

Syllabus for Curriculum Development

Fall

Online Course

Department: Peru State College School of Education

Course Number: Education 621

Course Title: Curriculum Development

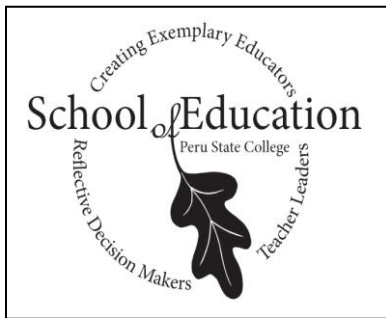
Credit Hours: Three (3)

Instructor:

Home Phone:

E-mail:

Graduate Conceptual Framework



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

The Peru State College graduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a personal disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education and Graduate Studies believes that if the graduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that our Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

COURSE DESCRIPTION:

This course is designed to examine the principles underlying the development of a K-12 school curriculum. Emphasis will be placed on methods of determining curriculum priorities, objectives, scope and sequence, and organizational patterns. The roles of state and local government, as well as diversity issues, will be examined. Application of curriculum, instruction, and assessment issues will be studied. An understanding of how curriculum design facilitates student-learning opportunities will be scrutinized. Included is an examination of standards and benchmarks, state and national influence, and curriculum assessments. A continuous conversation will be held throughout the course focusing on these questions:

- ? What is curriculum?
- ? Who decides what the curriculum is?
- ? What is the process to determine what is included in the curriculum?
- ? How is the intended curriculum monitored?
- ? How do curriculum, instruction, and assessment blend?

TEXT:

There is no text required for this course. Supplemental readings are located on BlackBoard.

OBJECTIVES:

1. The learner will understand some of the historical, theoretical, and philosophical influences on the school curriculum. (1.1.1, 2.1.1, 3.1.1, 3.1.3)
2. The learner will examine current trends in curriculum development. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1, 3.1.3)
3. The learner will develop an understanding of the relationship of curriculum, instruction, and assessment. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.2, 3.1.1, 3.1.3)
4. The learner will examine the role of the standards movement on local, state, and national issues. (1.1.1, 2.1.1, 3.1.1, 3.1.3)
5. The learner will examine the role of technology in curriculum development. (1.1.1, 1.1.4, 3.1.1)
6. The learner will become familiar with a model of K-12 curriculum development. (1.1.1, 1.1.2, 1.1.3, 1.1.4, 2.1.1, 2.1.2, 3.1.1)
7. The learner will develop a personal philosophy of curriculum development. (1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 3.1.1)
8. The learner will develop an understanding of curriculum development that will assist them to actively develop curriculum and assessment strategies in their school district. (1.1.1, 1.1.2, 1.1.3, 1.1.5, 2.1.1, 2.1.2, 3.1.1, 3.1.3)

INSTRUCTION METHOD/MODE OF DELIVERY

- Instructor facilitation of learning activities
- Selected reading assignments
- Exploration of educational web pages and links
- Discussion board participation
- Teacher and student presentations
- Large group discussion
- Inquiry and analysis

PLAGERISM OF ANY TYPE WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND POSSIBLE FAILURE OF THE COURSE.

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored

electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

COMMUNICATION IN ONLINE COURSES

Students should be aware that online faculty are with few exceptions either full time Peru State College faculty or Adjunct faculty with professional responsibilities beyond their online commitment. It is the expectation of Peru State College that all online instructors will respond to e-mail or BlackBoard communications within 24 hours. Please do not expect faculty to respond within minutes or hours of your communication. We ask all faculty to respond to communication as soon as is practical. Like yourself, your instructor has numerous responsibilities which may interfere with an immediate response.

Many instructors, of their own choice, pride themselves on exceptional, seven day a week availability. While we applaud this attitude, it should not be considered a realistic expectation of everyone.

TENATIVE COURSE SCHEDULE:

Week One: Introduction

Explanation of course requirements and expectations

Introduction of curriculum components:

Curriculum, Assessment, Instruction, and Standards

Assignments:

1. Supplemental reading: Eisner- "What Does it Mean to Say a School is Doing Well?"
2. Supplemental reading: Noddings- "What Does it Mean to Educate the Whole Child?"
3. Begin thinking of Concept of Curriculum Development (final assignment for the course)

Large Group Discussion: Meet and greet; read over and comment on the Eisner article; answer questions posted on PowerPoint

Week Two: Curriculum

Discuss curriculum definitions

Curriculum mapping

Assignments:

1. Curriculum map and written explanation (explained in PowerPoint)

Due Date:

2. Two responses to your peers' curriculum map (explained in PowerPoint)

Due Date:

Large Group Discussion: Responses to in PowerPoint; comments on curriculum mapping and peers' maps

Week Three: Standards

Discuss standards and related issues

Assignment:

1. Supplemental reading; Noddings- "The Aims of Education"
2. Standards Question Response (based on Noddings' article and explained in PowerPoint)

Due Date:

Large Group Discussion: Address PowerPoint; comment on supplemental readings and Standards Question Response assignment

Week Four: Assessment

Discuss assessments and related issues

Assignment:

1. Supplemental reading: Guskey- “How Classroom Assessments Improve Learning”
2. Supplemental reading: McTighe & O’Conner- “Seven Practices of Effective Learning”
3. Supplemental reading: Leahy, Lyon, Thompson & Dylan- “Classroom Assessment: Minute by Minute, Day by Day”
4. Assessment Revision (explained in the PowerPoint)

Due Date:

Large Group Discussion: Address the Power Point; discuss the supplemental reading and address how assessment affects you and the means by which you deal with it

Week Five: Instruction

Sept. 18-24

Discuss instruction

Assignment: None

Large Group Discussion: Address PowerPoint

Week Six: Multicultural Education

Discuss multicultural education and related issues

Assignment:

1. Supplemental reading: Gay- “The Importance of Multicultural Education”
2. Supplemental reading: Villegas & Lucas- “The Culturally Responsive Teacher”
- 2.. Personal Framework Reflection (explained in PowerPoint)

Due Date:

Large Group Discussion: Address supplemental readings and PowerPoint

Week Seven: Hidden Curriculum

Oct. 2-8

Discuss hidden curriculum and related issues

Assignment:

1. Two (2) page reflection dealing with the hidden curriculum in your classroom/school/district/college (explained in PowerPoint)

Due Date:

5. Concept of curriculum development

Due Date:

Large Group Discussion: Address PowerPoint

Week Eight: Responses

Oct. 9-13

Assignments:

1. Two responses to your peers’ Concepts of Curriculum Development.

Due Date:

COURSE REQUIREMENTS & ASSESSMENT METHODS:

PLEASE POST ALL ASSIGNMENTS TO THE PROPER FOLDER ON BLACKBOARD!

Large Group Discussions-

Address the listed topics of the week and other personal thoughts via the discussion board. Participation requires posting your original thought related to the topics a minimum of **ONE** time and responding to at least **TWO** of your peers' postings each week. Discussion board will close at midnight on Saturday. You will not receive credit for postings after this time. **3 points for each response for a total of 9 points per week and 63 points overall (you will not have to post during the final week).**

Curriculum Map-

Create a **map of curriculum** for a chosen instructional level and disciplines. Explain **two months** worth of curriculum via the tools presented to you in the lesson. Include a **ONE-page written description** of your map and how you believe your map will meld into the curriculum being used either before or after your curriculum. Refer to the Curriculum Mapping PowerPoint for further explanation. Examples are available. **30 points**

Personal Framework Reflection-

The PFR takes a reflective look into your educational memory (K-16) as a student, child, son, daughter, grandchild, etc. Revisit your past experiences and discuss how they affect you today in regards to diversity. How has your past affected the person that you are today and what implications does this have on your present occupation? How have your diverse experiences or lack thereof shaped you? When addressing diversity, how is your educational memory a part of you today? This paper requires an honest examination of your past and the stereotypes and biases that you may have today and how it affects the entire curriculum you create and present to your students. The paper must be **THREE TO FOUR (3-4) pages** in length. Refer to the Multicultural Education PowerPoint for further explanation. **PLACE THIS PAPER IN THE PROPER ASSIGNMENT LINK UNDER THE ASSIGNMENT TAB. 25 points**

Standards Question Response

You will also be asked to read Noddings' article "The Aims of Education" and then respond to questions based on the supplemental reading. The paper should be **TWO-THREE (2-3) pages** in length. Refer to the Standards PowerPoint for questions and further explanation. Use proper APA citations and include a reference page for sources used other than Noddings. Examples are available. **25 points**

Hidden Curriculum-

Describe the hidden curriculum of your institution, either in regards to students or yourself. How is it evident? How does it affect the students? How does it affect you? The paper should be around **TWO** pages. Refer to the Hidden Curriculum PowerPoint for further explanation. Examples are available. **20 points**

Assessment Revision

Select a previously used classroom assessment that you have implemented in your classroom. Revise the assessment based on the information presented to you through the supplemental readings and the PowerPoint. Submit the original assessment and the revised assessment along with a 1-2 page written explanation of what changed and how the changes related to the information presented to you in the week's lesson. Directions are included in a separate document. **35 points**

Concept of Curriculum Development-

In general, there are four domains needed to develop curriculum: curriculum, assessment, standards and instruction. In this assignment, you must present a visual representation of how you believe these four domains interact to build curriculum. Is there a driving force of the four? Are all equal players? How do you begin to design curriculum? Are there any factors missing? Using drawing tools from any application program, create a visual representation of the concept of curriculum development. This visual representation is based on your experiences, thoughts and beliefs about the development of the curriculum. You will demonstrate how you believe the process occurs. When you post your visual representation, you will also need to include a **TWO-page** written explanation of the process that addresses the role of each domain in the curriculum development process. This written explanation will include a minimum of **FOUR scholarly sources** to support your concept of curriculum development. Refer to the Curriculum PowerPoint for further explanation. Examples are available. **Please submit this project to LiveText to be assessed. 50 points**

Reflections to Curriculum Mapping and Concept of Curriculum Development-

Select **TWO** of the curriculum mapping and **TWO** of the concept of curriculum developments developed by your peers and respond. Address areas which strike you as interesting, areas of which you agree/disagree, an a-ha moment, etc. The responses will need to be **one-half to one page** in length. **5 points each for a total of 20 points**

Total Points: 268

Late Assignments: One (1) point will be deducted for every day an assignment is late. For example, if an assignment is due on Thursday and you do not hand it in until Tuesday, you will be deducted five (5) points (Friday thru Tuesday).

Correlation to Live Text Professional Portfolio: All students entering the Masters program are required to purchase a membership in LiveText and utilize LiveText to submit critical program assessments and develop a candidate portfolio. The portfolio contains artifacts and reflections completed as part of the requirements in their specific courses. The artifacts represent mastery of specific standards. The graduate student in this class should consider inserting the project that he/she submitted within LiveText into the LiveText Candidate Portfolio as one of the elective “program artifacts” needed for completion of the portfolio. While it is not required to do so, the course project would be an excellent artifact to select.

DESIRED OUTCOMES

An examination of the core requirements for graduate program conceptual framework shows a connection of this course to our three areas of emphasis. The following are our desired outcomes for each area. Ideally, these outcomes overlap and intersect and are not fragmented.

Enhancement of Student Learning

- 1.1.1 Candidates read, discuss, and analyze current educational and content area research. Topics will include theories of curriculum development, psychological research and implications for best educational practices, as well as issues of diversity.
- 1.1.2 Candidates discuss, practice and assess the appropriateness of instructional methods and strategies in relation to students’ learning styles, backgrounds, and special needs.
- 1.1.4 Candidates demonstrate advanced computer skills and their application for enhancing student learning.

- 1.1.5 Candidates enhance their professional skills in order to improve relational and communicational competencies

Collaborative Reflection

- 2.1.1 Candidates learn the collaborative process of curriculum development within a school system as well as working collaboratively and respectfully with students and parents.
- 2.1.2 Candidates discuss ideas, proposals, and research with faculty, committees and peers in safe, respectful environments. .

Professional Growth

- 3.1.1 Each master's degree candidate will research, analyze, and discuss literature in their areas of interest, diversity issues, curriculum development, and curriculum planning.

GRADING POLICY:

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74

INCOMPLETE COURSEWORK:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete, the end of the subsequent semester, this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

ACCOMMODATIONS STATEMENT:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified disabled individual in the United States shall solely by reason be excluded from the participation in,

be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student’s responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.
2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodations.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

ACADEMIC DISHONESTY:

Academic integrity is a basic principle that requires the student to take credit one for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member’s satisfaction. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:

1. Refers during an academic evaluation to receive material sources not authorized by the faculty member.
2. Utilizes devices during an academic evaluation that are not authorized by the faculty member.
3. Provides assistance to another student or assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
4. Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources.
5. Knowingly permits his/her words to be submitted by another person without the faculty member’s permission.
6. Acts as a substitute or utilizes a substitute in any academic evaluation.
7. Fabricates data in support of laboratory or field work.
8. Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
9. Alters grade records of his/her own or another students work in a course or a component of a course.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

Penalties for instances of academic dishonesty:

1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course; c) recommend to the appropriate Dean that the student’s transcript reflect a course failure for reasons of academic dishonesty; d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.

2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)