



Course Syllabus for CALR 526 - Virtual

COURSE NAME Curriculum, Assessment & Evaluation in Catholic Schools	TERM/YEAR: Fall 2019
ON-SITE CLASS SCHEDULE Wednesdays from 6pm to 9pm – Starting online via Canvas on September 4, 2019	
INSTRUCTOR: Dr. Christine Younghusband	CONTACT INFORMATION: cyounghusband@stmarkscollege.ca

CALENDAR DESCRIPTION:

The course presents contemporary approaches and strategies in planning, designing, implementing, and evaluating academic curricula. Also, the course presents the fundamental concepts and practical implementation of assessment in the teaching-learning paradigm. Informed by critical analysis of relevant research, students will produce a philosophy synthesizing the current trends in educational assessment and evaluation.

COURSE DESCRIPTION:

This course will focus on educational leadership and make connections to assessment, evaluation, and curriculum in context to their professional place and practice. The heart of leadership, collective efficacy, and coherence in systems will be considered in this course and concepts applied to the workplace. Students will be asked to reflect on their professional practice and institution and identify one area with respect to curriculum, assessment, and evaluation they would like to redesign with a how and why. Students will implement part of or all of their proposal for change and transformation and will reflect on this work.

LEARNING OUTCOMES:

Students will be able to:

- Identify an area in their workplace and/or practice that needs improvement or change
- Consider factors and structures that need to be considered to implement this change
- Design a proposal for change and transformation in their workplace and/or practice
- Implement part of (or all of) their proposal in the workplace and reflect on this work

REQUIRED TEXTS & RESOURCES:

Please Note: Books can be ordered as a soft cover or Kindle edition from Amazon.ca. See links below.

Glaze, A. (2018). *Reaching the heart of leadership: Lessons learned, insights gained, actions taken.* Thousand Oaks, CA: Corwin.

<https://www.amazon.ca/Reaching-Heart-Leadership-Lessons-Insights/dp/1506325327>



REQUIRED TEXTS & RESOURCES (CONTINUED):

Donohoo, J. (2017). *Collective efficacy: How educators' beliefs impact student learning*. Thousand Oaks, CA: Corwin.
<https://www.amazon.ca/Collective-Efficacy-Educators-Beliefs-Learning/dp/1506356494>

Fullan, M. & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin.
<https://www.amazon.ca/Coherence-Drivers-Schools-Districts-Systems/dp/148336495X>

COURSE REQUIREMENTS:

Students are expected to attend all face-to-face online sessions as scheduled below, read the assigned readings, participate in all asynchronous work online, and complete all assignments listed below. Readings should be completed before each class and annotation of readings and commentary online. It is expected that all students will participate in the synchronous online discussions and co-contribute to the course. The course is designed so that students can personalize their learning and focus on content that meets their learning needs the best. Students are expected to guide some of the learning and sense-make together.

GRADE DISTRIBUTION:

The grading schema for the course is as follows:

Assignments	GRADE %
Class Discussion and Synchronous Online Learning Activities	20%
Weekly Journal Reflection and Summary	20%
Reading Annotations and Online Commentary	20%
Proposal, Implementation, and Reflection	40%

COURSE POLICIES

It is the responsibility of every student to read and understand the College Policies, which can be found here: <http://stmarkscollege.ca/policies>

In addition to the College Policies, this course also upholds the following policies and practices:

ASSIGNMENTS:

To satisfy the requirements of this course, students will carry out the following assignments:

Class Discussion and Synchronous Online Learning Activities (20%)

During our Wednesday classes, we will engage in various class discussions and learning activities about the assigned readings, emerging topics, and questions we wonder about. Attendance is required. This is the opportunity for students to collectively sense-make and develop ideas for the final project/proposal.



Weekly Journal Reflection and Summary (20%)

Students will reflect on the week on what they have learned or wonder about. This will be an ongoing reflection. Approximately a half-page each. Questions may be posed by the student(s) or the instructor. Students will review their weekly reflections and summarize their learning in a 1-2 summary to be submitted at the end of the course: What did you learn? Why was this important? What's next?

Reading Annotations and Online Commentary (20%)

Readings from the required texts will be assigned for each week (see below). Students are encouraged to write a 100 to 150-word summary of each chapter that may also include one's comments, insights, or questions that pertain to the reading. One student will post their annotation online asynchronously and the rest of the class will provide feedback or commentary to respond to the post. Order in which students will post their annotation will be determined on the first week of classes. Ideas derived from the post and commentary or questions posed will be discussed further during that week's synchronous online class.

Proposal, Implementation, and Reflection (40%)

Students will identify a problem or a place for improvement, change, or introduction to their workplace and/or practice that relate to curriculum, assessment, and evaluation. Students will glean on the content of this course as found in our readings, class discussions, and other contributions during the course a integral parts of their proposal for change and transformation. **Citations will be required.** A framework will be developed and co-constructed during one of our online class discussions. Students will be asked to implement part of or all of their proposal and reflect on this work to make some suggestions on what they would do differently or do next. This proposal and reflection paper will be approximately 5 pages.

LATE PAPERS:

All assignments are due on **Friday, December 6, 2019**. No late assignments will be accepted.

EXTENSIONS:

In exceptional circumstances, an individual student may be granted an extension beyond the deadline on compassionate grounds for reasons such as illness, bereavement, or compassionate grounds. Such an extension must be approved by the professor of the course for which an extension is sought. The extension allows the student to submit work by a later specified date.

ON PLAGIARISM:

Scholarship quite rightly rests upon examining and referring to the thoughts of others. However, when one submits written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged in accurate and complete documentation (footnotes/endnotes or in-text citation, as required by the instructor) and, if verbatim statements are included, with quotation marks.

By placing his/her name on an assignment submitted for credit, the student implicitly certifies the originality of all work not otherwise identified in the appropriate acknowledgements.

Plagiarism is the intentional or unintentional inclusion of someone else's words, ideas, or research data as one's own; for example, using the words of another author without acknowledging the source, or paraphrasing without acknowledging the source. Plagiarism also includes documenting a written assignment



with inaccurate text references (footnotes/endnotes or in-text citations) or incomplete source (bibliographic) information. When indebtedness is properly acknowledged, plagiarism is easily avoided.

It is solely the student's responsibility to have a clear and accurate understanding of what constitutes plagiarism, and to avoid any academic penalty the student should verify this understanding with the instructor. A single instance of plagiarism will result in the failure of a paper; a second instance will result in the failure of the entire course and suspension from the program. Whenever there is plagiarism, a note will be placed on the student's academic record. The instructor has the responsibility to report the case to the Dean of Theology. The procedure below will be followed once a case is reported.

See St. Mark's College website for the full Academic Honesty Policy and Procedure.

GRADING SCALE:

LETTER GRADE	NUMERICAL EQUIVALENTS	GRADE POINT	GRASP OF SUBJECT MATTER	OTHER QUALITIES EXPECTED OF STUDENTS
A RANGE:		Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.		
A+	90-100	4.33	Profound and creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base. Superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
A	85-89	4.0	Outstanding	
A-	80-84	3.67	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base. Strong grasp of subject matter with sound critical evaluations; evidence of broad knowledge base.
B RANGE:		Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.		
B+	76-79	3.33	Sound, capable work	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good evidence of familiarity with literature
B	70-75	3.0		Adequate critical capacity and analytic ability; some understanding of relevant issues; reasonable understanding of relevant issues; evidence of familiarity with literature.



LETTER GRADE	NUMERICAL EQUIVALENTS	GRADE POINT	GRASP OF SUBJECT MATTER	OTHER QUALITIES EXPECTED OF STUDENTS
B-	66-69	2.67	Meeting the basic qualifications at the post-baccalaureate level	
FAILED				
F	0-65	0		Failure to meet the above criteria

COURSE SCHEDULE

The following schedule may be altered according to the instructor's judgment.

Week	Date(s)	Course Content	Readings For Each Class	Other Information
1	September 4, 2019	Introduction/Syllabus	-----	Reading dates*
2	September 11, 2019	Leadership	Avis – Ch. 1/2 & 3	Curriculum
3	September 18, 2019	Holistic Education	Avis – Ch. 4 & 5	Assessment
4	September 25, 2019	Capacity Building	Avis – Ch. 6 & 7+	<i>And conclusion**</i>
5	October 2, 2019	Collective Teacher Efficacy	Donohoo – Ch. 1 & 2	Identify problem
6	October 9, 2019	Fostering Collective Teacher Efficacy	Donohoo – Ch. 3	Statement of the problem
7	October 16, 2019	Professional Learning	Donohoo – Ch. 4	Hypothesis
8	October 23, 2019	Collaborative Inquiry	Donohoo – Ch. 5	The Design
9	October 30, 2019	Coherence Making	Fullan – Ch. 1 & 2	Implementation
10	November 6, 2019	Collaborative Culture	Fullan – Ch. 3 & 4	Implementation
11	November 13, 2019	Accountability	Fullan – Ch. 5 & 6	Implementation
12	November 20, 2019	Connection to Practice	-----	Reflection
13	November 27, 2019	Bringing It Together	-----	The Redesign
14	December 4, 2019	Summary of Learning	-----	Due date: Dec.6th



Appendix

BIBLIOGRAPHY: TOOLS AND RESOURCES

APA (6th Edition)