

I. COURSE DESCRIPTION

This course is designed to provide an orientation to theories, concepts, and practices involved in the field of curriculum development. The course will explore the issues that have the potential to influence the planning, implementation, and evaluation of curriculum at all levels of education. The course will help the student develop the performance competencies he/she will need to engage in curriculum planning and decision making as a teacher, principal, superintendent, supervisor, or any other administrative licensure which the student is seeking.

II. RATIONALE

Whether planning for one classroom or many, curriculum developers must have a clear idea of what they expect students to learn. The goals of the school and classroom take life through the lessons teachers link together into a course of study. The curriculum ought to be the backbone of any course of study. Hence competencies in curriculum development are essential for those who work to improve student performance by any of the measures required by contemporary society. This course will develop those competencies by engaging the student in a critical examination of theory and practice surrounding the development, implementation, and assessment of curriculum.

III. COURSE GOALS/OBJECTIVES

Through exposure to the professional literature, lectures, large, and small group discussions, resource persons, and structured activities and/or projects, it is expected that the student will

- describe and analyze a curriculum or teaching plan as it relates to value orientations, current social forces and problems, human development, knowledge about teaching and learning, and knowledge about the nature of learning utilizing an appropriate electronic process;
- develop an understanding of the roles and responsibilities of persons in the field of curriculum planning and change;
- identify, describe, and evaluate characteristic features, trends, and innovations of programs of education at a variety of schooling levels;
- formulate, justify, and apply a set of criteria for evaluating a curriculum or teaching plan;
- develop skill in integrating content knowledge and using the processes required for effective curriculum planning.

Fulfilling some course requirements may provide exhibits for the Masters portfolio. The final project may allow the student to demonstrate the acquisition of competencies designated in the Ohio Performance Based Leadership Licensure for Administrators. The final project can do this by allowing the student to demonstrate specific abilities in curriculum design and evaluation under the leadership competency of School Culture and Instructional Program.

IV. COURSE OUTLINE

- Aug. 28 Orientation, Overview of Course and Requirements, Student Projects/Assignments, email accounts
- Sept. 4 Values and Goals in the Curriculum
Assignment due: Read Hass & Parkay, Chapter 1
- Sept. 11 **Values and Goals** in the Curriculum
Curriculum Development and Integration Process (CDIP): Step One—Survey and Capture the Demands (Look for, acquire, and put the various demands on the curriculum into a Congruence Chart)
Assignment due: Read, Summarize, Reflect, a recent writing on values.
- Sept. 18 **Social Forces** and the Curriculum
Assignment due: (1) Read Hass & Parkay, Chapter 2
(2) CDIP step one work product
- Sept. 25 **Social Forces** and the Curriculum
Curriculum Development and Integration Process: Step Two—Consolidate the Demands and Influential Forces (Identify the content and the cognitive, affective, and/or motor activity evident in the demands on the curriculum).
Assignment due: Read, Summarize, Reflect, a recent writing on developing social trends.
- Oct. 2 **Human Development** and the Curriculum
Assignment due: (1) Read Hass & Parkay, Chapter 3
(2) CDIP step two work product
- Oct. 9 **Human Development** and the Curriculum
Curriculum Development and Integration Process: Step Three—Form Coherent Goals and Objectives (Working with the identified content and the activities to generate course and unit goals and objectives)
Assignment due: Read, Summarize, Reflect, recent writing on human development.
- Oct. 16 **Learning and Learning Styles** and the Curriculum
Assignment due: (1) Read Hass & Parkay, Chapter 4
(2) CDIP step three work product
- Oct. 23 **Learning and Learning Styles** and the Curriculum
Curriculum Development and Integration Process: Step Four—Expand Content to Meet Goals and Objectives (Perform task analyses on the course and unit goals and objectives).
Assignment due: Read, Summarize, Reflect, recent writing on learning or learning styles

- Oct. 30 **Knowledge and Cognition** and the Curriculum
Assignment due: (1) Read Hass & Parkay, Chapter 5
(2) CDIP step four work product
- Nov. 6 **Knowledge and Cognition** and the Curriculum
Curriculum Development and Integration Process: Step Five—Check for Integration of Principles and Needs (Review and adjust the task analyses and unit plans to ensure that the principles of curriculum content and the needs of the community have been met).
Assignment due: Read, Summarize, Reflect, recent writing on knowledge or cognition.
- Nov. 13 **Criteria for the Curriculum as a Document**
Assignment due: (1) Read Hass & Parkay, Chapter 6
(2) CDIP step five product.
- Nov. 20 **Criteria for the Curriculum as a Document**
Case Studies, friendly critical reviews
- Nov. 27 NO CLASS
- Dec. 4 Case Study Presentations
- Dec. 11 Case Study Presentations
Assignment due: Case Study Final Paper

V. REQUIRED/OPTIONAL TEXTS

Hass, G. and Parkay, F.W. (1993). Curriculum planning: A new approach. Boston: Allyn and Bacon.

VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

The course is designed to provide the student with the opportunity to link the theoretical issues discussed in class and presented in the readings with the practical aspects of curriculum practice. To facilitate linkages among the theoretical issues explored in class, the readings, and curriculum documents of the students' professional lives, the students are expected to:

- Read the weekly assignments prior to each class session.
- Engage in dialogue with class members on questions and topics generated by the instructor.
- Actively engage in large and small group discussions, problem-solving activities, case study analyzes, and inquiry exercises.
- Complete and discuss self-study instruments.
- Complete writing assignments.
- Complete a written case study of a curriculum familiar to the student and make a presentation of the study to class.
- Integrate the use of technology into their learning and research efforts.

VII. EVALUATION/STUDENT ASSESSMENT

Participation—90 points

Case Study (written format)—100 points

Case Study (class presentation)—50 points

Reflection/Reaction Essays based on readings—20 points apiece (100 points total)

Curriculum Development and Integration Process products—10 points apiece (60 points total)

Total=400 points

371 400=A

341 370=A-

311 340=B+

281 310=B

251 280=B-

221 250=C+

191 220=C

161 190=C-

Bonus points—up to 15 points apiece for a summary and report of up to two articles.

Participation: Credit for participation can only be earned for participating—whatever the reason for not participating. Unlike teaching, when you are absent, there is no substitute student contributing and learning on your behalf, nor can the opportunities to contribute and learn from your classmates be put on a desk to await your return. Each class is a singular moment in time; it happens only once.

The student ordinarily will demonstrate adequate participation by completing the assigned work and contributing to the in-class dialogue insights, questions, reactions, and so forth derived from those assignments. Superior participation would include all that is adequate and go beyond by contributing insights, questions, or comments derived from additional resources such as optional readings. Such additional readings can be found in, but are not limited to, the resources listed in the course bibliography.

If a student is not able to participate for more than three class sessions, the student may propose independent study project(s) in lieu of class attendance. Acceptance of an independent study proposal is entirely at the discretion of the instructor. Starting the course knowing that you will miss three or more classes is not advised. Only independent study proposals made to address situations that (a) arose after the start of the course and (b) about which the student had no foreknowledge will receive consideration.

<p>Maximum points for superior participation</p> <p>Less than 9 sessions = no points</p> <p>9-11 sessions 30 points maximum</p> <p>12 sessions = 60 points maximum</p> <p>13 sessions = 75 points maximum</p> <p>14 sessions = 85 points maximum</p> <p>15 sessions = 90 points maximum</p>	<p>Arriving late and/or leaving early may result in fewer than maximum points at the professor's discretion.</p> <p>Lack of participation may result in fewer than maximum points at the professor's discretion.</p> <p>There is no way to make-up points for missed sessions.</p>
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Case Study (written format): Select a district level curriculum document in your field of expertise. Examine it from the various perspectives developed during this course. The

case study should contain at least these aspects: introduction; context of the curriculum document; findings related to values, social forces, human development, learning and learning styles, knowledge and cognition, and curriculum criteria; and implications/conclusion. The rubric for written work is attached to this syllabus. This finished and graded product is appropriate for inclusion in your masters' portfolio.

Content Rubric:

- 30 pts
 - All required content and more is clearly and thoroughly presented and persuasively explained
 - Highest ratings on Rubric for Written Work (attached to syllabus)
- 20 pts
 - All required content is clearly presented and explained
 - High ratings on Rubric for Written Work
- 10 pts
 - Some required content is presented and explained
 - Mid range ratings on Rubric for Written Work
- 0 = no required content is evident.

Performance Rubric: (For each criterion: 10 pts = clearly and convincingly demonstrates ability to; 6 pts = some demonstration of ability to; 0 pts = does not demonstrate ability to)

- Make descriptive and evaluative comments related to curricular content that are based on research, applied theory, informed practice, recommendations of learned societies, and state and federal policies and mandates.
- Make descriptive and evaluative comments related to the design of the curriculum that are based on the various foundations of curriculum studied in this course as well as the needs of the local community.
- Make descriptive and evaluative comments related to scope, sequence, and balance of the curriculum that are based on concepts of alignment between curricular goals and objectives and instructional goals, objectives, and desired outcomes.
- Make descriptive and comments related to the processes for developing the curriculum that are based on the collaborative involvement of at least representatives of the significant stakeholders for the curriculum.
- Make descriptive and evaluative comments related to assessment of student progress that are based on both the variety and appropriateness of the techniques enabled by the curriculum.
- Identify and apply appropriate professional standards, values, and ethics.
- Assist an organization to become a collaborative learning organization

Relevant ELCC Program Standard: 1.1, 1.3, 1.4, 1.6, 1.7, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.1, 5.1, 5.5, 7.2, 7.3, 10.1, 10.4, 11.1, 11.5, 11.6.

Case Study (presentation): A synopsis of the written case study is to be presented to the class. It is expected to accomplish three things: provide a vicarious experience in curriculum case study to the other students, demonstrate the student's ability to utilize concepts of the class in examining a curriculum document, and demonstrate the student's ability to make a public presentation about a specific curriculum. The rubric for presentations is attached to this syllabus.

Performance Rubric: (For each criterion: 5 pts = clearly and convincingly demonstrates ability to; 3 pts = some demonstration of ability to; 0 pts = does not demonstrate ability to)

- Provide professional and ethical leadership
- Manage information
- Engage staff in a study of current best practices
- Assist an organization to become a collaborative learning organization
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Content Rubric: (For each criterion: 5 pts = clearly and thoroughly met; 3 pts = some elements evident; 0 = no elements evident)

- Context of the curriculum document, that is, a district description with information necessary for understanding the choices made in the curriculum document.
- Appropriate references to research, applied theory, informed practice, learned societies, state and federal policies.
- Balanced presentation—strengths and weaknesses both presented
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Presentation Rubric (attached): (For each criterion: 5 pts = clearly and thoroughly met; 3 pts = some elements evident; 0 = no elements evident)

- Content & Ideas
- Organization (including timeframe)
- Showmanship

Relevant ELCC Program Standards: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1, 6.2, 7.2, 7.3, 7.4, 9.1, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.5, 11.6.

Reflection/Reaction essays based on reading: Select and read an article or book chapter within the context assigned for the week. The article or book chapter must have been published after 1992. Write a coherent reaction of approximately 500 words (2 pages) in which you reflect on the impact the article could have on contemporary curriculum development if it were widely accepted. No more than a brief paragraph or two may be devoted to summarizing the article. The majority of the essay must be your prediction and reflection on the application of the article's main points on contemporary curriculum development. The rubric for written work is attached to this syllabus.

You might need to review several articles in your selection process. Seek to select an article you like since the purpose of the critical review is not to state what you liked and didn't like but rather, the impact the article might or ought to have on curriculum

development in the contemporary school scene. These essays might be appropriate for inclusion in your masters' portfolio.

Please attach a copy of the article to your essay.

Rubric:

- 20 pts
 - The dominant theme of the article clearly fits within the topical area for the week.
 - At least 2/3 of the paper deals with a predicted impact on curriculum development.
 - All required content and more is clearly and thoroughly presented and persuasively explained.
 - Highest ratings on Rubric for Written Work (attached to syllabus).
- 15 pts
 - The theme of the article falls within the topical area for the week.
 - At least 1/2 but less than 2/3 of the paper deals with a predicted impact on curriculum development.
 - All required content is clearly presented and explained.
 - High ratings on Rubric for Written Work
- 10 pts
 - The theme of the article falls within the topical area for the week.
 - There is some attention to the predicted impact of the article.
 - Some required content is presented and explained.
 - Mid range ratings on Rubric for Written Work.
- 0 = no required content is evident.

Relevant ELCC Program Standard: 1.3, 1.4, 1.6, 2.3, 2.4, 3.3, 3.4, 3.5, 3.6, 5.4, 6.2, 7.2, 7.3, 7.4, 10.1, 10.3, 10.6, 11.1, 11.2, 11.3, 11.5, 11.6.

Curriculum Development and Integration Process: As a process for integrating multiple curricular demands is developed, each step results in a written document. At each step, the document defined in class will be completed and submitted to the instructor as directed.

Rubric:

- 10 pts
 - The document clearly and thoroughly demonstrates the students' abilities to perform the CDIP activity specified for the given step of the process.
 - The product and the process able to be discerned from the product give clear evidence of the application of professional ethics and standards.
 - The product and the process able to be discerned from the product give clear evidence of the application of appropriate principles of curriculum development.

- 7 pts
 - The document demonstrates the students' abilities to perform the CDIP activity specified for the given step of the process.
 - The product and the process able to be discerned from the product give evidence of the application of professional ethics and standards.
 - The product and the process able to be discerned from the product give evidence of the application of appropriate principles of curriculum development..
- 3 pts
 - The document gives some indication of the students' abilities to perform at least part of the CDIP activity specified for the given step of the process.
 - The product and the process able to be discerned from the product give little or no evidence of the application of professional ethics and standards.
 - The product and the process able to be discerned from the product give little or no evidence of the application of any principles of curriculum development..

Relevant ELCC Program Standard: 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.5, 3.6, 3.9, 5.1, 6.1, 6.2, 7.1, 7.2, 7.4, 9.1, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.5, 11.6.

Final project: Friendly Critical Review: Toward the end of the course as the case study is nearing completion, each person will be matched with two other persons for a mutual review of their case study drafts and the provision of feedback. This feedback is to be provided in such a way as to enable and encourage the drafting writer to improve his/her case study prior to submission. All the various rubrics utilized or developed in and for the course are to be applied. The instructor will observe and provide evaluative feedback to the reviewing pairs about their performance as critical friends and reviewers.

Content Rubric:

- Application of rubrics for writing and presenting
- Identification and application of appropriate professional standards, values, and ethics reflective of those encountered during the course.
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Performance Rubric:

- Uses appropriate interpersonal skills and communications methods to help fellow teammates self-identify needs for professional/interpersonal development.
- Shows awareness of adult learning strategies in providing feedback.

Relevant ELCC Program Standards: 1.7, 3.1, 3.7, 4.1, 4.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.5

Bonus Points: These points may be earned by doing three things: (1) read an article or book chapter that is independent of any required reading in the course, (2) write a less than one page summary, and (3) write a less than one page statement comparing and

contrasting the article to class work and the required textbook/readings. The article must be substantive and related to curriculum development. ERIC documents are eligible although ERIC abstracts of documents or journal articles are not acceptable. Attach a copy of the reading to the summary and report.

All written assignments must be typed, be in the APA approved format, and without errors in grammar, spelling, and/or typing.

All written assignments, except the final paper, that were credited with less than the maximum points for the assignment may be revised and resubmitted. The instructor must receive the revised document, accompanied by the original document, earlier than December 6

APA Citation Website:

<http://www.uakron.edu/library/gateway/subjects/music/citapa.html>

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION

“Academic dishonesty has no place in an institution of advanced learning. The University community is governed by the policies and regulations contained within the *Student Code of Conduct* available in the Office of Student Conduct, Gardner Student Center 104, (330) 972-7021....Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student’s original work that is entirely or partly the work of another person
- Failure to appropriately cite references from published or unpublished works or print/non-print materials...”*2001-2002 Graduate Bulletin*, p. 19.

“Plagiarism is the failure to cite sources properly. You may have cited your source, but if you do an improper or inadequate job of it, you can still be guilty of plagiarism. It is therefore crucial that you understand how to cite. The rules are not complicated. (1) For exact words, use quotation marks or a block indentation, together with the citation. (2) For a summary or paraphrase, show exactly where the source begins and exactly where it ends: Introduce the borrowing with a comment about it and close it with the citation.” R. A. Harris. (2001). *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism*. Los Angeles: Pyczak Publishing. Page 133.

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or www.uakron.edu/studdev/conduct.html (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult www.uakron.edu/access and the Office of Accessibility at (330) 972-7928.

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Some Interesting Websites

- <http://tip.psychology.org/> Explorations in Learning & Instruction: The Theory Into Practice Database
- http://carbon.cudenver.edu/~mryder/itc_data/ejournals.html The journals listed here include articles related to Learning Technologies, Communications and Culture.
- <http://nces.ed.gov/nationsreportcard/itmrls/> National Assessment of Educational Progress (NAEP) question box.
- http://www.ed.uiuc.edu/EPS/Educational-Theory/journal_contents.html
 EDUCATIONAL THEORY (ISSN 0013-2004) publishes work in the philosophy of education and other disciplines. The journal is published quarterly, in Winter, Spring, Summer, and Fall, by the University of Illinois at Urbana-Champaign. It is co-sponsored by the John Dewey Society, the Philosophy of Education Society, the College of Education at the University of Illinois at Urbana-Champaign and the College of Education at the University of Illinois at Chicago.
- <http://olam.ed.asu.edu/epaa/> Education Policy Analysis Archives

<http://www.ascd.org/readingroom.html> ASCD Reading room.
<http://www2.bc.edu/~evansec/curriculum/chart.html> Chart of Families of Curriculum Theory
<http://www.coreknowledge.org/CKproto2/about/index.htm#SAM> Core knowledge

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