

4. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

The purpose of this proposal is to make a revision to the Doctor of Education in Educational Leadership Program through the addition of a specialization in Curriculum and Instruction. Graduate faculty members determined that there was a need for this new specialization because of decreased enrollment in the K-12 Administration specialization. The Pennsylvania Department of Education requires that students hold a prior supervisory certificate as well as administrative experience before entering the Administration specialization. The graduate faculty members have determined that the narrow focus of this program excludes the majority of K-12 educators from enrolling in the program. The new Curriculum and Instruction specialization will be open to students who aspire to become K-12 curriculum leaders and higher education faculty members. The addition of this specialization broadens our appeal to those seeking Doctorates of Education who do not wish to obtain a position as K-12 superintendent.

This specialization, like all other specializations in the Doctor of Education in Educational Leadership program has a total of 60 credit hours. Unlike the K-12 administration specialization, which is regulated by PDE, the Curriculum and Instruction specialization has flexibility built into its course requirements, enabling students to focus on both K-12 and higher education issues.

This proposal adheres to the tenets of the Wilkes University mission in its reflection of the faculty’s commitment to adapt programs to (1) meet the constantly evolving needs of our students and (2) provide students with mentorship, excellent teaching, and a focus on scholarship in a relevant and innovative specialization that meets the needs of a more diverse population.

5. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal
were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

This proposed specialization will not affect any other programs. Current faculty members will advise students of specialization requirements and options, teach the additional courses, and chair dissertations. The library and technology resources currently available are adequate for this specialization.

6. Program Outline. (Not applicable for incidental changes).
A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

<p>| Proposed Curriculum &amp; Instruction Specialization Courses |
| Approved by faculty 2/9/12 |</p>
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Type of Change</th>
<th>Credits</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Core (9 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 610</td>
<td>Ethics for Educational Leaders</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 612</td>
<td>Leadership, Diversity, &amp; Societal Change</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 614</td>
<td>Organizational and Leadership Theory</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>Major Courses (30 credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: The first 6 courses are required by all students. The next 10 courses comprise a menu of electives from which students may select the designated number of courses depending on their area of focus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 626</td>
<td>Politics and Policy for Educational Leaders</td>
<td>Course Addition</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>ED 627</td>
<td>Advanced Issues in Educational Law</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 670</td>
<td>Curriculum Theory</td>
<td>Course Addition</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>ED 671</td>
<td>Measurement and Assessment</td>
<td>Course Addition</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>ED 672</td>
<td>Curriculum Design and Instructional Models</td>
<td>Course Number, Bulletin Description</td>
<td>36 (D) 37 (A)</td>
<td></td>
</tr>
<tr>
<td>ED 679</td>
<td>Internship in Curriculum and Instruction</td>
<td>Course Addition</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 623</td>
<td>Educational Technology Leadership</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 640</td>
<td>Instructional Design and Development</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 645</td>
<td>Technology Supported Assessment</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 632</td>
<td>Cognition and Learning</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 650</td>
<td>Curriculum, Instruction, and Assessment</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 673</td>
<td>Controversies in Curriculum, Instruction, and Assessment</td>
<td>Course Addition</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Choose two of the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 625</td>
<td>Professional Development and</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>Supervision</td>
<td>None</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>ED 652  Special Education Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 660  Higher Education Institutions and Adult Learners</td>
<td>None</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ED 663  Faculty Development and Curriculum Management</td>
<td>None</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Research Core (12 credits)**

<table>
<thead>
<tr>
<th>Supervision</th>
<th>None</th>
<th>3</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 681  Introduction to Educational Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 682  Statistical Methods for Educational Research I</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 683  Qualitative Methods in Educational Research I</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 685  Statistical Methods for Educational Research II</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>ED 686  Qualitative Methods in Educational Research II</td>
<td>None</td>
<td>3</td>
<td>X</td>
</tr>
</tbody>
</table>

**Dissertation Core (9 credits)**

<table>
<thead>
<tr>
<th>Supervision</th>
<th>None</th>
<th>3</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 697  Dissertation Proposal Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 698  Dissertation</td>
<td>None</td>
<td>6</td>
<td>X</td>
</tr>
<tr>
<td>ED 699  Dissertation Maintenance</td>
<td>None</td>
<td>0</td>
<td>X</td>
</tr>
</tbody>
</table>
7. Signatures and Recommendations. (please date)

- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

Caroline Maurer  Caroline Maurer
Print Name/Title
Date
Department chair(s) of all potentially affected programs

Mike Speziale
Print Name/Title
Date
Dean(s) of any potentially affected College/School.

Sue Hritzak  Susan Hritzak (RD on)
Print Name
Date
Registrar

Reynold Verret
Print Name
Date
Provost (For new programs, program elimination, significant program revisions and revisions to the General Education curriculum).

Provost should check here if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Print Name
Date
Chair, Academic Planning Committee. For new programs, program elimination, and significant program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

Print Name
Date
Chair, General Education Committee. For revisions to General Education curriculum only. (Signature indicates that the proposal has been approved by GEC).
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Politics and Policy for Educational Leaders

2. Course Number: 626
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours_3____ Lab Hours_____ Other_____

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course will explore the roles of public policy and politics in education at the federal, state, and local levels. Through the course students will examine policy models, frameworks, and processes as they relate to policy issues in the K-12 and higher education arenas. A second major area of focus will be the political forces that influence and shape decision-making processes, reform efforts, and community relations.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Doctor of Education in Educational Leadership Mission
The mission of the doctoral program in Educational Leadership is to produce knowledgeable, competent, and dedicated educational leaders with the skills and dispositions needed to serve in leadership capacities in their respective fields for the betterment of education for all students and society at large.

ED Number  
ED626  
Course Title  
Educational Policy and Politics in the United States

Section/Semester  
Location  
Meeting Times

Instructor Contact Information
Instructor Name  
Office Hours (if applicable)

Phone Number  
E-mail  
Best time(s) to be contacted

Course Description
This course will explore the roles of public policy and politics in education at the federal, state, and local levels. Through the course students will examine policy models, frameworks, and processes as they relate to policy issues in the K-12 and higher education arenas. A second major area of focus will be the political forces that influence and shape decision-making processes, reform efforts, and community relations.

Required Textbook(s) & Readings

Additional articles from resource list will be included throughout the course.

Recommended Reading List or Resources


Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Evidence of Learning * ~ Key Instructional Assignments, Activities, or Assessments ~</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will:</td>
<td></td>
</tr>
<tr>
<td>1. Explain the role of politics in shaping educational policies.</td>
<td>Unit discussions</td>
</tr>
<tr>
<td></td>
<td>Unit assignments</td>
</tr>
<tr>
<td>2. Identify and evaluate competing value structures and ideologies that influence educational policy and politics at multiple levels.</td>
<td>Unit discussions</td>
</tr>
<tr>
<td></td>
<td>Unit assignments</td>
</tr>
<tr>
<td>3. Analyze the influence of demographic, social, and economic factors on educational policy and politics.</td>
<td>Unit discussions</td>
</tr>
<tr>
<td></td>
<td>Unit assignments</td>
</tr>
<tr>
<td>4. Explain the processes by which educational policy is constructed.</td>
<td>Unit discussions</td>
</tr>
<tr>
<td></td>
<td>Unit assignments</td>
</tr>
<tr>
<td>5. Explain and analyze the influence of federal, state, and local political and policy contexts on educational decision-making, reform efforts, and community relations.</td>
<td>Issue paper</td>
</tr>
<tr>
<td></td>
<td>Unit discussions</td>
</tr>
<tr>
<td>6. Critically analyze existing research and practices related to educational leaders and politics.</td>
<td>Unit discussions</td>
</tr>
<tr>
<td></td>
<td>Unit assignments</td>
</tr>
<tr>
<td>7. Construct a policy brief that incorporates contemporary policy research and political realities.</td>
<td>Policy brief</td>
</tr>
</tbody>
</table>

Course Requirements & Assessments

1. Online Discussion Forums--Reading Reflections

Reading reflections will be written throughout the course as a continuous record of your responses to readings from the course text and articles as well as supplemental readings focused on course objectives. It is intended that the weekly reflections will document your learning as you relate theory to practice, as well as to enable you to synthesize concepts presented in this course. You will submit reflections on assignment readings on a weekly basis and respond to your classmates' submissions.

Initial posts are due Wednesday evening. You are expected to participate in discussions throughout the rest of the unit, with response posts to at least two classmates due Saturday evening.

Assessment: Discussion Rubric

2. Unit Assignments—Linking Theory to Practice

You will be required to participate in unit assignments throughout the course. These assignments will focus largely on making links between the theories discussed in the course and the practice of educational leaders. These assignments should include scholarly writing with formal citations to course readings (and outside readings when appropriate) and a reference page. Unit assignments should be 1-3 pages in length.

Assessment: Theory/Practice Rubric

3. Policy Brief
Option 1: Issue Analysis
Write a paper (10-15 pages) in which you discuss and analyze a significant educational policy issue.

- Clearly state the issue. The definition of the problem is significant as it directs the rest of the paper.
- Discuss and analyze the strengths and weaknesses of proposed policy solutions. Do the policies adequately address the problem and understand its causes? Is the proposed solution feasible to implement?
- Select the best solution for the policy problem. This may involve incorporating components of various proposed solutions. Clearly present your argument for this solution.
- Make use of course readings and outside research to analyze the problem and its potential policy solution(s).
- If you choose big legislation (i.e. HEA, IDEA, or ESEA), focus on one slice of the legislation.

Option 2: Policy Brief
You are serving in an advisory role to a governor, member of Congress, state legislator, or head of a state or federal education agency. You will submit a policy brief to this person, the purpose of which is to make a policy recommendation on a specific topic. This brief will be well researched and include references to course readings and outside sources. Your paper should either focus on a particular policy that the lawmaker or agency head should support or should make a policy recommendation about what this person should do about a given policy problem or issue.

In the policy brief, you should:
- Clearly state the policy issue.
- Discuss and analyze the strengths and weaknesses of possible policy alternatives.
- Discuss your policy recommendation. Clearly present your argument for this recommendation.
- Make use of course readings and outside research to analyze the problem and support your recommendation(s).
- If you choose big legislation (i.e. HEA, IDEA, or ESEA), focus on one slice of the legislation.

A one-page paper proposal is due _____________.
For Option 1, the proposal should include:
- A brief description of the policy problem/issue
- Suggested solutions
- Major references

For Option 2, the proposal should include:
- A brief description of the policy problem/issue
- Your role and the organization with which you are working (your audience)
- A discussion of the major policy alternatives and your recommendation
- Major references

Assessment: Adapted EdD Writing Rubric

4. Local Politics Issue Paper

Write a paper (approximately 10 double-spaced pages) discussing and analyzing a local education political issue or problem faced by an institution with which you are familiar. In the K-12 arena, this may take the form of school-community relations issue; students with a higher education focus should think about the assignment in terms of a town-gown problem. Some examples include: off-campus residents and underage drinking, school closure, censorship, overcrowding. Higher education students may also choose to focus on an institution-state relations issue.

- Discuss the issue/problem.
- Discuss and analyze how the issue or problem is being dealt with currently based on course readings and outside research.
• Discuss more effective ways to address or manage the problem or issue based on course readings and outside research.

Remember that for something to be considered a problem, it cannot be simply or easily solved or resolved. This should be scholarly paper; that is, it should not be an opinion piece. Draw on course readings and outside research to support your work.

Alternative assignment: If you lack familiarity with an educational institution, you may write a paper discussing and analyzing some specific aspect of local education politics drawing on both course readings and outside research. Please discuss this option with the professor before proceeding.

Assessment: EdD Writing Rubric

Instructor’s Course Policies

Attendance Policy: Attendance is required at all face-to-face & WebEx class meetings. Always contact the instructor via email in case of emergency. See Doctor of Education Policies.

Course Expectations & Late Work Policy: All coursework will be completed and submitted when due in a manner consistent with the high expectations of a doctoral level student. See Doctor of Education Policies.

Late Discussions will not be accepted for points after the response date & will result in 0 points. Discussions cannot be resubmitted once assessed.

Assignments are to be posted by the date given and are to be submitted as the final draft. Assignments cannot be resubmitted once assessed. Late assignments will result in a 25% deduction for that assignment. Assignments over one week late will not be accepted & will result in 0 points.

Review of work by instructor prior to submission: Work will not be reviewed by the instructor prior to submission UNLESS a draft submission is required. In this case, drafts are submitted for points and are to meet the criteria outlined in the rubric for that work.

Because of this policy, great care should be taken to ensure all work meets the criteria set in the rubric before submission.

Quality of Work: Because this is a doctoral level course, professional quality work is expected. All work is to be proofread, spellchecked and grammar checked. Excessive spelling and grammatical errors will result in a point reduction for that assignment or discussion.

Citing of Sources: APA formatting is required for citations and references.

On-line Etiquette & Respect for Others: Comments that would be inappropriate in a regular course are most likely inappropriate for a Web-based course. Treat your instructors and classmates with respect. This may be the first online experience for some. It is a different type of social interaction without body language, tone, and face-to-face clues. We need to be mindful of remaining respectful and appropriate. For more about online etiquette visit: http://www.albion.com/netiquette/corerules.html

Grading: Grading is based on total points earned divided by possible total points for the course. Refer to the “Course Requirements” section and to the “Class Schedule & Requirements” matrix for specific point values of all course discussions, assignments, and projects. Grades appear in the online grade book and are updated when course assignments are assessed. Grading is done by total earned points divided by total course points to reach a percentage; this percent is converted to the 4.0 scale (below).
## Doctor of Education Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5</td>
<td>B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting course requirements but below the average required for graduation</td>
</tr>
<tr>
<td>2.5</td>
<td>C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required to meet course and graduation requirements</td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td>70-74%</td>
<td>Academic achievement below the average to meet course and graduation requirements</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>Below 70%</td>
<td>Failure—no course credit earned</td>
</tr>
</tbody>
</table>

Note: A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

## Doctor of Education Policies

### Attendance Policy

Attendance at all doctoral class sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. For a traditional class format, one class absence for a legitimate reason may be permitted, IF approved by the instructor; however, a second absence will result in a .5 point reduction from the final course grade. Each additional absence will result in .5 point deduction from the final grade.

For live class sessions, one absence is equated to a three-hour live class or a half-day for a full day class session. Because doctoral courses are offered in a variety of models—fully live, hybrid, and online—the instructor will communicate the parameters of this attendance policy for the specific course, given its structure, but is required, by departmental policy, to adhere to these guidelines. The communication and enforcement of this policy is the instructor’s responsibility.

Students at the doctoral level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a greater grade consequence than that set within this policy and should confer with the instructor in advance of the absence, if possible. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class meeting.

It is the doctoral student’s responsibility to inform and seek the instructor’s approval for any absences. It is an expectation at the doctoral level that absences from class should only be taken for emergencies or mandatory work requirements. Instructors have the right to ask students for verification of an absence and can decline to excuse students from class. Penalties levied within this attendance policy are not subject to grievance by students.

### Late Work and Coursework Extension Policy
All coursework, including assigned field and internship hours and related projects and assignments, must be completed by the due dates set in the syllabus and during the semester in which the student is enrolled in the course.

If a student requires additional time for work that is due at the end of the semester, an extension may be requested, only if documented. Exceptional circumstances must be presented to the course instructor as soon as they are realized.

Extensions are limited to no more than two weeks from the end date of the semester. The instructor will determine if an extension is warranted and will approve or deny the request. The instructor may apply any penalties stated in the syllabus for late work.

It is the student's responsibility to turn in all work at the end of the two week extension. If the work is not turned in by that deadline, the earned grade will be issued. If the extension is requested and approved for assigned field and internship hours and related projects and assignments, a failing grade in the course will be issued if the hours and related work are not completed or turned in by the end of the approved extension.

**Academic Integrity and Professional Conduct**

The Doctor of Educational Leadership Program’s commitment to integrity and professionalism at Wilkes University requires academic honesty and ethical behavior on the part of its students, faculty, and staff. Conduct that is dishonest, evidences a lack of integrity or trustworthiness, or may unfairly intrude on the rights of others is considered serious and may be referred to the academic coordinator and then proceed through a review process for referral to the Education Department Chair and the Dean of the School of Education.

**Academic Honesty.** It is expected that academic papers (e.g. research papers, dissertation proposals, and dissertations) submitted for course credit and for degree completion, reflect the original ideas and research of the student and that full credit and recognition be given to other scholars and sources of information. These standards for scholarly work in the doctoral program follow the most current edition of the *APA Manual*. Definitions of plagiarism are also found in the *Wilkes University Student Handbook* under the section “Intellectual Responsibility and Plagiarism,” which present general principles to follow when including the work or ideas of others in written work. Violations and general consequences regarding plagiarism at the University are also outlined in this section; however, the specific program procedures appear at the end of this section. Knowledge of and adherence to the principles of academic honesty are expected of all students.

**Ethical Behavior.** It is expected that students, faculty, and staff will adhere to and support the program’s policies, procedures, and curriculum and will not let personal agendas or conflicts of interest influence work or interfere with the integrity of the learning and research environment. When conducting dissertation research, the ethical standards of the profession are to be followed and all approvals and protocols of the Wilkes Institutional Review Board are to be followed.

**Professional Conduct.** It is expected that students, faculty, and staff will conduct themselves in a manner that is professional and respectful of others. This includes both oral and written communication in face-to-face and in online class sessions. Remarks—that are made by students and faculty in all class sessions are to uphold the integrity of the learning environment, demonstrate respect for diverse opinions, and regard for the policies and standards of the program, the profession, and the university.

**Ed.D. Course Technology Integration & Support**

Doctoral courses are offered in a hybrid format with both face-to-face and online sessions using the D2L course management system.
Help Desk: For general technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.

Academic Support

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database which you would like to search at http://www.wilkes.edu/pages/662.asp

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available http://wilkes.libguides.com/index.php (Index). The direct link to the Graduate Education LibGuide is http://wilkes.libguides.com/gradeducation

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access. Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.

Writing Support: The Writing Center, located in the lower level of Farley Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at http://www.wilkes.edu/pages/765.asp

Special Needs: Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: 408-4150.

School of Education Program Evaluation

Identity Authentication

The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix B: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and-reporting breaches of the security policy to the IT Helpdesk.
Program Evaluation

Wilkes University Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Act 48/Act 45

Wilkes University will automatically submit (90) Act 48 or Act 45 credits to PDE approximately 4-6 weeks after you receive your grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: https://www.perms.ed.state.pa.us/
## Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Unit Topic(s) &amp; Required Readings</th>
<th>Discussions, Assignments, Examinations &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
<td><strong>Part I: Educational Policy</strong></td>
<td>Unit discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The educational policy system</td>
<td></td>
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<tr>
<td>Unit 2</td>
<td></td>
<td>The policy process</td>
<td>Unit discussion</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Unit assignment</td>
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<tr>
<td>Unit 3</td>
<td></td>
<td>Policy implementation</td>
<td>Unit discussion</td>
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<td></td>
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<td></td>
<td>Unit assignment</td>
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<tr>
<td>Unit 4</td>
<td></td>
<td>K-12 policy issues</td>
<td>Unit discussion</td>
</tr>
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<td></td>
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<td></td>
<td>Unit assignment</td>
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<tr>
<td>Unit 5</td>
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<td>Higher Education policy issues</td>
<td>Unit discussion</td>
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<td></td>
<td>Unit assignment</td>
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<tr>
<td>Unit 6</td>
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<td>Scale and sustainability</td>
<td>Policy brief</td>
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<tr>
<td>Unit 7</td>
<td></td>
<td><strong>Part II: Educational Politics</strong></td>
<td>Unit discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National political realities and globalization</td>
<td>Unit assignment</td>
</tr>
<tr>
<td>Unit 8</td>
<td></td>
<td>Competing values, interests, &amp; ideologies</td>
<td>Unit discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit assignment</td>
</tr>
<tr>
<td>Unit 9</td>
<td></td>
<td>Public vs. private good</td>
<td>Unit discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit assignment</td>
</tr>
<tr>
<td>Unit 10</td>
<td></td>
<td>The politics of what is taught, how it is taught, and who teaches it</td>
<td>Unit discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit assignment</td>
</tr>
<tr>
<td>Unit 11</td>
<td></td>
<td>Local education politics</td>
<td>Unit discussion</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Unit assignment</td>
</tr>
<tr>
<td>Unit 12</td>
<td></td>
<td>The dialectic of educational policy and politics</td>
<td>Issue Analysis paper</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Curriculum Theory

2. Course Number: 670 Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours: 3 Lab Hours
   Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course will focus on the theory of curriculum and its philosophical and historical foundations and the ideologies that influence and shape curriculum. Governance, control, and macro and micro perspectives of curriculum will be examined.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

Wilkes University Doctor of Education Department
Course Syllabus
Spring 2012
Doctor of Education in Educational Leadership Mission
The mission of the doctoral program in Educational Leadership is to produce knowledgeable, competent, and dedicated educational leaders with the skills and dispositions needed to serve in leadership capacities in their respective fields for the betterment of education for all students and society at large.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ED 670</td>
<td>Curriculum Theory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Course Description
This course will focus on the theory of curriculum and its philosophical and historical foundations and the ideologies that influence and shape curriculum. Governance, control, and macro and micro perspectives of curriculum will be examined.

Required Textbook(s) & Readings


Required Resource
Recommended Reading List or Resources (See Appendix at end of syllabus)

Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Evidence of Learning * - Key Instructional Assignments, Activities, or Assessments ~</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will:</td>
<td></td>
</tr>
<tr>
<td>1. Examine the theory of curriculum and its philosophical foundations and goals and values</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>Unit Assignments</td>
</tr>
<tr>
<td>2. Consider the historical foundations of curriculum, including the nature of education</td>
<td>Discussions</td>
</tr>
<tr>
<td>and schooling</td>
<td>Unit Assignments</td>
</tr>
<tr>
<td>3. Investigate the social forces that shape curriculum</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>Unit Assignments</td>
</tr>
<tr>
<td>4. Explore how knowledge of human development and the brain have shaped curriculum</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>Unit Assignments</td>
</tr>
<tr>
<td>5. Compare and contract various curriculum ideologies and how macro and micro perspectives of curriculum are influenced by each one</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>Unit Assignments</td>
</tr>
<tr>
<td>6. Examine the academic ideology of curriculum and the influence of academic disciplines, knowledge, and intellect on curriculum</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>Unit Assignments</td>
</tr>
<tr>
<td>7. Analyze the societal efficiency ideology of curriculum and the influence of politics and control on curricular governance</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>Unit Assignments</td>
</tr>
<tr>
<td>8. Explore the learner center ideology of curriculum and its focus on the school and the nature of teaching and learning</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>Unit Assignments</td>
</tr>
<tr>
<td>9. Investigate the social reconstruction ideology of curriculum and schools as institutions of change</td>
<td>Discussions</td>
</tr>
<tr>
<td></td>
<td>Unit Assignments</td>
</tr>
<tr>
<td>10. Compare the various ideologies of and influences on curriculum</td>
<td>Online Discussions</td>
</tr>
<tr>
<td></td>
<td>Comparative Analysis Paper</td>
</tr>
</tbody>
</table>

Course Requirements & Assessments

1. Online Discussions: Student-facilitated Topics

Discussions allow for an exchange of ideas between and among students and the instructor. Discussions in small groups and whole class activities will be important for analyzing and synthesizing information presented throughout the semester.

Student Facilitators: Students will be assigned to facilitate discussions in various units and will post an initial entry which the class will discuss based on the text chapter(s) and readings for that unit. Students assigned to a unit will complete the assigned unit’s readings at least one week in
advance so the initial posting and question or questions to pose to the class are online by the first day of the assigned unit.

An initial posting by a student facilitator will contain an introduction related to the readings and text references. This is followed by posing a question(s) that the class can discuss.

The student facilitator will be responsible for keeping the discussion on-topic and is expected to pose additional questions or posts to deepen the discussion and maintain the discussion throughout the unit. Student facilitators will check the discussion frequently throughout their assigned unit.

**Discussion Postings:** When not serving as a discussion facilitator, students are expected to post at least two times during an online unit. Initial posts are due by the third day of the unit with all replies posted by the last day of the unit. The rubric for student-facilitated discussions appears at the end of the syllabus.

**Assessment:** Discussion Rubric: Student Facilitated Topics

2. **Outline Discussions: Reading Response Topics**

Responses to the readings based on curriculum topics will be assigned in various units throughout the course as a continuous record of students’ reading and thinking processes. Structured questions, prompts, and scenarios related to the readings from the course texts will be provided by the instructor. It is intended that the reading response topics will yield course discussions that are substantive in nature and founded in research to facilitate depth of thought in the online discussion forum. Topics will be presented to facilitate analytical thinking about curriculum to lead students to determine the focus of the final paper.

**Assessment:** Discussion Rubric: Reading Response Topics

3. **Unit Assignments**

Several units will have written assignments to be submitted throughout the course. Written assignments will be based on synthesizing information based on readings in the course texts related to the unit topics. Assignments will engage students in critical thinking to examine multiple ideologies and perspectives of curriculum.

**Assessment:** EdD Writing Rubric: Unit Assignments

4. **Comparative Analysis Paper**

Each student will select two ideologies of curriculum framed within the context of curriculum. The analysis may focus on a “classic” compare-and-contrast approach or a “lens” comparison approach. An explanation of each from Walk (1998) appears below:

"Classic" compare-and-contrast papers, in which you weight A and B equally, may be about two similar things that have crucial differences (two pesticides with different effects on the environment) or two similar things that have crucial differences, yet turn out to have surprising commonalities (two politicians with vastly different world views who voice unexpectedly similar perspectives on sexual harassment).
In the "lens" (or "keyhole") comparison, in which you weight A less heavily than B, you use A as a lens through which to view B. Just as looking through a pair of glasses changes the way you see an object, using A as a framework for understanding B changes the way you see B. Lens comparisons are useful for illuminating, critiquing, or challenging the stability of a thing that, before the analysis, seemed perfectly understood. Often, lens comparisons take time into account: earlier texts, events, or historical figures may illuminate later ones, and vice versa.

Students are required to pose a thesis statement to establish the relationship between the two ideologies and the frame of reference for the paper. Students will need to determine that frame and convey it within their thesis. This frame will inform the basis for the comparison: do the ideologies complement or complete each other; are they in opposition to or in conflict with each other; do they compete with each other given internal or external forces? Students will review the related literature, to include seminal works related to curriculum, focused on the selected topic and the nature of the comparison.

All doctoral formal writing requirements apply to this paper, to include adherence to APA writing style and format. A title page, 200 word abstract, thesis statement and review of related literature to support the thesis are required. In-text citations and corresponding references are expected. A reference page is to end the paper. A minimum of 8 references are required, not to include the required course textbooks. The paper should be a minimum of 10 pages, not including title, abstract, and reference pages.

A preliminary thesis statement and rough draft will be required before the final paper is due.

It is recommended that students refer to the reference listed after this assignment to assist in the construction and organization of this paper.

Assessment: EdD Writing Rubric: Comparative Analysis Paper


Instructor’s Course Policies

Course Expectations & Late Work Policy

Attendance Policy: Attendance is required at all face-to-face & WebEx class meetings. Always contact the instructor via email in case of emergency. See Doctor of Education Policies.

Course Expectations & Late Work Policy: All coursework will be completed and submitted when due in a manner consistent with the high expectations of a doctoral level student. See Doctor of Education Policies.

Late Discussions will not be accepted for points after the response date & will result in 0 points. Discussions cannot be resubmitted once assessed.
Assignments are to be posted by the date given and are to be submitted as the final draft. Assignments cannot be resubmitted once assessed. Late assignments will result in a 25% deduction for that assignment. Assignments over one week late will not be accepted & will result in 0 points.

**Review of work by instructor prior to submission:** Work will **not** be reviewed by the instructor prior to submission UNLESS a draft submission is required. In this case, drafts are submitted for points and are to meet the criteria outlined in the rubric for that work.

Because of this policy, great care should be taken to ensure all work meets the criteria set in the rubric before submission.

**Quality of Work:** Because this is a doctoral level course, professional quality work is expected. All work is to be proofread, spellchecked and grammar checked. Excessive spelling and grammatical errors will result in a point reduction for that assignment or discussion.

**Citing of Sources:** APA formatting is required for citations and references.

**On-line Etiquette & Respect for Others:** Comments that would be inappropriate in a regular course are most likely inappropriate for a Web-based course. Treat your instructors and classmates with respect. This may be the first online experience for some. It is a different type of social interaction without body language, tone, and face-to-face clues. We need to be mindful of remaining respectful and appropriate. For more about online etiquette visit: http://www.albion.com/netiquette/corerules.html

Grading: Grading is based on total points earned divided by possible total points for the course. Refer to the “Course Requirements” section and to the “Class Schedule & Requirements” matrix for specific point values of all course discussions, assignments, and projects. Grades appear in the online grade book and are updated when course assignments are assessed. Grading is done by total earned points divided by total course points to reach a percentage; this percent is converted to the 4.0 scale (below).
<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5</td>
<td>B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting course requirements but below the average required for graduation</td>
</tr>
<tr>
<td>2.5</td>
<td>C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required to meet course and graduation requirements</td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td>70-74%</td>
<td>Academic achievement below the average to meet course and graduation requirements</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>Below 70%</td>
<td>Failure--no course credit earned</td>
</tr>
</tbody>
</table>

Note: A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.
## Class Schedule for the Semester (Draft)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Unit Topic(s) &amp; Required Readings</th>
<th>Discussions, Assignments, Examinations &amp; Due Dates</th>
</tr>
</thead>
</table>
| Unit 1 |       | **Introduction to Curriculum**  
Ornstein & Hunkins, Chapter 1  
Parkay, Ancitl, & Hass Chapter 1 (selected readings) |                                            |
| Unit 2 |       | **Curriculum Theory**  
Parkay, Ancitl, & Hass Chapter 1 (selected readings) |                                            |
| Unit 3 |       | **Philosophical Foundations of Curriculum**  
Schiro Chapter 1  
Ornstein & Hunkins, Chapter 2 |                                            |
| Unit 4 |       | **Historical Foundations of Curriculum**  
Ornstein & Hunkins, Chapter 3 |                                            |
| Unit 5 |       | **The Academic Ideology of Curriculum**  
Schiro Chapter 2 |                                            |
| Unit 6 |       | **Psychological Foundations of Curriculum**  
Ornstein & Hunkins, Chapter 4  
Parkay, Ancitl, & Hass Chapter 3 (selected readings) |                                            |
| Unit 7 |       | **The Societal Efficiency Ideology of Curriculum**  
Schiro Chapter 3 |                                            |
| Unit 8 |       | **Social Foundations of Curriculum**  
Parkay, Ancitl, & Hass Chapter 2 (selected readings)  
Ornstein & Hunkins, Chapter 5 |                                            |
| Unit 9 |       | **The Learner Center Ideology of Curriculum**  
Schiro Chapter 1 |                                            |
| Unit 10|       | **The Nature of Learning and Schools**  
Parkay, Ancitl, & Hass Chapter 4 (selected readings) |                                            |
| Unit 11|       | **The Social Reconstruction Ideology of Curriculum**  
Schiro Chapter 5  
Ornstein & Hunkins, Chapter 10 |                                            |
| Unit 12|       | **Comparative Perspectives of Curriculum**  
Schiro Chapters 6 & 7 |                                            |
Appendix

Recommended Reading List or Resources


Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Measurement and Assessment

2. Course Number: ________671__________
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours 3___ Lab Hours_____
   Other_____

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course provides an introduction to issues in educational measurement and assessment with an emphasis on applications in both k-12 and higher education settings. Topics include: types of assessments including standardized tests, portfolios, performance tasks, computer adaptive tests; test development; item writing and analysis; test administration; evaluating tests and items including reliability and validity; and interpreting test results.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Doctor of Education in Educational Leadership Mission

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<table>
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<td>ED 671</td>
<td>Measurement and Assessment</td>
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<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
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</thead>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Contact Information (email)</th>
<th>Contact Information (phone)</th>
</tr>
</thead>
</table>

Course Description

This course provides an introduction to issues in educational measurement and assessment with an emphasis on applications in both k-12 and higher education settings. Topics include: types of assessments including standardized tests, portfolios, performance tasks, computer adaptive tests; test development; item writing and analysis; test administration; evaluating tests and items including reliability and validity; and interpreting test results.

Required Textbook(s) & Readings

One of the following textbooks


Additional journal article readings will be required for selected class activities and discussions.
## Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will be able to:</td>
<td>~ Key Instructional Assignments, Activities, or Assessments ~</td>
</tr>
</tbody>
</table>
| understand the relationships between curriculum, instruction, and assessment; define various concepts related to educational measurement; apply this understanding to creation of assessments. | Develop a traditional assessment  
Review a current issue in assessment  
Develop a performance assessment |
| demonstrate an understanding of the terminology and principles of traditional cognitive testing and alternative assessments. | Develop a traditional assessment  
Review a current issues in assessment  
Develop a performance assessment |
| apply guidelines for formatting tests and writing items for assessments. | Develop a traditional assessment  
Develop a performance assessment |
| know and apply various methods of scoring assessments. | Develop a performance assessment |
| apply methods for reviewing assessments for bias. | Exam  
Item review |
| understand the statistical concepts necessary for evaluating the quality of the assessments. | Exam  
Item analysis |
| interpret data from assessments and provide implications in making curricular decisions. | Exam  
Item analysis |
| understand the major issues involved in the ethical and fair use of tests. | Exam  
Review a current issues in assessment |

## Course Technology Integration

Doctoral courses are offered in a hybrid format with both face-to-face and online sessions.

**Help Desk:** For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.
Course Requirements & Assessments

Develop a traditional assessment (18%) – Students will obtain a client who needs a multiple-choice test developed and identify the purpose of the assessment. Students will develop a table of specifications for the test and draft items according to guidelines from the text and class handouts. Items should cover various levels of process skills. Format test according to guidelines in the texts and lectures and provide copies to the instructor and client. Highlight correct answers on copies for the instructor and client and provide a count of the number of times the correct answer is A, B, C, D. Revise test based on feedback from instructor and client.

Item Review (12%) - Based on text readings, develop a reasonable number of criteria for expert review: clarity of question, correct answers offered, etc. Develop a reasonable number of criteria for bias review: stereotypical presentation or omission of groups in language, graphics, etc. Have client complete expert and bias reviews and discuss how the changes from the review process support the validity of interpretations made from the test scores.

Item Analysis (18%) - Administer the exam and calculate:
- measures of central tendency and variability for test
- z-scores
- percentile ranks
- difficulty index (p-values) for items
- discrimination index (D-values) for items
- a split-half reliability coefficient and adjust with the Spearman-Brown Prophesy formula.
- Cronbach’s alpha reliability coefficient

Write a 5-6 page report providing the above information

Develop a performance assessment (18%) - Develop a performance assessment item, identifying the standard/goal/objective to be assessed by the item. Directions for the task must be written in the form that would be given to students. Develop the scoring guide for the task.

Review a current issue in assessment (16%) - Select specialized area of interest in assessment (e.g. history of testing, cognitive theory and assessment, standards development, bias reviews, alternative assessments). Using ERIC, PsycINFO, or other search engines, locate six to eight articles that address your issue. Write a 10-14 page, typed synthesis of these articles. APA style required. Give a 15 minute presentation that will highlight the salient points of your issue

Exam (18%) - Question format will be multiple-choice and short answer. Examples of topics the test will include:
- Item analysis of a large data set, expert and technical bias reviews
- interpretation of test results and setting cut scores

Instructor’s Course Policies

Attendance Policy: Attendance is required at all seminar sessions unless prior approval is obtained for a legitimate and unavoidable absence. Always contact the instructor via email in case of emergency.

Course Expectations & Late Work Policy: All coursework is to be completed and submitted when due in a manner consistent with the high expectations of a doctoral level student.

Quality of Work & Writing: Because this is a dissertation level course, the highest level of quality in coursework is expected. The most recent APA standards for writing and formatting are required. All work is
to be proofread, spellchecked and grammar checked. Excessive spelling and grammatical errors will result in a point reduction for that assignment at the discretion of the assigned instructor. Students should not expect the instructor to provide line-by-line writing support in terms of editing and revising written work. It is the student's responsibility to meet doctoral level writing expectations (see the Ed.D. Writing Rubric).

Citing Sources: Sources of information are to be noted on all work through the use of in-text citations and a reference list that adheres to the most recent edition of APA.

Grading:

There are NO make-ups for the graded homework assignments or computer lab reports. These graded assignments need to be typed or written clearly. Illegible assignments will be returned for resubmission after reducing your assignment by a full letter grade. The questions will assess your understanding of both conceptual issues discussed in class and your ability to interpret data and computer output.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting course requirements but below the average required for graduation</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required to meet course and graduation requirements</td>
</tr>
<tr>
<td>C</td>
<td>70-74%</td>
<td>Academic achievement below the average to meet course and graduation requirements</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
<td>Failure. No graduate course credit</td>
</tr>
</tbody>
</table>

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Seminar Dates:</th>
<th>Seminar Topic(s)</th>
<th>Required Readings</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to educational testing and measurement; types of assessments</td>
<td>All readings are required to be completed by the seminar date.</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Instructional goals and objectives as foundation of assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Unit 3 | Qualities of a measuring instrument  
Validity and Reliability |
|--------|----------------------------------|
| Unit 4 | Planning Classroom Tests;  
Table of Specifications,  
Selection of items, item writing |
| Unit 5 | Multiple Choice Test Format  
Item Review and Analysis |
| Unit 6 | Alternate Assessment Test Format; Essay questions and scoring rubrics |
| Unit 7 | Alternate Assessment Test Format; Performance Assessments, Portfolios |
| Unit 8 | Administering Assessments,  
Grading and Score Reporting |
| Unit 9 | Item Analysis |
| Unit 10 | Standardized tests, published tests |
| Unit 11 | Ethical Issues and Bias |
| Unit 12 | Exam and Presentations |
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Curriculum Design and Instructional Models

2. Course Number: 651

3. Course Credit Hours: 3

   Classroom Hours 3   Lab Hours   Other

4. Effective date of course deletion (semester/year)

   Spring/2012
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Curriculum Design and Instructional Models

2. Course Number: 672
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours 3
   Lab Hours
   Other

4. Course Prerequisites: ED 670 and ED 671

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course will engage students in the practical aspects of curriculum design and implementation, its evaluation, and the alignment of curriculum, instruction, and assessment. Instructional models appropriate to addressing the needs of diverse learners in varied learning environments and delivery formats will be examined.

6. Required Documentation:
   Proposed Syllabus
   Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Doctor of Education in Educational Leadership Mission

The mission of the doctoral program in Educational Leadership is to produce knowledgeable, competent, and dedicated educational leaders with the skills and dispositions needed to serve in leadership capacities in their respective fields for the betterment of education for all students and society at large.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 672</td>
<td>Curriculum Design and Instructional Models</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
</tr>
</thead>
</table>

Course Description

This course will engage students in the practical aspects of curriculum design and implementation, its evaluation, and the alignment of curriculum, instruction, and assessment. Instructional models appropriate to addressing the needs of diverse learners in varied learning environments and delivery formats will be examined.

Prerequisites: ED 670 & ED 671

Required Textbook(s) & Readings


Required Resource


Recommended Reading List or Resources (See Appendix at end of syllabus)
Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Evidence of Learning *</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will:</td>
<td>~ Key Instructional Assignments, Activities, or Assessments ~</td>
</tr>
<tr>
<td>1. Review topics related to curriculum theory and the foundations upon which curriculum is based</td>
<td>Discussions  Unit Assignments</td>
</tr>
<tr>
<td>2. Examine various models in curriculum development</td>
<td>Discussions  Unit Assignments</td>
</tr>
<tr>
<td>3. Examine the implementation of curriculum with a focus on instruction and the influence of technology</td>
<td>Discussions  Unit Assignments</td>
</tr>
<tr>
<td>4. Analyze the methods of curriculum evaluation and the assessment of learning</td>
<td>Discussions  Unit Assignment</td>
</tr>
<tr>
<td>5. Explore instructional models and their research-based foundations that meet the needs of diverse learners</td>
<td>Discussions  Instructional Models Paper</td>
</tr>
<tr>
<td>6. Investigate research-based instructional practices found to have positive effects on student engagement and achievement</td>
<td>Discussions  Unit Assignments</td>
</tr>
<tr>
<td>7. Apply learned knowledge in the alignment of curriculum, instruction, and assessment</td>
<td>Discussions  Unit Assignments</td>
</tr>
<tr>
<td>8. Design and evaluate curricular goals at various educational levels to include: early childhood, elementary, middle, high school, and post-secondary</td>
<td>Discussions  Unit Assignments  Curriculum Project</td>
</tr>
</tbody>
</table>

Course Requirements & Assessments

1. Online Discussions: Student-facilitated Topics

Discussions allow for an exchange of ideas between and among students and the instructor. Discussions in small groups and whole class activities will be important for analyzing and synthesizing information presented throughout the semester.

Student Facilitators: Students will be assigned to facilitate discussions in various units and will post an initial entry which the class will discuss based on the text chapter(s) and readings for that unit. Students assigned to a unit will complete the assigned unit’s readings at least one week in advance so the initial posting and question or questions to pose to the class are online by the first day of the assigned unit.

An initial posting by a student facilitator will contain an introduction related to the readings and text references. This is followed by posing a question(s) that the class can discuss.

The student facilitator will be responsible for keeping the discussion on-topic and is expected to pose additional questions or posts to deepen the discussion and maintain the discussion throughout the unit. Student facilitators will check the discussion frequently throughout their assigned unit.
Discussion Postings: When not serving as a discussion facilitator, students are expected to post at least two times during an online unit. Initial posts are due by the third day of the unit with all replies posted by the last day of the unit. The rubric for student-facilitated discussions appears at the end of the syllabus.

Assessment: Discussion Rubric: Student Facilitated Topics

2. Online Discussions: Reading Response Topics

Responses to the readings based on curriculum topics will be assigned in various units throughout the course as a continuous record of students’ reading and thinking processes. Structured questions, prompts, and scenarios related to the readings from the course texts will be provided by the instructor. It is intended that the reading response topics will yield course discussions that are substantive in nature and founded in research to facilitate depth of thought in the online discussion forum. Topics will be presented to facilitate analytical thinking about curriculum in its design, implementation, and evaluation.

Assessment: Discussion Rubric: Reading Response Topics

3. Unit Assignments

Several units will have written assignments to be submitted throughout the course. Written assignments will be based on the application of readings in the course texts related to the unit topics. Assignments will engage students in evaluative thinking to examine the design, implementation, and evaluation of curriculum and its alignment.

Assessment: EdD Writing Rubric: Unit Assignments

4. Instructional Models Paper

Each student will select a specific instructional model. Students will research this model and gain a greater depth of knowledge about its foundation, its use, and its effectiveness with the learners and/or in the learning environment in which this model has been found to be most effective.

Students will write a research-based paper that presents the instructional method and its foundation, as well as its application in the teaching and learning environment. APA writing style and format must be adhered to in this paper. A title page, abstract, content pages with in-text citations corresponding to the reference page must be included. It is expected that a minimum of four research-based references will be used, not including assigned course texts and readings. The length of the paper is to be a minimum of 5 pages, excluding title page, abstract, and references.

Assessment: EdD Writing Rubric

5. Curriculum Project

Using the approaches presented in this course, students will devise and complete a project related to curriculum design or its evaluation. The project can be related to design of a new curricular program (development and implementation) or the evaluation (review and revision) of an existing curricular program. The project must be completed within the timeframe of this course. Students have the option to complete this project to inform current practice.

A project proposal is to be developed and submitted for approval prior to beginning. The format for the project will be determined based on the design of the project. Course and other references are to be accessed
and cited in the project’s report. Evidence as to the application of design or evaluation methods must be submitted with the project report.

Assessment: EdD Writing Rubric

Instructor’s Course Policies

Course Expectations & Late Work Policy

Attendance Policy: Attendance is required at all face-to-face & WebEx class meetings. Always contact the instructor via email in case of emergency. See Doctor of Education Policies.

Course Expectations & Late Work Policy: All coursework will be completed and submitted when due in a manner consistent with the high expectations of a doctoral level student. See Doctor of Education Policies.

Late Discussions will not be accepted for points after the response date & will result in 0 points. Discussions cannot be resubmitted once assessed.

Assignments are to be posted by the date given and are to be submitted as the final draft.

Assignments cannot be resubmitted once assessed. Late assignments will result in a 25% deduction for that assignment. Assignments over one week late will not be accepted & will result in 0 points.

Review of work by instructor prior to submission: Work will not be reviewed by the instructor prior to submission UNLESS a draft submission is required. In this case, drafts are submitted for points and are to meet the criteria outlined in the rubric for that work.

Because of this policy, great care should be taken to ensure all work meets the criteria set in the rubric before submission.

Quality of Work: Because this is a doctoral level course, professional quality work is expected. All work is to be proofread, spellchecked and grammar checked. Excessive spelling and grammatical errors will result in a point reduction for that assignment or discussion.

Citing of Sources: APA formatting is required for citations and references.

On-line Etiquette & Respect for Others: Comments that would be inappropriate in a regular course are most likely inappropriate for a Web-based course. Treat your instructors and classmates with respect. This may be the first online experience for some. It is a different type of social interaction without body language, tone, and face-to-face clues. We need to be mindful of remaining respectful and appropriate. For more about online etiquette visit: http://www.albion.com/netiquette/corerules.html

Grading: Grading is based on total points earned divided by possible total points for the course. Refer to the “Course Requirements” section and to the “Class Schedule & Requirements” matrix for specific point values of all course discussions, assignments, and projects. Grades appear in the online grade book and are updated when course assignments are assessed. Grading is done by total earned points divided by total course points to reach a percentage; this percent is converted to the 4.0 scale (below).
### Doctor of Education Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5</td>
<td>B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting course requirements but below the average required for graduation</td>
</tr>
<tr>
<td>2.5</td>
<td>C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required to meet course and graduation requirements</td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td>70-74%</td>
<td>Academic achievement below the average to meet course and graduation requirements</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>Below 70%</td>
<td>Failure--no course credit earned</td>
</tr>
</tbody>
</table>

Note: A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

### Class Schedule for the Semester (Draft)

<table>
<thead>
<tr>
<th>Unit Dates</th>
<th>Unit Topic(s) &amp; Required Readings</th>
<th>Discussions, Assignments, Examinations &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td><strong>Introduction to Curriculum</strong> Ornstein &amp; Hunkins, Chapter 1 Parkay, Anctil, &amp; Hass Chapter 1 (selected readings)</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td><strong>Principles of Curriculum</strong> Parkay, Anctil, &amp; Hass Chapter 1 (selected readings)</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td><strong>Curriculum Design</strong> Ornstein &amp; Hunkins, Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td><strong>Approaches to Curriculum Development</strong> Parkay, Anctil, &amp; Hass Chapter 5 (selected Readings)</td>
<td></td>
</tr>
<tr>
<td>Unit 5</td>
<td><strong>Approaches to Curriculum Development: Application</strong> Ornstein &amp; Hunkins, Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Unit 6</td>
<td><strong>Curriculum Implementation</strong> Parkay, Anctil, &amp; Hass Chapter 6 (selected Readings)</td>
<td></td>
</tr>
<tr>
<td>Unit 7</td>
<td><strong>Curriculum Implementation: Application</strong> Ornstein &amp; Hunkins, Chapter 8</td>
<td></td>
</tr>
</tbody>
</table>
| Unit 8 | Curriculum & the Learner: Part I  
Parkay, Anciil, & Hass Chapter 8 & 9 (selected readings) |
|-------|------------------------------------------------------|
| Unit 9 | Curriculum & the Learner: Part II  
Parkay, Anciil, & Hass Chapter 10 (selected readings)  
Online readings (TBD) |
| Unit 10 | Instructional Models  
Online Readings (TBD) |
| Unit 11 | Instruction & Its Delivery  
Online Readings (TBD) |
| Unit 12 | Perspectives on Curriculum, Instruction, & Assessment  
Ornstein & Hunkins, Chapter 10 |
Appendix

Recommended Reading List or Resources


Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Internship in Curriculum and Instruction

2. Course Number: _____________ED 679___________
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours ___3___  Lab Hours ______  Other ______

4. Course Prerequisites: Completion of the Ed.D. Leadership core and Curriculum and Instruction courses/Department permission required.

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course is tailored to meet the needs of students who will work as leaders in curriculum and instruction within educational institutions. The internship is designed to provide experience in the completion of identified tasks related to curriculum and instruction under the guidance of a mentoring administrator. A Leadership Competency Portfolio and internship project will provide evidence of the leadership competencies attained.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
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<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 679</td>
<td>Internship in Curriculum and Instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Description from Graduate Bulletin

This internship is tailored to address the leadership needs and goals of students in curriculum and instruction. It is designed to provide experience in the completion of identified leadership competencies within an educational institution under the guidance of a mentor who serves in a leadership capacity in curriculum and instruction.

A Leadership Competency Portfolio and internship project will provide evidence of the leadership competencies attained. Prerequisite: Completion of the Ed.D. Leadership core and Curriculum and Instruction courses/Department permission required.

Required Textbook(s) & Readings

*Ed.D. in Educational Leadership Internship Guide* (from instructor)

Texts from previous doctoral coursework should be used as references to complete course requirements.

Required Reference Manuals


Unpublished Manuscript, Wilkes-Barre, PA.
### Student Learning Competencies & Evidence of Student Learning

<table>
<thead>
<tr>
<th align="left">Student Learning Competencies (Gray shaded are not applicable to the C &amp; I specialization)</th>
<th>Evidence of Learning — Key Instructional Assignments, Activities, or Assessments —</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">The students will demonstrate the ability to apply principles, procedures, and concepts in each of the following leadership competency areas:</td>
<td><strong>Leadership Competency Portfolio</strong></td>
</tr>
<tr>
<td align="left">1. Ethical decision-making &amp; leadership practice</td>
<td>Artifacts from previous coursework are to be included that address each competency as indicated by the course instructors</td>
</tr>
<tr>
<td align="left">2. Program development &amp; management</td>
<td></td>
</tr>
<tr>
<td align="left">3. Curriculum design &amp; instructional leadership</td>
<td></td>
</tr>
<tr>
<td align="left">4. Professional development &amp; supervision</td>
<td></td>
</tr>
<tr>
<td align="left">5. Communication &amp; public relations</td>
<td></td>
</tr>
<tr>
<td align="left">6. Financial &amp; material resource utilization</td>
<td></td>
</tr>
<tr>
<td align="left">7. Labor relations &amp; negotiations</td>
<td></td>
</tr>
<tr>
<td align="left">8. Principles of board relations &amp; governance</td>
<td></td>
</tr>
<tr>
<td align="left">9. Strategic planning &amp; policy determination</td>
<td></td>
</tr>
<tr>
<td align="left">10. Management of crises &amp; innovation</td>
<td></td>
</tr>
</tbody>
</table>

### Course Technology Integration

Students may complete their Leadership Competency Portfolio using technology resources. Students must communicate with the instructor using the wilkes.edu email system.

### Course Requirements & Assessments

(Refer to Ed.D. in Educational Leadership Internship Guide)

- **Internship Application**: Students will complete their Internship Application (See Ed.D. Internship Guide)
- **Internship Proposal**: Each student will develop their internship proposal based on an initial review and informal assessment of the Leadership Competency Portfolio. This assessment will guide the development of the Internship Proposal, which will outline the tasks and performances to be undertaken in the internship experience. Refer to Ed.D. Internship Guide for the format.
- **Field Experience Log**: Students will complete a 90-hour internship documented in a log with related evidence included in the final project submission (See Ed.D. Internship Guide)
- **Internship Final Project**: Students will develop and execute an internship project to address specific areas of knowledge, skills, and performance needing further development through study and fieldwork after the preliminary review and assessment of their portfolio. It is expected that the project will be of benefit to the institution at which the internship is taking place.
- **Leadership Competency Portfolio**: Students will compile a portfolio with designated evidence and artifacts from the leadership core courses, major coursework, and the internship course (See current Doctoral Student Handbook & Ed.D. Internship Guide).
Instructor’s Course Policies

Course Expectations & Late Work Policy: Work is due when agreed upon within the timeframes set by the instructor (university supervisor), the student, and the mentoring administrator. See Doctor of Education Policies.

Attendance at Meetings: All scheduled meetings and site visits are to be kept with any cancellations made 24-hours in advance of the scheduled meeting or visit. Virtual meetings (WebEx and Skype) can be scheduled in place of or as supplements to f2f meetings and site visits.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

Citing Sources: Sources of information are to be noted on all work using in-text citations and a reference list. APA formatting is required for citations and references.

Course Grading: See rubric at end of syllabus

<table>
<thead>
<tr>
<th>Internship Application</th>
<th>5 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Proposal</td>
<td>10 %</td>
</tr>
<tr>
<td>Internship Field Experience Log</td>
<td>16 %</td>
</tr>
<tr>
<td>Internship Final Project</td>
<td>40 %</td>
</tr>
<tr>
<td>Leadership Competency Portfolio</td>
<td>15 %</td>
</tr>
<tr>
<td>Internship Final Project</td>
<td>14 %</td>
</tr>
<tr>
<td>Mentoring Administrator</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Doctor of Education Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5 B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0 B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting course requirements but below the average required for graduation</td>
</tr>
<tr>
<td>2.5 C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required to meet course and graduation requirements</td>
</tr>
<tr>
<td>2.0 C</td>
<td>70-74%</td>
<td>Academic achievement below the average to meet course and graduation requirements</td>
</tr>
<tr>
<td>0.0 F</td>
<td>Below 70%</td>
<td>Failure, No graduate course credit</td>
</tr>
</tbody>
</table>
A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

### Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Topic(s)</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial meeting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1-2 of semester</td>
<td>The student will arrange an initial meeting with the course instructor to discuss: the course requirements, the internship project, and to schedule a minimum of <strong>two</strong> meeting dates (middle of the semester and end of the semester) with the instructor and the mentoring administrator. At this time, the student and the course instructor will determine if additional meetings are required.</td>
<td>Assignments will vary in topic, purpose, and will require flexibility with respect to time of completion. Each student will submit a schedule for completing all course requirements within <strong>two weeks</strong> of the initial meeting. The internship proposal is due at an agreed upon date set at this initial meeting.</td>
</tr>
<tr>
<td><strong>Mid-semester meeting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7 of semester</td>
<td>The instructor will meet with the student to review progress on the internship project, the internship, and the Leadership Competency Portfolio. The student will also set up a meeting with the mentoring administrator to review progress on the project and internship. At this time, the student and the instructor will determine if additional meetings are required.</td>
<td>The student is responsible to present a status report at this time in the semester on the schedule established for completing required assignments.</td>
</tr>
<tr>
<td><strong>End of semester meeting(s)</strong></td>
<td>The instructor will meet with the student to verify the successful completion of the internship and the internship project. The instructor will meet individually with the student to review the Leadership Competency Portfolio.</td>
<td>The student will submit the Leadership Competency Portfolio, which contains the Final Internship Project, and the Internship Rubric from the mentoring administrator.</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Contemporary Issues in Curriculum

2. Course Number: ___________673____________
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3
   Classroom Hours____3____  Lab Hours_______  Other_____

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course explores the varying attitudes and beliefs of teaching, learning, and assessment as they relate to present-day curricular controversies. Students will analyze the cultural and social contexts of early childhood education, K-12 schooling, and post secondary schooling. Specific emphasis will be given to the relevant salience of class, race, age, and gender as they relate to the study of everyday inequities in pre-K-20 education.

6. Required Documentation:
   Proposed Syllabus  Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Doctor of Education in Educational Leadership Mission
The mission of the doctoral program in Educational Leadership is to produce knowledgeable, competent, and dedicated educational leaders with the skills and dispositions needed to serve in leadership capacities in their respective fields for the betterment of education for all students and society at large.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
<th>Instructor Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 673</td>
<td>Controversies in Curriculum, Instruction, and Assessment</td>
<td></td>
</tr>
<tr>
<td>Section/Semester</td>
<td>Location</td>
<td>Meeting Times</td>
</tr>
</tbody>
</table>

Course Description (for Bulletin)
This course explores the varying attitudes and beliefs of teaching, learning, and assessment as they relate to present-day curricular controversies. Students will analyze the cultural and social contexts of early childhood education, K-12 schooling, and post secondary schooling. Specific emphasis will be given to the relevant salience of class, race, age, and gender as they relate to the study of everyday inequities in pre-K-20 education.

Prerequisites:

Required Textbook(s) & Readings