

Mississippi Valley State University
Department of Teacher Education

Holistic Transformer:

Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.

ED 508 Curriculum Development

Fall 2018

Instructor: Dr. Theresa Dumas **Class Meetings- Location/Time:** OPL 166 T 6:00-8:40

Office Location: OPL 160/ Teacher Education Resource Room

Office Phone:

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Office Hours:

TR 3:00-5:00 W 11:00-5:00

COURSE DESCRIPTION:

Curriculum Development: This course stresses procedures for organizing and conducting programs for curriculum improvement in both elementary and secondary schools. It also stresses techniques for the development and evaluation of curriculum materials. Curriculum Development explores the evolution and development of modern elementary school curriculum, beginning with the historical/philosophical foundations of curriculum decision making and extending to current trends and processes in curriculum improvement. The course content addresses the challenges facing curriculum practitioners, including such topics as the education of increasingly diverse student populations, appropriate application of technology, and issues of leadership.

CREDIT HOURS: 3

PREREQUISITE(S): Admission to Graduate Program

COURSE CONTENT: The course includes a varied array of instructions including but not limited to: lecture, hands-on activities, simulations, projects, and class demonstrations/presentations.

Required Text(s):

Wiles, J. & Bondi, J. (2015). Curriculum development: A guide to practice (9th ed.). Boston, MA: Allyn & Bacon, Pearson

Secondary/Supplemental Resources:

Mississippi Department of Education
Common Core State Standards
National Council for Curriculum and Assessment

Major Areas of Study:

1. Curriculum Development in a Global Age
2. Philosophy and curriculum design
3. Foundations of curriculum planning
4. Large scale curriculum development

5. Curriculum development in schools
6. Curriculum development and the new technologies
7. Elementary school programs and issues
8. Middle school program and issues
9. Secondary school programs and issues
10. Global perspectives of the curriculum process

PURPOSE/RATIONALE: This course is designed to facilitate the development of teacher education majors, enhancing their knowledge base and decision making skills as future curriculum practitioners. In keeping with the university's Holistic Transformer Model (HTM), students will be encouraged to: (1) use a scholarly approach to think reflectively and critically about issues regarding curriculum planning and design and (2) develop habits of lifelong learning regarding ways to improve curriculum.

GENERAL COURSE GOALS:

General course goals for ED 508 include:

1. Acquire information about the meaning of curriculum and develop an understanding of applicable procedures of curriculum development and instruction.
2. Identify and utilize research and theories in connection to curriculum development and instruction.
3. Examine the function of stakeholders involved in curriculum development.
4. Explore the historical aspects of curriculum development and instruction.
5. Discuss the integration of technology in curriculum development and instruction.
6. Develop an awareness of issues associated with curriculum development in schools.
7. Recognize global perspectives of the curriculum process.
8. Investigate philosophy and its significance in curriculum development.

MATRIX: LINKAGE OF THE HTM AND ED 508 Curriculum Development Course Goals

General	HTM (Knowledge) 1.0 Scholar	HTM (Skills) 2.0 Facilitator & Reflective Thinker	HTM (Dispositions) 3.0 Responsible Professional
Course Goals			
Goal 1	1.1, 1.2, 1.3 1.4	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3, 3.4
Goal 2	1.1, 1.4	2.1,	
Goal 3	1.1, 1.4	2.1, 2.4	3.1
Goal 4	1.1, 1.4	2.1	
Goal 5	1.2	2.2	3.2
Goal 6	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3, 3.4
Goal 7	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3, 3.4
Goal 8	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.3, 3.4

Outcome: Content

Candidate Proficiencies (Knowledge)

1.0 Scholar

- 1.1 The candidate synthesizes in-depth knowledge of content in specific disciplines

with research-based practices in the teaching and learning process.

- 1.2 The candidate **plans** instruction and integrates technology appropriately based on best practices.
- 1.3 The candidate **selects** reliable and valid assessments to measure student performance.
- 1.4 The candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.

Outcome: Processes, Skills

Candidate Proficiencies (Skills)

2.0 Facilitator and Reflective Thinker

- 2.1 The candidate regularly **reflects** on the state, national, and professional Curriculum standards as a basis for continuously improving teaching and learning.
- 2.2 The candidate **designs and implements** unit and daily lesson plans that incorporate rigorous instructional strategies and infuses technology appropriately to enhance student learning.
- 2.3 The candidate **administers** formative and summative assessments to measure student learning outcomes and to facilitate data-based decisions about instruction.
- 2.4 The candidate **develops** adaptive instruction plans to meet the educational and social needs of all students in collaboration with community and parental support.

Outcome: Dispositions

Candidate Proficiencies (Dispositions)

3.0 Responsible Professional

- 3.1 The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.
- 3.2 The candidate **values, respects, and promotes** learning for all students and Incorporates instructional technology.
- 3.3 The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.
- 3.4 The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

COURSE OBJECTIVES: (each objective is aligned with HTM, INTASC, CAEP, TIAI M-STAR)

Upon completion of ED 508 the student will be able to:

1. Gain a social and historical perspective of the curriculum development role.(HTM 1.1, 1.4, 2.1), (INTASC 4, 5, 7), (CAEP 1), (TIAI 1)
2. Understand value dimensions that undergird all curriculum development activities. (HTM 1.2, 2.2, 2.4, 3.2), (INTASC 9 ,10), (CAEP 2, 3, 4, 5), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25)
3. Assess the five foundational planning areas of Curriculum Development. (HTM 1.1, 2.1, 2.4, 3.4), (INTASC 4, 5), (CAEP1), (TIAI 1)
4. Understand the scale dimensions of curriculum planning. (HTM 1.1, 2.4, 3.2), (INTASC 4, 5,

- 7, 8), (CAEP 1), (TIAI 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19)
5. Understand the connectedness of large and small scale planning efforts. (HTM 1.2, 1.3, 2.2, 2.3, 3.2, 3.3), (INTASC 7, 8), (CAEP 1), (TIAI 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18)
 6. Assess the role of media in curriculum development. (HTM 1.3, 2.3, 3.3), (INTASC 6), (CAEP 1), (TIAI 5, 6, 7, 8)
 7. Understand the special curriculum needs of younger children. (HTM 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (CAEP 1), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25)
 8. Understand special curriculum concerns for older children and preadolescents. (HTM 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (CAEP 1), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25)
 9. Understand special concerns of educating adolescent learners. (HTM 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (CAEP 1), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25)
 10. Compare and contrast curriculum strategies of other nations. (HTM 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4), (INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), (CAEP 1), (TIAI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25)

TECHNOLOGY INFUSION: Technology to be used includes: computer, internet, PowerPoint, overhead projector, videos, etc.

MAJOR STUDENT ACTIVITIES:

1. Educational Philosophy
2. Chapter Presentations
3. Research Article Critiques
4. Quizzes
5. Midterm Exam
6. Final Exam
7. Individual and Group Assignments
8. Curriculum Development Plan

INSTRUCTIONAL STRATEGIES:

Instructional methods and strategies employed in ED 508 include:

The in-class teaching methods used to accomplish the goals and objectives of the course include lecture, quizzes, paired learning, demonstration, presentation, handouts, scaffolding, modeling of strategies with technology, simulations, student presentations, whole group discussion and small heterogeneous cooperative group activities, and group and individual research.

STUDENT EVALUATION: The graduate student will be evaluated based on class participation, quality of assignments, and attendance of class (Course Objectives 1-10).

A. Grading Scale:

Outstanding effort and performance	90-100=A
Satisfactory effort and performance	80-89=B
Mediocre effort and performance	70-79=C
Minimal effort and performance	60-69=D

Failure to meet the intent of the assignment 0-59 =F

ATTENDANCE POLICY: The graduate student is a necessary and vital part of this class. The opinions, comments, and ideas are shared in whole group and small group activities are prominent parts of the students' participation grade. Also, in-class reflection on the text readings, supplemental readings, and small and whole group activities will occur frequently. If the student is not in class, participation in that day's activities cannot occur and cannot be made up. Regular and punctual attendance is required for this class. Each student plays a vital role in the success/failure of the course and therefore attendance is mandatory. Courtesy and professionalism will be exercised in this course. Class will start on time so that we might end on time. Candidates are responsible for all content, discussion, and materials covered during his/her absence. For these reasons, the student is expected to attend every class, arriving on time and leaving only after the class has dismissed. Unless appropriate documentation is provided, any student missing three (3) classes will automatically find that their final course grade will be lowered a letter. Excessive absences (beyond three) will necessitate a reduction in the student's class participation points. Three (3) tardiness or three (3) leave early will result in one (1) absence. Please see MVSU graduate catalog for university class attendance policy.

MAKE-UP POLICY: There is no make-up policy unless an emergency occurs. Graduate candidates are responsible for all content, discussion, and materials covered during his/her absence. Make provisions with a classmate to obtain notes and copies. Late work will result in a loss of points.

ADA/STUDENTS WITH SPECIAL NEEDS:

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Student with disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu

PLAGARISM/ACADEMIC INTEGRITY: Honesty and integrity are essential values of the Valley's mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another's words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU graduate catalog for the grading policy. To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet. Plagiarism will result in at least a failing grade for the assignment(s) and/or course.

PROFESSIONALISM: Because this graduate class is performance based and is designed to help you in your professional career, your work and class participation should demonstrate a certain level of professional commitment. You should strive to meet class responsibilities on time; be active in class discussions; and reflect upon how you might apply the learned knowledge in the classroom. All work turned in for this course should be of professional quality that it can be shared with parents, administrators, and other students.

CELL PHONE POLICY: Absolutely No Personal Cell Phone Usage in Class. Absolutely No Personal Texting in Class. Make Sure All Phones Are To Be Turned Off Upon Entering Class. All students are expected to respect the professor, themselves, and other class members by creating an environment that empowers learning. Therefore, cell phones and pagers are to be turned off during class time. No getting up and walking out during class time. Getting up and leaving class to use the phone is a disruption and therefore will not be tolerated. It is illegal to record anything or anyone in class without their knowledge of the recording.

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