

FLORIDA ATLANTIC UNIVERSITY™

NOV 20 2009

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 ONLINE _____
 MISC _____

DEPARTMENT NAME: CURRICULUM, CULTURE AND EDUCATIONAL INQUIRY	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: EDG 7251	CURRENT COURSE TITLE: CURRICULUM IMPLEMENTATION FOR SCHOOL IMPROVEMENT

CHANGE(S) REQUESTED

<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE CREDITS FROM _____ TO: _____</p> <p>CHANGE GRADING FROM _____ TO: _____</p> <p><input checked="" type="checkbox"/> CHANGE PREREQUISITES TO: Doctoral status and permission of instructor.</p> <p>CHANGE MINIMUM GRADE TO: _____</p> <p>CHANGE COREQUISITES TO: _____</p> <p>CHANGE OTHER REGISTRATION CONTROLS TO: _____</p> <p>OTHER _____</p>	<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE PREFIX FROM _____ TO: _____</p> <p>CHANGE COURSE NO. FROM _____ TO: _____</p> <p>CHANGE TITLE TO: _____</p> <p>CHANGE DESCRIPTION TO: _____</p>
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<p>CHANGES TO BE EFFECTIVE (TERM): SPRING 2010 PENDING GPC APPROVAL</p>	<p style="text-align: center;">Attach syllabus for ANY changes to current course information.</p>
<p>Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). NO</p>	<p>Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. Exceptional Student Education; Educational Leadership; Counselor Education</p>

TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

<p>Faculty Contact, Email, Complete Phone Number: Gail Burnaford, burnafor@fau.edu, 297-2305 H. James McLaughlin, jmclau17@fau.edu, 297-3965</p>
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<p>SIGNATURES</p> <p>Approved by: _____</p> <p>Department Chair: <u>H. James McLaughlin</u></p> <p>College Curriculum Chair: <u>Spinda Walter</u></p> <p>College Dean: <u>[Signature]</u></p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p><u>11/20/09</u></p> <p><u>12/02/09</u></p> <p><u>12/2/09</u></p>	<p>SUPPORTING MATERIALS</p> <p>Syllabus—must include all criteria as detailed in UGPC Guidelines</p> <p>Go to: http://graduate.fau.edu/gpc to access Guidelines and to download this form.</p> <p>Written Consent—required from all departments affected</p>
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Email this form and syllabus to sfulks@fau.edu and equjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Department of Curriculum, Culture, and Educational Inquiry

College of Education

Florida Atlantic University

EDG 7251

Course Title: Curriculum Implementation for School Improvement (3 s.h.)

Course Description

The focus is to offer internship/field experiences that correspond with each candidate's educational interests. This partnership provides opportunities to design solutions and implementation procedures to current school-based problems.

Prerequisites: Doctoral Status and Permission of Instructor

Course Relationship to Conceptual Framework

The course serves to inform curricular and instructional leaders on the standards and skills necessary for continuous improvement in policy and practice related to curriculum. Assignments also provide students with the opportunity to practice audit and analysis procedures that contribute to capable decision making in curricular and instructional areas relevant to their own interests and practice. Finally, as graduate students engaged in community-based work, students learn and engage in ethical inquiry to promote positive relationships between the university, local schools, and the community.

Eight Hours minimum mandatory fieldwork and Palm Beach County School Board Meeting attendance

Objectives

Students will:

1. Understand the historical and theoretical frameworks for school improvement initiatives in U.S. schools that are focused on curriculum as a means for change.
2. Design a curriculum focused audit process in order to articulate the relationship between the written, the taught, and the tested curriculum in a local school district.
3. Research and prepare a design for change aimed at continuous improvement supported by best practice standards related to a particular target curricular area or program.
4. Discuss the relationship between levels of influence and degree of implementation of curricular programs and practices.
5. Share their understandings of curriculum as an agent for school improvement with a target audience.

Just for the Kids http://www.just4kids.org/en/tools_services/school_services.cfm

PDK Phi Delta Kappa Curriculum Audit <http://www.pedkintl.org/icmc/audits.htm>

Palm Beach County School Improvement Plan Checklist (handout)

School Boards, Palm Beach County School Board that we will attend. *What are the questions we have relevant to our course that can guide our observation?*

<http://www.palmbeach.k12.fl.us/SchoolImprovement/>

Week 3:

Reading : Tyack, D. & Cuban, L. (1995). *Tinkering toward Utopia: A century of public school reform*. Cambridge, MA: Harvard University Press. .

Observation Notes Protocol for School Board Meeting

Week 4:

Gardner's Five Minds for the Future (handouts)

The "IDEAL SCHOOL" - What would a school look like in order to promote the five minds?

The "IDEAL CURRICULUM" – What would the curriculum look like in order to promote the five minds?

Week 5:

Prior to this meeting, attend a School Board Meeting observation notes relative to our course: "Curriculum for School Improvement"

See website for School Board Meeting Agenda focused on Curriculum:

Week 6:

TALKING POINT GUIDES

Readings: Ferrara, D. L. (2007). The school improvement and transformation system. *Educational Planning* 16 (1), 18-30.

Gallega, M. A., Rueda, R., & Moll, L. C. (2005). Multilevel approaches to documenting change: Challenges in community-based educational research. *Teachers College Record*, 107(1), 2299-2325.

Week 7:

Readings: Goddard, J.T. & Bohac-Clarke, V. (2007). The cycles of school change: Toward an integrated developmental model. *Journal of Educational Thought*, 41(2), 105-123.

Goddard, Y.L., Goddard, R.D., Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109(4), 877-896.

Lewis, C., Perry, R. & Murata, A. (2006). How should research contribute to instructional improvement? The case of lesson study. *Educational Researcher*, 35(3), 3-14.

Week 8: DRAFT CURRICULUM AUDIT MATERIALS:
Critique and Feedback Session

Week 9: Roles for Practitioners in Curricular School Improvement

Reading: Elmore, R. F. (2007). *School reform from the inside out: Policy, practice and performance* Cambridge, MA: Harvard University Press.

Week 10 – YOUR DESIGN FOR CHANGE ESSAY DRAFT IS DUE

Week 11 - TALKING POINT

Noddings, N. (2007). *When school reform goes wrong*. New York: Teachers College Press.

Week 12 – Audit Presentations

Week 13 - Curriculum Directors Panel

Weeks 14 /15 - Field Presentations: Linking Theory to Practice

Assignments and Grading

Talking Points for Assigned Reading/Text: 20 points each x 3 = 60 points

Curriculum Audit: 80 points (data that informs design for change)

Design for Change Essay: 60 points (ready to submit for publication)

TOTAL: 200 POINTS

186-200 = A
180-185 = A-
175-179 = B+
166-174 = B
160-165 = B-
155-159 = C+
146-154 = C
140-145 = C -
120-139 = D
119 - F

References

- Akerson, V. L., & Hanuscin, D. L. (2005). A collaborative endeavor to teach the nature of scientific inquiry. In R. E. Yeager (Ed.), *Exemplary science: Best practices in professional development* (chapter 1). Arlington, VA: NSTA Press.
- Christensen, L., & Karp, S. (Eds.). (2003). *Rethinking school reform: Views from the classroom*. Milwaukee, WI: Rethinking Schools Ltd.
- Cochrane, P., & Cockett, M. (2007). *Building a creative school: A dynamic approach to school development*. Trent, UK: Trentham Books.
- Cremin, L. A. (1964). *The transformation of the school: Progressivism in American education, 1876-1957*. New York, NY: Vintage Books.
- Eisner, E. W. (1998). *The kind of schools we need: Personal essays*. Portsmouth, NH: Heinemann.
- Elmore, R. F. (2007). *School reform from the inside out: Policy, practice and performance*. Cambridge, MA: Harvard Education Press.
- Ferrara, D. I. (2007). The school improvement and transformation. *Educational Planning*, 16(1), 18-30.
- Gardner, H. (2007). *Five minds for the future*. Boston, MA: Harvard Business School Press.

- Gallega, M. A., Rueda, R. & Moll, L.C. (2005). Multilevel approaches to documenting change: Challenges in community-based educational research. *Teachers College Record*, 107(1), 2299-2325.
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- Hall G.E. & Hord, S.M. (2006). *Implementing change. Patterns, principles, and potholes*. Boston: Pearson.
- Hatch, T. (1999). What happens when improvement programs collide. *Peabody Journal of Education*. 74.
- Hess, F.M. (2004). *Common sense school reform*. New York: Palgrave Macmillan.
- Lau, B. (Ed.). (2004). *Teacher professional development: A primer for parents and community members* [Pamphlet]. Public Education Network and The Finance Project.
- Lewis, C., Perry, R. & Murata, A. (2006). How should research contribute to instructional improvement? The case of lesson study. *Educational Researcher* 35(3), 3-14.
- National Research Council (Ed.). (1996). *National science education standards*. Washington, DC: National Academy Press.
- Noddings, N. (2007). *When school reform goes wrong*. New York, NY: Teachers College Press.
- Ravitch, D. (2000). *Left back: A century of battles over school reform*. New York: Simon and Schuster.

Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.

Weiner, L. (1993). *Preparing teachers for urban schools: Lessons from thirty years of school reform*. New York, NY: Teachers College Press.

<http://www.pdkintl.org/icmc/audits.htm>

<http://www.palmbeach.k12.fl.us/SchoolImprovement/>

http://www.just4kids.org/cn/tools_services/school_services.cfm

<http://www.dataqualitycampaign.org>

<http://www.secsupport.org/scenarios.htm>

<http://www.mcrel.org/topics/Curriculum/>

Expectations

Attending Florida Atlantic University is a privilege. Professional conduct is expected, and includes, but is not limited to, showing respect to colleagues and the instructor; being on time for class; completing assignments prior to entering class; preparing assignments with substantive content and accurate spelling, grammar, and mechanics; and displaying a positive interest in class.

It is your responsibility to read and study all texts, class notes, Internet resources, journal articles, and handouts, and to complete all assignments in a meticulous and professional manner. A student should spend 3 hours studying for each hour s/he is in class. (3 hours in class = 9 hours out of class preparation). This is especially crucial for doctoral students.

Dropping the Course It is the students' responsibility to complete all forms. Forms may be obtained in the office of the Registrar located in the Admissions Building. If this is not done, I must assign a grade of F at the end of the semester.

Bringing Children to Class Because of safety and liability issues, minor children are not permitted in class or in the hallways during class time.

Communication Devices In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers, and cellular phones must be disabled in class session.

Attendance is expected in all classes, not only because of what you will learn during class, but also because of what you will contribute. According to university policy, a student will receive an F in the course if 4 or more classes (12 clock hours or 1.5 fast track sessions) are missed.

Class is only to be missed in the case of illness or emergency; in these cases, please see me for makeup work that will benefit you and the class. Consequences affecting your grade for absences of less than 4 classes (equivalent of 1.5 fast track sessions) will be at the discretion of the instructor.

You are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is your responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in your final course grade as a direct result of such absence.

Punctuality Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

Assignments are due at the beginning of class on the due date. Plan ahead. Doctoral work should reflect the highest degree of care, scholarship, and accuracy. An assignment not received during class may be considered late and will result in a grade being lowered one letter grade; please see me if there are extenuating circumstances. Assignments may be turned in electronically or in word processed form. No handwritten assignments please.

Students with Disabilities

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD 1 (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Florida Atlantic University Regulation 4.001 Honor Code, Academic Irregularities, and Student's Academic Grievances states:

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate

(2) The following shall constitute academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom.”

APA defines plagiarism as:

“Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text ”

Department of Curriculum, Culture, and Educational Inquiry

Request: Prerequisite Changes to Courses

EDG 6285:

Course Title: Program Evaluation in Curriculum and Instruction (3 s.h.)

Course Description: This course is designed to enable students in Curriculum and Instruction to survey program evaluation strategies used in C and I content areas. An emphasis is placed on analyzing and interpreting evaluation literature in subject specific areas. In addition, students will examine national and state trends in program evaluation.

We want to remove the prerequisite of EDG 6224, because it is not a necessary precursor to the course.

EDG 7251:

Course Title: Curriculum Implementation for School Improvement (3 s.h.)

Course Description: The focus is to offer internship/field experiences that correspond with each candidate's educational interests. This partnership provides opportunities to design solutions and implementation procedures to current school-based problems.

We want to remove the prerequisites of EDG 7938 and EDG 7250, which are required doctoral courses, because this course is an elective open to all students in any doctoral program. Instead, the requirements should read: "*Doctoral status or permission of instructor.*"

EDG 6935:

Course Title: Seminar in Curriculum (3 s.h.)

Course Description: A study of curriculum principles, structure, and theories.

We want to remove the prerequisites of ESE 6215 and EDE 6205. This is a seminar course that may have shifting topics for consideration, and therefore no precursors are needed for the course. *Because it is a seminar course (with a "9" as the second number), we do not need to include a syllabus with this change of prerequisites.*

EDG 7944:

Course Title: Research in Curriculum and Instruction (3 s.h.)

Course Description: Projects completed in Doctoral Seminar will be scrutinized to determine their research quality and educational contributions. Emphasis is placed on accurate integration among research, curriculum, and instruction protocols.

The course currently has no prerequisites. We want to add prerequisites of EDG 7938, EDF 7758, EDF 7917, and EDG 7250. This course is intended to be taken during the last semester of course work prior to the Qualifying Examination in the doctoral program in Curriculum and Instruction. The core courses named above are necessary for students to be successful in the course. *Because it is a*

seminar course (with a "9" as the second number), we do not need to include a syllabus with this change of prerequisites.

Subject: RE: Changing prerequisites for courses
Date: Thursday, October 29, 2009 11:59
From: Robert Shockley <shockley@fau.edu>
To: Jim McLaughlin <jmclau17@fau.edu>

Jim,

No problems from EDL on these changes. RS

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: Thursday, October 29, 2009 10:50 AM
To: Mike Brady; Sue Graves; ijohnso9@fau.edu; Barbara Ridener; Robert Shockley; wener@fau.edu
Cc: Valerie Bristor; Linda L Webb
Subject: Changing prerequisites for courses

Colleagues:

I am attaching:

- A summary of the prerequisite changes we want to make in 4 graduate courses (listed last in the attachments);
- The course change forms for each;
- Syllabi for 2 of them (EDG 6285 and EDG 7251).

Mary Lou informed me that EDG 6935 and EDG 7938, because they are seminar courses (with a "9" as the second number), do not require a syllabus to be attached. That is because they may have shifting topics, in line with seminars across the university.

The changes are, in a nutshell:

- 3 Courses need to have the prerequisites removed. One of them is a doctoral course and therefore needs to note a prerequisite of admission to a doctoral program (any), and permission of instructor.

- 1 Course needs to add 4 prerequisites because it is a culminating doctoral course.

Please review the course change forms and the two syllabi and let me know if there are any conflicts with your courses. Take care.

Subject: RE: Changing prerequisites for courses
Date: Friday, October 30, 2009 14:16
From: Irene H. Johnson Ph.D. <ijohnso9@fau.edu>
To: Jim McLaughlin <jmclau17@fau.edu>

Hello Jim:

After reviewing the changes and course syllabi requested in your message, I do not think they will conflict with the courses or program requirements in the Counselor Education Department.

Irene H. Johnson

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: Thursday, October 29, 2009 10:50 AM
To: Mike Brady; Sue Graves; ijohnso9@fau.edu; Barbara Ridener; Robert Shockley; wener@fau.edu
Cc: Valerie Bristor; Linda L Webb
Subject: Changing prerequisites for courses

Colleagues:

I am attaching:

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The course change forms for each;

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The changes are, in a nutshell:

3 Courses need to have the prerequisites removed. One of them is a doctoral course and therefore needs to note a prerequisite of admission to a doctoral program (any), and permission of instructor.

Subject: RE: Changing prerequisites for courses

Date: Monday, November 9, 2009 13:20

From: Mike Brady <mbrady@fau.edu>

To: Jim McLaughlin <jmclau17@fau.edu>

I reviewed the course prerequisite changes and syllabi for the graduate C&I courses. I do not see any conflict with the courses or curriculum in the ESE Department. Good luck with your revisions.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: Monday, November 09, 2009 12:51 PM
To: Mike Brady; Sue Graves; Barbara Ridener; Deena Wener
Subject: FW: Changing prerequisites for courses

Colleagues:

I hope you can find time to reply to this request, regarding course prerequisites, so that it can be considered at the GPC meeting. A reply by tomorrow afternoon would help that to happen. Thanks, and take care.

Yours,

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education Building
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Boca Raton, FL 33431