**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

# PLEASE TYPE. DATE Feb 2, 2017

ACADEMIC UNIT Education

Please check to indicate this course has a service learning component.

FACULTY Dottie Davis

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

ED 657 Rethinking Curriculum 3 n/a

TEXTBOOK Required Not Required

Author Heidi Hayes Jacobs

Title Curriculum 21: Essential Education for a Changing World

Publisher ASCD

Date of Publication 2010

WORKBOOK

Author

Title

Publisher

Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

**ED 657 Rethinking Curriculum**

**Professor:** Dottie Davis, Ph. D.

**E-mail:**  dldavis@campbellsville.edu

Emails will be responded to within 24 hours of receipt.

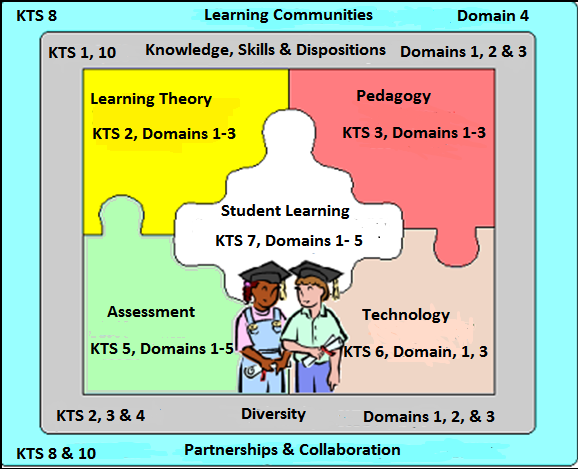
**Phone:** (270) 789-5090

**Chat Time: Thursday evenings at 7:00 p.m.**

**Virtual Office Hours:** Any day by appointment. Please feel free to contact me via email.

## School of Education School Counselor Conceptual Framework

**Theme: Empowerment for Learning Model:**

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**Credit:** 3 hours

**Course Description:** This course emphasizes leadership skills and the development of curriculum to prepare students for the 21st century. It examines progressive and practical innovations currently occurring in the United States and other nations. It also examines the current changes in curriculum connected with the common core standards. Students will evaluate curriculum choices based on critical points from past practice and the new challenges of the future.

**Required Course Texts:**

Jacobs, H.  (2010).  *Curriculum 21:  Essential education for a changing world*.  Alexandria, VA:  ASCD.

**Kentucky Teacher Standards (KTS)**

**(Advanced-Level Performance)**

1.1 Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.

2.1 Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests, and abilities.

7.3 Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

8.2 Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Explains how the collaboration to enhance student learning has been implemented.

**Diversity Proficiencies, KTS**

2.4 Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives.

3.3 Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

5.4 Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

       Knowledge and skills

       Caring Dispositions, including respect for diversity

       Commitment to life-long learning in a global society-

       Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Campbellsville University’s Online Attendance Policy**

Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Online Absence Reporting:**  For **8 week courses** (Early Summer & G6, May 16 – July 6).  If a student fails to login or participate by Monday, May 23, an *attendance warning will be issued to the student,* noting 12.5% absent.  If students fail to login or participate by day 14, Monday, May 30, instructors must submit a “*w/a – automatic withdrawa,* ” indicating 25% absent.

**Day to Officially Drop:** The date that tuition charges are applied to students accounts and bills are mailed.  If a student needs to drop a course, they must drop before 5:00 PM on this date, otherwise they will be charged for the course. The last day to drop **Graduate Term 6** courses is **Monday, May 23**.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**SPECIFIC OBJECTIVES:**

Upon completion of this course, you will have gained an understanding of:

* Analyze the roles of federal government, state, and professional organizations, courts, educational leaders, and the classroom teacher in curriculum design and development.
* Review and analyze current trends in education as they impact curriculum including EPAS, College Readiness, 21st Century Learning, and Response to Intervention.
* Align curriculum using common core standards/current state standards.
* Work within a professional learning community to transfer curriculum concepts to practical use in the classroom to enhance student learning.

**Course Assessments Points Domain(s)**

Discussion Forums 80 1, 2, 3, and 4

Educational Initiatives Impact Paper 50 1 and 4

Professional Journal Article Review 80 1 and 4

Unit 50 1 and 4

Field Experience Reflection 50 1 and 4

Field Experience Summary Form 50 4

Final Exam 200 1 and 4

**Total**  **560**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student  Learning  Outcomes | ILA Content  Literacy  Standards | Kentucky  Teacher  Standards | CAEP &  InTASC  Standards | CF Theme Model | NAGC  National |
| Discussion Forums and Weekly Class Participation | 1-6 | 1,2,5,7,9 | CAEP– 1,2  InTASC – 1,2,3,4,5,6,  7,8,9,10 | Diversity Assessment  Literacy | 1, 2,3,4,5,6 |
| Educational Initiatives Paper | 1-6 | 1,2,4,5,9,10 | CAEP – 1,2  InTASC – 4,5,7,8,9,10 | Diversity Assessment  Literacy | 1,2,3,6 |
| Professional Journal Article Review | 1,4,6 | 1,2,3,9, 10 | CAEP – 1,2  InTASC – 1,2,4,5,6,7,  8,9,10 | Diversity Assessment  Literacy | 1, 2,3,6 |
| Unit | 1-6 | 1,2,4,5,6,7 | CAEP – 1,2  InTASC –  1,2,3,5,6,  7,8,9,10 | Diversity Assessment  Literacy | 1, 3,4,5, 6 |
| Field Experience Project | 1-6 | 8, 9, 10 | CAEP – 1,2  InTASC – 1,2,4,6,7,8,9,10 | Diversity Assessment  Literacy | 1,3,4,5,6 |
| Final Exam | 1,4,5 | 1,2,4,5,  6,7,8 | CAEP – 1,2  InTASC  1,2,3,4,5,8,9 | Diversity Assessment  Literacy | 1, 2, 3, 4,5 |
| Unit Power Point | 1,3,6 | 1,2,3,4,5,  6,7,9 | CAEP – 1,2  InTASC –  1,2,3,5,6,  7,8,9,10 | Diversity Assessment  Literacy | 1,2,3,4,5,6 |

**Field Experiences**

Interview a school/district curriculum specialist or instructional supervisor about the process used to develop curriculum maps in your district. In preparing for the interview, specifically include in your questions the impact of the following: Senate Bill 1, National Curriculum Standards, EPAS, Response to Intervention, and Partnership for 21st Century Skills.

Interview a curriculum specialist/instructional supervisor from another school district using the same questions. Then review curriculum maps from both districts. Write a reflection about the similarities and differences in both process and product between the districts. (3-5 pages, Roman Font 11, double-spaced)

**Discussion Forums**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums require an Initial Post due by Wednesday evenings at 11:55 p.m. EST each week, and Replies to TWO Peers due Saturday evenings at midnight EST.**

Samples of 4 point initial responses and 3 point responses to peers are available on the course outline. Forum responses will be evaluated using the following criteria:

**Initial Response**

**4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment** | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support** | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections** | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment** | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences. | **1-2** sentences. |

**Final Exam**

Revise one of your curriculum maps and highlight changes made that support the concepts from the text and other course materials. The document should be in a landscape table format. Provide an analysis of the curriculum document and a rationale for the changes that you made based on what you have learned from this course. (5 page minimum for analysis and rationale)

**Grading Scale:** A90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**Class Attendance and Participation**

Class attendance will be checked. Two unexcused absences (at instructor’s discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Please notify the instructor if you are to be absent.

**Late Assignments**

All work for the course is **due by Saturday evening at midnight EST** during the week in which it is assigned (See **Assessments** section).

**Communication Methods**

Communication during and outside of class will be primarily online; therefore, it is important that class members practice **netiquette**—the rules for polite and effective online communication. Some important rules to keep in mind as you participate in the **Big Blue Button Classroom** are:

* Keep your microphone muted when you are not speaking. This will keep distracting background noise to a minimum and also eliminate echoing when other classmates are speaking.
* Do not make comments in the chat box while the professor or other students are speaking during class. It is distracting to the speaker and other students.

Some important rules to keep in mind as you participate in the **discussion forums** and **online chat** are:

* Be friendly and positive. In online communication, it is not possible to view facial expressions and body language or to hear the tone and volume of the voice, so messages may be misinterpreted.
* Avoid using sarcasm, and make sure humor is “G” rated and appropriate for all audiences. Profanity will not be tolerated.
* Avoid using slang. Do not type in all capital letters—it appears that you are yelling at your audience.
* Be professional. Avoid using smiley faces and other emoticons in responses. Do not use abbreviations used in text messages.

When communicating with your professor in **email** remember to include your name and course number. Also, make sure your name is on every assignment submitted to Moodle.

**Technical Support and Assistance**

Students are required to have a computer, headset and microphone, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Resources**

Bobby, C. (2013). The evolution of specialties in the CACREP standards: CACREP’s role in

unifying the profession. *Journal of Counseling and Development*, 91(1), 35-43.

Brott, P. (2003). Getting published in professional school counseling. *Professional School*

*Counseling*, 6(5), ii.

Burkholder, D. (2012). A model of professional identity expression for mental health

counselors. *Journal of Mental Health Counseling*, 34(4), 295-307.

Even, T. & Robinson, C. (2013). The impact of CACREP accreditation: A multiway frequency

analysis of ethics violations and sanctions. *Journal of Counseling & Development*, 91(1),

26-34.

Gibson, D., Dooley, B., Kelchner, V., Moss, J., & Bryan Vacchio, C. (2012). From counselor-

in-training to professional school counselor: *Understanding professional identity*

*Development. Journal of Professional Counseling: Practice, Theory & Research*, 39(1),

17-25.

Guillot-Miller & Partin, P. (2003). Web-based resources for legal and ethical issues in school

counseling. *Professional School Counseling*, 7(1), 52-57.

Healey, A.& Hays, D. (2012). A discriminant analysis of gender and counselor professional

identity development. *Journal of Counseling & Development*, 90(1), 55-62.

Holcomb-McCoy, C., Harris, P., Hines, E. & Johnston, G. (2008). School counselors’

multicultural self-efficacy: A preliminary investigation. *Professional School*

*Counseling*, 11(3), 166-178.

Lemberger, M. & Nash, E. (2008). School counselors and the influence of Adler: Individual

Psychology since the advent of the ASCA national model. *Journal of Individual*

*Psychology*, 64(4), 387-402.

Lewis, R. & Hatch, T. (2008). Cultivating strengths-based professional identities. *Professional*

*School Counseling*, 12(2), 115-118.

Lieberman, A. (2004). Confusion regarding school counselor functions: School leadership

impacts role clarity. *Education*, 124(3), 552-558.

Mascari, J. (2013). CACREP Accreditation: A solution to license portability and counselor

identity problems. *Journal of Counseling and Development*, 91(1), 15-25.

Mascari, J. & Webber, J. (2013). CACREP accreditation: A solution to license portability and

counselor identity problems. *Journal of Counseling & Development*, 91(1), 15-24.

Meany-Walen, K., Carnes-Holt, K., Barrio Minton, C., Purswell, K., & Pronchenko-Jain, Y.

(2013). An exploration of counselors’ professional leadership development. *Journal*

*of Counseling and Development*, 91(2), 206-215.

Mellin, E., Hunt, B., & Nichols, L. (2011). Counselor professional identity: Findings and

implications for counseling and interprofessional collaboration*. Journal of Counseling &*

*Development*, 89(2), 140-147.

Milsom, A. & Akos, P. (2007). National certification: Evidence of a professional school

counselor? *Professional School Counseling*, 10(4), 346-351.

Mitchell, C. & Rogers, R. (2003). Rape, statutory rape, and child abuse: Legal distinctions and

counselor duties. *Professional School Counseling*, 6(5), 332.

Moyer, M. & Sullivan, J. (2008). Student risk-taking behaviors: When do school counselors

break confidentiality? *Professional School Counseling*, 11(4), 236-245.

Moyer, M. & Yu, K. (2012). Factors influencing school counselors’ perceived effectiveness.

*Journal of School Counseling*, 10(6). Retrieved from ERIC database. (EJ978862)

Perkins, G., Oescher, J., & Ballard, M. (2010). The evolving identity of school counselors as

defined by the stakeholders. *Journal of School Counseling*, 8(31) Retrieved from ERIC

database. (EJ895917).

Peterson, J. & Morris, C. (2010). Preparing school counselors to address concerns related to

giftedness: A study of accredited counselor preparation programs. *Journal for the*

*Education of the Gifted*, 33(3), 311-336.

Ratts, M. DeKruyf, L., & Chen-Hayes, S. (2007). The ACA advocacy competencies: A social

justice advocacy framework for professional school counselors. *Professional School*

*Counseling*, 11(2), 90-97.

Reiner, S.J. (2013). Perceived impact of professional counselor identity: An exploratory study.

*Journal of Counseling & Development*, 91(2), 174-183.

Robinson, C. (2012). Emerging counselor identity through the American Counseling

Association and the Texas Counseling Association: A historical perspective. *Journal of*

*Professional Counseling: Practice, Theory, and Research*, 39(1), 26-41.

Sanders, R. (2010). Ethics codes: Monitoring the major changes*. Journal of Psychology and*

*Christianity*, 29(3), 263-267.

Spurgeon, S. (2012). Counselor identity—A national imperative. *Journal of Professional*

*Counseling: Practice, Theory & Research*, 39(1), 3-16.

Urofsky, R. (2013). The council for accreditation of counseling and related educational

programs: Promoting quality in counselor education. *Journal of Counseling &*

*Development*, 91(1), 6-14.

Waggoner, E., Howard, R., & Markkos, P. (2004). Ethical considerations for people who are

homeless and mentally ill. *Guidance & Counseling*, 19(3), 1-9.

White, F. (2007). The professional school counselor’s challenge: Accountability. *Journal of*

*Professional Counseling: Practice, Theory, and Research*, 35(1), 62-70.