EDUC 676 Curriculum Leadership and Design
Term: Fall 2019
Time: Arranged
Location: Arranged

Professor Contact Information
Kevin R. Smith, Ed. D
School of Education – Graduate Studies
Adjunct Instructor
krsmith@oak.edu
812.202.2655
Preferred Method of Contact: Phone or Email (kev17smit@gmail.com)

Course Description
This course focuses on curriculum decision making. Students explore curriculum development as a social process, issues and trends, theories and techniques of curriculum leadership, and translations of curriculum designs into practice. 3 Hours.

Prerequisite Studies
None.

Diversity in the Oakland City School of Education
The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.
The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

**Course Objectives**

The course is designed to gain understanding on curriculum decision making. Upon successful completion of this course students should be able to:
1. Acquire skills to emulate qualities that make an effective curriculum leader
2. Communicate and discuss collaboration in curriculum leadership and design in the school
3. Evaluate curricular challenges and use strategies of inquiry to solve them effectively
4. Create a motivating unit of study with lesson plans that promote a climate of success and community

**Instructional Design**

Students will explore Curriculum Leadership through course readings, lectures and presentations, group discussions, independent research, and small group projects.

**Online Learning Center**

The Online Learning Center (OLC) at [https://elearning.oak.edu/](https://elearning.oak.edu/) provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the OLC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

**Barger-Richardson Learning Resource Center**

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through [www.oak.edu/library/Discover.html](http://www.oak.edu/library/Discover.html) or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit [www.oak.edu/library/Ask.html](http://www.oak.edu/library/Ask.html). If you do not yet have OCU library access please complete the Library Registration form at [https://myocu.wufoo.com/forms/library-registration/](https://myocu.wufoo.com/forms/library-registration/) (also found under Library at [www.oak.edu](http://www.oak.edu)).

**Required Course Materials**

The following resources are required in the completion of course learning activities.

Textbooks


**Resources**

Resource citation in preferred format.

Resource citation in preferred format.

**Suggested Reading**

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

**Tentative Course Outline**

The topics in this course will be explored according to the following learning schedule.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson Title and Topics</th>
<th>Learning Activities Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction/Syllabus</strong></td>
<td>Review and Discuss Syllabus 00/00 Read Chapters 1 and 2 of the textbook – <em>How To Thrive as a teacher Leader</em>; Read Chapters 1 and 2 of the textbook <em>Developing More Curious Minds</em> 00/00 Assignment - Respond to Instructor Questions/Statements 00/00 Assessment - Discussion Forum</td>
</tr>
<tr>
<td>2</td>
<td><strong>Chapter Discussions</strong></td>
<td>00/00 Read Chapter 3 and 4 in the textbook <em>How To Thrive as a teacher Leader</em>; 00/00 Assignment – Respond to Instructor Questions/Statements; Article Review 1 Due. 00/00 Assessment - Discussion Forum</td>
</tr>
<tr>
<td>3</td>
<td><strong>Chapter Discussions</strong></td>
<td>00/00 Read Chapters 4 – 6 in the textbook <em>Developing More Curious Minds</em> 00/00 Assignment – Respond to Instructor Questions/Statements; Article Review 2 Due. 00/00 Assessment – Discussion Forum</td>
</tr>
<tr>
<td>Unit</td>
<td>Lesson Title and Topics</td>
<td>Learning Activities Schedule</td>
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<tr>
<td>4</td>
<td>Chapter Discussions</td>
<td>00/00 Read Chapter 5 in the textbook <em>How To Thrive as a teacher Leader</em>; 00/00 Assignment - Respond to Instructor Questions/Statements; Assignment 2 (Project 1) Due. 00/00 Assessment - Discussion Forum</td>
</tr>
<tr>
<td>5</td>
<td>Chapter Discussions</td>
<td>00/00 Read Chapter 6 in the textbook <em>How To Thrive as a teacher Leader</em>; 00/00 Assignment - Respond to Instructor Questions/Statements 00/00 Assessment - Discussion Forum</td>
</tr>
<tr>
<td>6</td>
<td>Chapter Discussions</td>
<td>00/00 Read Chapters 10 - 11 in the textbook <em>Developing More Curious Minds</em> 00/00 Assignment – Respond to Instructor Questions/Statements 00/00 Assessment – Discussion Forum</td>
</tr>
<tr>
<td>7</td>
<td>Chapter Discussions</td>
<td>00/00 Read Chapter 12 in the textbook <em>Developing More Curious Minds</em> 00/00 Assignment – Respond to Instructor Questions/Statements 00/00 Assessment – Discussion Forum</td>
</tr>
<tr>
<td>8</td>
<td>Learning Presentation</td>
<td>00/00 Learning Presentation 00/00 Assignment – Assignment 3 (Project 2) Due PowerPoint/Teleconference; Final Paper Due. 00/00 Assessment – Presentation and Paper</td>
</tr>
</tbody>
</table>

**Course Assignments and Assessments**

The following assignments and assessments must be completed to pass the course.

<table>
<thead>
<tr>
<th>Assignments and Assessments</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Engagement</td>
<td>180 points</td>
</tr>
<tr>
<td>Discussion Forum</td>
<td>40 points</td>
</tr>
<tr>
<td>Assignment 1 (2 articles at 40 points each)</td>
<td>80 points</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>108 points</td>
</tr>
</tbody>
</table>
### Assignments and Assessments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 3</td>
<td>108 points</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>576 points</strong></td>
</tr>
</tbody>
</table>

### Participation and Engagement

Students are expected to participate in discussion forums and extended class discussions, per the guidance contained under the discussion forum section.

**Learning Outcome:** Upon successful completion of this learning activity students should be able to Acquire skills to emulate qualities that make an effective curriculum leader 2. Communicate and discuss collaboration in curriculum leadership and design in the school 3. Evaluate curricular challenges and use strategies of inquiry to solve them effectively.

### Discussion Forums

Students must participate in the current online Discussion Forum(s) each week of the course—discussion participation cannot be made-up during a later week. A grade will be assigned each week reflecting the quality of participation in the online Discussion Forum(s) during the week the topic or question was posted.

- Initial postings should be *concise* and evidence interaction with course content as appropriate to the topic or question—long rambling posts are discouraged. Therefore, please follow the *Simpson 4x4 Rule for Online Discussions* in creating messages as much as possible: each message should be no more than 4 paragraphs long with no more than 4 sentences per paragraph. Messages should not span multiple consecutive posts to defeat the *4x4 Rule*.

- Responses to others’ postings should also follow the *4x4 Rule*, show respect for alternate view points, and include course content as appropriate. Do not simply post statements of personal opinion or a simple sentence of agreement or disagreement with a message posted. Instead, tell specifically why you agree or disagree with a post and support your statement with an example from the course content when appropriate.

- Discussion points can only be earned in a Unit when it is the current Unit—proactive or retroactive posts do not count toward the minimum points required

**Learning Outcome:** Upon successful completion of this learning activity students should be able to Acquire skills to emulate qualities that make an effective curriculum leader 2.
Communicate and discuss collaboration in curriculum leadership and design in the school 3.
Evaluate curricular challenges and use strategies of inquiry to solve them effectively.

- Discussion Forum participation is required in online courses and hybrid courses—if online
discussions are not used in a face-to-face campus course this assessment can be deleted.

**Assignments**

**Assignment – Article Review (s) Article Review #1 and #2**

Articles Review—Each student is to have a total of two articles that presents a view of curriculum leadership and design. After the student has read the article, the student will summarize what the article using the Article Review Guideline, and then critique what was read in a paper a minimum of 1 -2 pages in length. All work must be typed and double spaced. The student must include the title, author, and the source of article. In each review, student should address how the principles of servant leadership may be deployed through curriculum leadership and design.

**Learning Outcome:** Upon successful completion of this learning activity students should be able to Acquire skills to emulate qualities that make an effective curriculum leader 2. Communicate and discuss collaboration in curriculum leadership and design in the school 3. Evaluate curricular challenges and use strategies of inquiry to solve them effectively.

Project 1 – Choose a concept to be taught in a specific content or grade level. The student will work to create a unit plan with lesson plans incorporating methodology presented in John Barell’s Developing More Curious Minds.

**Learning Outcome:** Upon successful completion of this learning activity students should be able to Acquire skills to emulate qualities that make an effective curriculum leader 2. Communicate and discuss collaboration in curriculum leadership and design in the school 3. Evaluate curricular challenges and use strategies of inquiry to solve them effectively. 4. Create a motivating unit of study with lesson plans that promote a climate of success and community.

Project 2 – Learning Project —Student will complete the following project:

1.) Explain through presentation how you would more effectively lead your school’s improvement plan process. This presentation should outline your school’s goals, strategies, and activities, and your use of the tools described in How to Thrive as a Teacher Leader by John G. Gabriel. Student should utilize knowledge from the respective school improvement process. The main reason for this assignment is to discover and explain individual leadership roles that the individual would like to develop while working on the school’s improvement plan. Note: The Presentation should 12 – 15 slides in length, with a title page (not included in count)…Utilize 4 Bullet Points Per slide…Student should be concise and precise with the information provided.
Note 1: A conference call with the instructor is to be scheduled, allowing the student to present the information in a verbal manner. The presentation is to be provided to the instructor at a minimum of two (2) days prior to the conference occurring.

**Learning Outcome:** Upon successful completion of this learning activity students should be able to Acquire skills to emulate qualities that make an effective curriculum leader 2. Communicate and discuss collaboration in curriculum leadership and design in the school 3. Evaluate curricular challenges and use strategies of inquiry to solve them effectively. 4. Create a motivating unit of study with lesson plans that promote a climate of success and community.

**Assignment Final Paper – Rigorous Curriculum Design** – The student will utilize the information they have gained through experience, study, and other means to create a strategy for a Rigorous Curriculum program (design) for a school corporation. The student should reference the additional information (PDF) provided by the course instructor, as referenced to Larry Ainsworth’s “Rigorous Curriculum Design” book. The student should compare and contrast information from Ainsworth’s philosophy, as well as that located in the course textbooks and other knowledge they have obtained. The end result should be:

1. A 5 – 7 Page Paper, with a title page (not counted in the total) 2. Written with Times New Roman, 12 pt. Font 3. Double Spacing Utilized. 4. APA Guidelines should be followed throughout the writing. 5. 1” Margins on both sides and the top and bottom of each page. 6. Contain a compare and contrast (ie…with the current curriculum design utilized at the student’s school) which creates an enhanced and effective and rigorous curriculum design strategy. Lessons learned may be utilized and are recommended to be included in the writing. 7. Clearly contain student’s opinion and philosophy for the creation of a 21st century curriculum that is rigorous and effective…Identification of key components of such should be clear to the reader. 8. Contain the components, from the student point of view, of a rigorous curriculum design strategy.

**Learning Outcome:** Upon successful completion of this learning activity students should be able to Acquire skills to emulate qualities that make an effective curriculum leader 2. Communicate and discuss collaboration in curriculum leadership and design in the school 3. Evaluate curricular challenges and use strategies of inquiry to solve them effectively. 4. Create a motivating unit of study with lesson plans that promote a climate of success and community.
Grading Scale
The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Value</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>524+</td>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>509-523</td>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>504-508</td>
<td>B+</td>
<td>3.3</td>
<td>High Average</td>
</tr>
<tr>
<td>466-503</td>
<td>B</td>
<td>3.0</td>
<td>Average</td>
</tr>
<tr>
<td>452-465</td>
<td>B-</td>
<td>2.7</td>
<td>Low Average</td>
</tr>
<tr>
<td>446-451</td>
<td>C+</td>
<td>2.3</td>
<td>Below Average, Counting as Graduate Credit</td>
</tr>
<tr>
<td>408-445</td>
<td>C</td>
<td>2.0</td>
<td>Below Average, Counting as Graduate Credit</td>
</tr>
<tr>
<td>00-407</td>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
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<tr>
<td>I</td>
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<td>Incomplete</td>
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<td>WE</td>
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<td>Instructor Withdrawal</td>
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<td></td>
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<td>Excessive Absences</td>
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<td>AU</td>
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<td>Audit</td>
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<td>EC</td>
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<td>Education Continuing, Ed. D</td>
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<tr>
<td>WP</td>
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<td></td>
<td>Graduate in Progress</td>
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<td></td>
<td>3-years limit</td>
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<td>W</td>
<td></td>
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<td>Withdrawal Official Approval</td>
</tr>
</tbody>
</table>
## ARTICLE REVIEW Rubric

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Improvement Necessary (2)</th>
<th>Ineffective (1)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the article was stated</td>
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<tr>
<td>Source information completeness were Identified</td>
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<tr>
<td>Author(s) information completeness were Identified</td>
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<tr>
<td>Publication name, issue and date were Identified</td>
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<tr>
<td>Standard(s) to which this article relates were Identified</td>
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<tr>
<td>Subject/Main Ideas/concepts of the article were Identified</td>
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<tr>
<td>Points that seemed new or insightful to you were Identified</td>
<td></td>
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<tr>
<td>What questions, concerns, difficulties did this article raise</td>
<td></td>
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<tr>
<td>Relevance to the course materials, other</td>
<td></td>
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<tr>
<td>observations and comments were given</td>
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<tr>
<td>Were the writing mechanics followed</td>
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<tr>
<td>Total Score</td>
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<tr>
<td>Total Possible (times 2)</td>
<td>50</td>
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</tr>
</tbody>
</table>
Project 1.) Choose a concept to be taught in a specific content or grade level. The students will work together to create a unit plan with lesson plans incorporating methodology presented in John Barell’s *Developing More Curious Minds*.

**PROJECT 1 Rubric (Weighted 3X)**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Improvement Necessary (2)</th>
<th>Ineffective (1)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan follows the OCU accepted format.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Daily Lesson Plan follows the OCU accepted format.</td>
<td></td>
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</tr>
<tr>
<td>The developed plan sets-up an inquisitive learning environment?</td>
<td></td>
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<tr>
<td>The developed plan sets-up maintaining learning journals?</td>
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<tr>
<td>The developed plan sets-up questioning frames and models?</td>
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<tr>
<td>The developed plan sets-up engagement in critical thinking and problem solving?</td>
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<tr>
<td>The developed plan sets-up integrating inquiry into curriculum development and the classroom culture.</td>
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</tr>
<tr>
<td>Standard(s) to which this assessment relates were Identified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Project 2.) Explain through presentation how you would more effectively lead your school’s improvement plan process. This presentation should outline your school’s goals, strategies, and activities, and your use of the tools described in *How to Thrive as a Teacher Leader* by John G. Gabriel.

The main reason for this assignment is to discover and explain individual leadership roles that the individual would like to develop while working on the school’s improvement plan.
### PROJECT 2 Rubric (Weighted 3X)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Improvement Necessary (2)</th>
<th>Ineffective (1)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The designed School Improvement Plan is complete.</td>
<td></td>
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<tr>
<td>The designed School Improvement Plan exemplifies organizational leadership</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The designed School Improvement Plan exemplifies strategic leadership</td>
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<td></td>
</tr>
<tr>
<td>The designed School Improvement Plan exemplifies interpersonal leadership</td>
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<tr>
<td>The designed School Improvement Plan exemplifies adaptive leadership</td>
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<tr>
<td>The designed School Improvement Plan exemplifies motivational leadership</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The designed School Improvement Plan exemplifies instructional leadership</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Standard(s) to which this assessment relates were Identified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were good presentation mechanics followed</td>
<td></td>
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</tbody>
</table>

**Total Score**
# CHAPTER DISCUSSION Rubric

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Improvement Necessary (2)</th>
<th>Ineffective (1)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the chapter</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Standard(s) to which this chapter relates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject/Main Ideas/concepts</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Points that seemed new or insightful to you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What questions, concerns, difficulties did this chapter raise</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Relevance to the course materials, other observations and comments were given</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the writing mechanics followed</td>
<td></td>
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</tbody>
</table>

|                                            |                      |               |                           |                |        |
| **Total Score**                           |                      |               |                           |                |        |
| **Total Possible**                        |                      |               |                           |                | 100    |
ARTICLE REVIEW GUIDELINE

(ATTACH A COPY OF THE ARTICLE REVIEWED)

NAME: _____________________________________________________ DATE: ____________

TITLE OF THE ARTICLE: ________________________________________________________

SOURCE: _______________________________________________________________________

AUTHOR(S): ____________________________________________________________________

PUBLICATION DATE: _______________________________________________________________________

STANDARD(s) TO WHICH THIS ARTICLE RELATES: _______________________________________________________________________

SUBJECT/MAIN IDEAS/CONCEPTS OF THE ARTICLE: _______________________________________________________________________

IDENTIFY POINTS THAT SEEMED NEW OR INSIGHTFUL TO YOU: _______________________________________________________________________

WHAT QUESTIONS, CONCERNS, AND DIFFICULTIES DID THIS ARTICLE RAISE?

RELEVANCE TO COURSE MATERIAL, OTHER OBSERVATIONS AND COMMENTS.

Remember, this is a guide to collect your thoughts. Your article review reflections should be written in a narrative format and have a length of two typed pages. The page format will be 1” margins all around, using a 12pt. Times New Roman font.
**Bibliography**
Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.


Depth of Knowledge

Depth of Knowledge (DOK) defines the complexity or depth of understanding what is required to answer an assessment question. Each level of complexity measures a student's depth of knowledge. Here are a few keywords as well as descriptors for each depth of knowledge level.
# Depth of Knowledge (DOK) Overview Chart

<table>
<thead>
<tr>
<th>Level of Complexity</th>
<th>Key Verbs That May Clue Level</th>
<th>Evidence of Depth of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recall/Reproduction</strong></td>
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</tr>
</tbody>
</table>
| Recall a fact, information or procedure. Process information on a low level. | Arrange, Calculate, Cite, Define, Describe, Draw, Explain, Give Examples, Identify, Illustrate, Label, Locate, List, March | • Explain simple concepts or routine procedures  
• Recall elements and details  
• Recall a fact, term, or property  
• Conduct basic calculations  
• Order rational numbers  
• Identify a standard scientific representation for simple phenomenon  
• Label locations  
• Describe the features of a place or people  
• Identify figurative language in a reading passage |
| **Bloom** Know/Remember | Know/Remember: "The recall of specifics and universals, involving little more than bringing to mind the appropriate material." |                                 |
| Comprehend/Understand | Comprehend/Understand: "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition." |                                 |
| **Level 2**         |                               |                                 |
| **Skill/Concept**   |                               |                                 |
| Use information or conceptual knowledge, two or more steps | Apply, Calculate, Categorize, Classify, Compare, Compute, Construct, Convert, Describe, Determine, Distinguish, Estimate, Explain, Extend, Extrapolate, Find, Formulate | • Solve routine multiple – step problems  
• Describe non – trivial patterns  
• Interpret information from a simple graph  
• Formulate a routine problem, given data and condition  
• Sort objects  
• Show relationships  
• Apply a concept  
• Organize, represent and interpret data  
• Use context clues/effect of a particular event.  
• Predict a logical outcome  
• Identify patterns in events or behavior |
<p>| <strong>Bloom</strong> Apply | Apply: &quot;Uses information in another familiar situation&quot; (Executes - Carries out a procedure in a familiar task) (Implements - Uses a procedure in an unfamiliar task) |                                 |</p>
<table>
<thead>
<tr>
<th><strong>Level of Complexity</strong> (measures a student’s Depth of Knowledge)</th>
<th><strong>Key Verbs That May Clue Level</strong></th>
<th><strong>Evidence of Depth of Knowledge</strong></th>
</tr>
</thead>
</table>
| **Level 3**  
**Strategic Thinking**  
Requires reasoning, developing a plan or a sequence of steps, some complexity | Appraise  
Assess  
Cite Evidence  
Check  
Compare  
Compile  
Conclude  
Contrast  
Critique  
Decide  
Defend  
Describe  
Develop  
Differentiate  
Distinguish | Examine  
Explain How  
Formulate  
Hypothesize  
Identify  
Infer  
Interpret  
Investigate  
Judge  
Justify  
Reorganize  
Solve  
Support |
|  | • Solve non–routine problems  
• Interpret information from a complex graph  
• Explain phenomena in terms of concepts  
• Support ideas with details and examples  
• Develop a scientific model for a complex situation  
• Formulate conclusions from experimental data  
• Compile information from multiple sources to address a specific topic  
• Develop a logical argument  
• Identify and then justify a solution  
• Identify the author’s purpose and explain how it affects the interpretation of a reading selection. | |
| **Bloom**  
Analyze  
"Breaking information into parts to explore understanding and relationship."  
Evaluate  
"Checks/Critiques - makes judgements based on criteria and standards." |  | |
| **Level 4**  
**Extended Thinking**  
Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities. | Appraise  
Connect  
Create  
Critique  
Design  
Judge  
Justify  
Prove  
Report  
Synthesize |  
• Design and conduct an experiment that requires specifying a problem; report results/solutions.  
• Synthesize ideas into new concepts  
• Critique experimental designs  
• Design a mathematical model to inform and solve a practical or abstract situation.  
• Connect common themes across texts from different cultures  
• Synthesize information from multiple sources |
| **Bloom**  
Synthesize  
"Putting together elements and parts to form a whole."  
Evaluate  
"Making value judgements about the method." |  | |
Course Policies
The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class, he/she should contact Karen Nasseri, the 504 coordinator at 812-749-1483 or by email: knasseri@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All other accommodations, please contact Student Life at (812) 749-1421.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at @OaklandCityU.

- **Document Formatting** – APA Style: Completed assignments must conform with the current edition of the Publication Manual of the American Psychological Association (APA). Be sure to check for correct grammatical usage, i.e. subject and verb agreement, citation format, and page setup. All assignments must be written in third person, past tense. Basic formatting protocols that should be followed include:
  - Use correct spelling and grammar.
  - Some assignments require a specific form or format—use as directed.
  - Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
  - Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
• Use your name, course number, and assignment name as the file name of a document when submitted electronically.

• Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

• **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

• **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

**Targeted Standards of Course Learning**
The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

**OCU Mission Statement**
Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

**OCU School of Education Mission Statement**
The School of Education at OCU is a collaborative learning community dedicated to:

• Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
• The preparation for gainful employment through academic excellence
• The promotion of Christian ethical and moral values
• The enhancement of each student practitioner’s intellectual, physical, spiritual, and social development
• Community service through positive leadership
School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one’s specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind’s intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

The School of Education for Advanced Programs has woven the following six (6) critical strands to formulate the Conceptual Framework: Indiana Department of Education (IDOE) Educator Content and Developmental Standards, Standards Interstate New Teacher Assessment and
Support Consortium (InTASC), The Educational Leadership Constituent Council (ELCC) standards, Council for the Accreditation of Educator Preparation (CAEP); and Oakland City University’s mission statement, from which the School of Education mission statement was derived.

The School of Education for Advanced Programs Conceptual Framework was reviewed in 2000, 2007, 2011, 2014 and 2019 is reflected in the expectations of our graduates.

This Conceptual Framework has a strong focus and clarification of purpose and expectations for our graduates. Intentionally, it is aligned with the mission of the university and its foundational learning outcomes. The central concept in the Conceptual Framework’s main statement embodies the development of servant leadership. The SOE Conceptual Framework Components: Skills, Disposition, and Knowledge are in keeping with three (3) Program Outcomes to: (1) embody professional competency in leadership and service for local and global communities (Skills) (Hands); and (2) embrace moral integrity and spiritual development from a Christian perspective (Dispositions) (Heart); and (3) exhibit intellectual excellence that sustains lifelong learning (Knowledge) (Head).

**Conceptual Framework Components**

1. **Skills (Hands)**  
   1.1 Technological skills  
   1.2 Pedagogical proficiency

2. **Disposition (Heart)**  
   2.1 Promotion of ethical and moral values  
   2.2 Community service through positive leadership  
   2.3 Lifelong learning and collaboration

3. **Knowledge (Head)**  
   3.1 Knowledge of student  
   3.2 Knowledge of content

These outcomes are aligned by the graduate programs through the professional standards which are embraced by SOE and are represented by the five (5) standards in educational leadership espoused by the National Educational Leadership Preparation (NELP):

- Culture of Achievement  
- Organizational, Operational, and Resource Management  
- Personal Behavior  
- Human Capital Management  
- Instructional Leadership

Next, the Conceptual Framework embraces the ten (10) standards of InTASC and five (5) CAEP standards. The visual representation of the SOE conceptual framework for advanced programs is as follows:
The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners.

**Dispositions:**
Embrace moral integrity and spiritual development from a Christian perspective.

**Personal Behavior**
NELP: 2, 3
Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

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