



AMBROSE  
UNIVERSITY COLLEGE

FACULTY OF  
ARTS & SCIENCE

## Methodologies in Curriculum Design and Program Development 700 (6 credits)

Winter 2014

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*“One can imagine a time in history when the term community was not problematic; taken for granted and a part of the cultural landscape, there was no need to create or build community. But the apparent erosion of community in our world has us look to define it, and by naming it, develop it” (Foster, 2004, p. 186).*

### **Course Description**

This course is designed to guide students to integrate their knowledge regarding theory and best practices in the field of curriculum design and program development. Specifically, this course provides students with an opportunity to design and present a comprehensive framework for an integrated year plan. We will call this framework a thesis. This course is designed as a nine week workshop, one through which students develop, receive feedback on and ultimately present their thesis for their integrated year plan framework. This course provides pre-service teachers with opportunities to consolidate and integrate their B Ed based knowledge about curriculum design and program development, drawn from CDPD 500 and 600. In addition, this course provides students with an opportunity to inquire into and then consider how to integrate into their framework their understanding of learning theory and its application in rapidly changing school and neighborhood communities, in rapidly changing cultural and socio-political contexts.

The essential question of the course is about ***how to create and nurture collaborative and authentic partnerships, both within and external to a school.*** The course’s premise is that children will learn best in a school that provides them with authentic, collaborative and helpful partnerships.

The course is designed for students to take up the main task of a professional educator, that is, to design an integrated year-long program framework for a plan that focus the resources of the school and community on educational success for all learners. Topics of the course include large scale assessment, methodologies of educational practices in cross-cultural, multicultural and First Nations' settings, building and sustaining relationships in schools, with parents and with community agencies and inclusive educational challenges and opportunities.

The year plan, the main assignment and organizing idea of this course, is the main assignment for the final three courses in the last semester of the program. The year plan framework is equivalent in scope to that a Master degree level thesis or final major project. Students will be expected to integrate into their year plan framework their knowledge and understandings from each of CDPD 700, SCMP 700 and LTA 700.

### **Prerequisite**

CDPD 600

### **Class Dates and Times**

February 10 to April 11, 2014

Tuesdays 8:15 am – 11:00 am; 1:00 pm – 3:10 pm

Thursdays 8.15 am – 11.00 am; 1:00 pm – 3:10 pm

Attendance is mandatory.

### **Learning Outcomes**

At the end of this course, students will be able to:

- Describe the attributes of the culture of an ideal school community;
- Imagine possibilities for schools as an integral component of a larger community (local and cross-cultural);
- Understand ways that school, family, and community collaboration can enhance the educational success of all students;
- Develop theories and models related to curriculum design and program development among schools, communities and families, including one that includes knowledge about obstacles and supports to partnerships;

- Describe the competencies required of educational leaders to strengthen relationships with external and internal communities associated with schools;
- Develop a personal and professional leadership theory regarding school-community relations

### **Key Course Topics**

- Principles of large scale assessment
- Methodologies of educational practices in cross-cultural, multicultural, and First Nations' settings
- Exploration of school-community conceptual models
- Critical review of school-community partnership programs
- Building and sustaining relationships in schools, with parents, and community agencies
- The challenge of collaborative leadership
- Designing communities of support for cultural diversity
- Exploration of inclusive educational challenges and opportunities

### **Required Readings:**

Alberta Education. (2011). Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit. (<http://education.alberta.ca/department/ipr/curriculum.aspx>)

CEA (2009). What did you do in school today? Toronto: Canadian Education Association

Needs analyses documents from:

- AHED project-Sierra Leone
- Grassroots Foundation-Liberia

### **Reserve Readings:**

Textbooks

- Deal, T.E., & Peterson, K.D. (2009). *Shaping school culture: pitfalls, paradoxes, and promises, 2<sup>nd</sup> Ed.* San Francisco, CA: Jossey-Bass.
- Sergiovanni, T. J. (1999). *Building community in schools.* San Francisco, CA: Jossey-Bass. Macmillan.

Alberta Education Documents:

- Effective student assessment and evaluation in the classroom
- Working with young children who are learning English as a new language

Global Education Program document:

- Senior lessons (Grade 11-12)

Journal Article Readings:

- Lanhout, R. D., Rappaport, J., & Simmons, D. Integrating community into the classroom. Community gardening, community involvement and project-based learning. *Urban Education, 37* (3), 323-349.
- Foster, W. P. (2004). The decline of the local: a challenge to educational leadership. *Educational Administration Quarterly, 40* (2), 176-191.

**Recommended Readings:**

- Kouzes, J. M., & Posner, B. Z. (2002). *The Leadership Challenge, 3<sup>rd</sup> Ed.* San Francisco, CA: Jossey-Bass.
- Mazurek, Kas. & Winzer, Margaret A. (2006). *Schooling around the world.* Boston MA; Pearson Education Inc.
- Patterson, K., Grenny, J., McMillan, R., Switzler, A. (2012). *Crucial Conversations.* New York, NY: McGraw-Hill.

**Academic Requirements**

Assignments	Relative Weight	Due Date
Participation/contribution in Moodle discussion sessions	30%	On-going

Reflective Publication “The World in which I Want to Work: A Scenario”	20%	March 26th
Year Plan Framework	50%	April 4th

### **Assessment 1. Discussion Participation (30%)**

#### **Rationale**

The course is designed based on shared praxis. Through conversations, students share their critical reflection on their current practices and those of the schools in which they have worked and would like to work, in the light of research, the practices of others, and how the best educational experiences possible for all children is envisioned.

The intended outcome of these conversations is personally generated insights, meaning constructed by the student to assist in completing the final assignment and the sense of accomplishment gained from learning in a grounded, practical and shared praxis way, having shared meaningfully with others.

#### **Instructions**

Students are expected to:

1. Read and respond to **one** issue, problem or question weekly, stated by professor at the beginning of each week’s discussion in Moodle. (300 words)
2. Work in assigned small groups in further response to the weekly issue, problem or question (200 words)
3. Participate in group led sessions. (Weekly)

#### **Evaluation Rubric**

<b>Assignment</b>	<b>Standard</b>	<b>Possible Mark</b>
Moodle discussion on weekly topic	Knowledge from LTA 700 and SCMP 700 and field experiences are integrated into the responses (300 words)	10
Weekly	Attendance and summary document of	10

small group work	each member's working focus (200 words, one document per group)	
Group led presentations	Presentations show critical reflection and application to current or envisioned practice	10

## **Assessment 2. Reflective Publication: The World in Which I Want to Work (20%)**

### **Rationale**

Drawing from readings, experiences in field experiences and preliminary discussions in LTA 700 and SCMP 700, students will **submit a scenario**, describing the culture of the ideal educational community. This submission is a means of introducing something new of oneself, and the educational community in which one would want to work, of one's cohort, and of forming the conceptual basis, or foundation for the thesis.

### **Instructions**

The cultural framework must include the following five elements:

- Vision & Values
- Ritual & Ceremony
- The place of history and culture
- Architecture, Artifacts & Symbols
- Assessment, principles of integration, fit into a wider global community

The scenario can be in any creative format including PowerPoint, YouTube video or other appropriate medium.

### **Evaluation Rubric**

<b>Component</b>	<b>Standard</b>	<b>Possible Mark</b>
Content	All five elements are present	10
Presentation	Presentation is informative, well-structured and engaging	10

### **Assessment 3. Exit Thesis (50%)**

#### **Rationale**

The *Exit Thesis* is a major assignment that requires the application of knowledge and understanding from all three strands of courses in the Ambrose Bachelor of Education: Learning Theory and Application, Curriculum Design and Program Development, Society and Culture: Methodologies and Practice. This assignment forms 50% of the final grade in each of LTA 700, SCMP 700 and CDPD 700. All three instructors will jointly mark the assignment.

#### **Instructions**

All three main components of the Exit Thesis must be completed:

<b>Component</b>	<b>Weighting</b>	<b>Rationale and Intended Outcome</b>
Comprehensive Year Plan	40%	The comprehensive year plan will showcase your ability to design a learning experience that considers Alberta Education alignment, a diverse range of student learning needs, cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology.
Written Paper	30%	The written paper will provide the support and rationale for the design of your year plan in the form of a literature review and a reflection on your own philosophy and model of practice.
Oral Presentation	30%	In your presentation to your instructors, you will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology. The presentation allows you to practice the kind of skills that need to be evident during the interview process.

## Assessment Rubric

	Outstanding	Well Done	Satisfactory	Weak
<b>Year Plan</b>				
Overall quality	Year plan <b>clearly</b> and <b>explicitly</b> considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, meets 21 <sup>st</sup> century learning needs, and is detailed and organized.	Year plan considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units and meets 21 <sup>st</sup> century learning needs.	Year plan <b>mostly</b> considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, and meets 21 <sup>st</sup> century learning needs.	The year plan is missing too many critical components required for designing effective instruction.
	19-20 marks	17-18.5 marks	15-16.5 marks	<15 marks
Universal Design of Learning	Year plan <b>clearly</b> and <b>explicitly</b> considers diverse learning needs e.g., FNMI, cultural diversity, and learning assets/barriers. There are multiple entry points to the learning.	Year plan considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers.	Year plan <b>mostly</b> considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers	Year plan does not address considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Assessment	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning.	Assessment is either missing or very weak.



	addresses knowledge, skills and attitudes. Assessment connects to objectives and allows for differentiation.	addresses knowledge, skills and attitudes.	but is somewhat disconnected from the objectives	
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
<b>Written Paper</b>				
Introduction, conclusion, literature review, manifesto.	The literature review is <b>comprehensive</b> . It connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.	The literature review connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.	The literature review provides some support to the year plan. Manifesto is included and hints at your philosophy and intended model(s) of practice.	The literature review does not adequately support the year plan. Manifesto is included but has some gaps.
	19-20 marks	17-18.5 marks	15-16.5 marks	<15 marks
Quality of writing	Quality is at the level expected of a graduate student. Almost no errors in grammar or spelling. Bibliography and in-text citation is APA format with almost no errors.	Quality is approaching the level expected of a graduate student. Almost no errors in grammar and spelling. Bibliography and in-text citation is APA format with almost no errors.	The message has been communicated but the quality of writing is not at the level expected of a graduate student. Bibliography and in-text citation is APA format but has errors.	The quality of writing makes the message difficult to interpret. Student does not use APA formatting.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
<b>Oral Presentation</b>				
Informative	Oral presentation clearly explains the year plan and succinctly gives a rationale for key aspects.	Oral presentation explains the year plan and gives a rationale for some of the key aspects.	Oral presentation outlines the year plan and highlights some key aspects.	Oral presentation does not adequately explain the year plan.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Engaging	Oral presentation is <b>very</b> engaging and organized. You speak clearly and	Oral presentation is engaging and organized. You speak clearly and	Oral presentation is <b>mostly</b> engaging and organized.	More work is needed to deliver an engaging and/or clear presentation.

	confidently. 9.5-10 marks	confidently. 8.5-9 marks	7-8 marks	<7 marks
Use of Technology	Student demonstrates proficient use of appropriate technology. Technology is used in a way that makes sense.	Student demonstrates proficient use of appropriate technology.	Student uses technology to deliver the presentation.	Technology was included as an after-thought and/or student struggled to operate it and/or no technology was used in the delivery of the presentation.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks

**Due**

The presentation will take place during the final week of classes (April 7-11). A sign-up schedule will be made available at a later date. Your written paper must be submitted electronically to all three instructors in advance of your presentation.

Please note that your e-portfolio must also be completed and submitted to your instructors at this time.

**Important Notes**

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out. An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

**Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of the course and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class session. During class, laptops and other hand-held devices should be used for class-related purposes only. The professor has the right to disallow a student to use their hand-held devices in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### **Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.