COURSE SYLLABUS

I. Course Number and Title:

ED 551
Curriculum Design and Evaluation

II. Academic Credit:

3 graduate credits

III. Course Rationale:

Disagreement exists regarding how curriculum should be defined, but no one questions its importance. Curriculum is the purpose, content, activities, and organization inherent in the educational program of the school and in what teachers offer in their classrooms. Curriculum is a key element in the educational process; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning.

There are many factors that influence the design, implementation and evaluation of curriculum. This course enables school leaders to gain practical experience in curriculum development and evaluation, and to expand their knowledge and understanding of the broader state and national context in which curriculum is developed.

Students will engage in ongoing reflection by examining the social, political and economic impact on the curriculum process, and exploring the role of curriculum leadership at the district and school level, as well as curriculum implementation at the district, school and classroom level.

IV. Course Description:

This course will begin with a review of major educational philosophies and their respective approaches to curriculum development. The focus of the course will include basic principles and practices in the curriculum planning and development cycle; aligning standards to curriculum; issues surrounding curriculum design and implementation, and the link between curriculum, instruction, and evaluation for an elementary, middle or secondary school. Theory will be linked to real-life problems utilizing a variety of active learning exercises.

V. Place of Course in the Curriculum:

This course is one in a sequence of courses, and is required of all students seeking an Education Masters degree with an emphasis in Educational Administration or Curriculum and Instruction.

VI. Course Goals and Objectives:

The goals of this course are to:

1. Present students with an overview of the history of curriculum. (LD-K1)

2. Introduce students to major theoretical perspectives. (LD-K1)

3. Explore the impact of philosophical perspective on curriculum. (LR-K1)

4. Present students with the basics of curriculum design, development, and evaluation. (LR-K1)

5. Facilitate the production of student designed curriculum materials. (T-S2)

6. Emphasize the importance of personal reflection by the practitioner.(LR-S1)

Upon successful completion of this course, the student will be able to:

- Understand and explain how historical events have shaped current curriculum (LD-K1)

- Define curriculum and explain the interaction between curriculum, instruction and evaluation (LD-K1)

- Prioritize the concepts necessary to plan, develop, implement and evaluate curricula (T-S2)

- Discuss the foundations of curriculum planning. (T-S2)

- Describe the phases of the curriculum process. (T-S2)

- Define and compare the role of national and state academic standards in the curriculum development process (LD-K1)

- Explain how the interaction amongst various social forces creates curricular change. (LD-S1)

- Connect the categories of curriculum to predict school climate. (LD-S1)

- Explore the current conflict between contemporary curricular theory and contemporary social forces. (LR-S1)

- Assess contemporary curricular theory and contemporary social forces then predict and support how curriculum will look in the future. (LR-S1)

- Explore the relationship between 21st Century information fluency and curriculum in a global world (LD-S1)

- Formulate a critical perspective on contemporary curriculum issues including calls for reform (LD-S1)

- Reflect upon course content at the dialectical level. (LR-S1)

VII. Course Content:

Unit I   Using an historical lens to understand practice

Unit II   Theoretical influence of past and current curricularists

Unit III Contemporary issues in curriculum and calls for change or reform

Unit IV Impact of standards on curriculum development and evaluation, and the 21st century skills movement

Unit V Curriculum models and applications

Unit VI The planning and development process

Unit VII Evaluation vs. assessment

Unit VIII Leadership in curriculum design and evaluation

VIII. Methodology:

Methods of instruction that work well for this course include, but are not limited to:

A. Lectures
B. Readings
C. Written Assignments
D. Collaborative Group Work
E. Whole Class and Small Group Discussions
F. Presentations
G. Guest Speakers
H. Videos
I.   Case Studies
J. Debate

IX. Student Roles:

1. Read assigned material and be prepared to participate in discussions each week in both large and small groups. Students must be able to support positions with relevant research on topics covered.
2. Written assignments
3. Develop and complete an individual curriculum project based on a particular interest. The project should be written using APA format as a publishable paper based on the student's action research and review of literature including an annotated bibliography
4. Keep a course log/journal which will include in-class writings and discussions, as well as weekly observations of curriculum design or evaluation skills or roles you participate in or witness first-hand.
5. Update portfolio with relevant artifacts in the appropriate teaching standards to demonstrate professional growth and development

X. Assessment:

Enter the method category and percentage assigned to each method. The total should equal 100%. Specify various evaluation tools which work best for the course: papers, reports, individual or group projects, discussion, participation, tests etc.

Example:

Weekly Discussion	20%
Weekly Journal	10%
Reaction/Reflection Papers	20%
Research Project	40%
Final Exam	<u>10%</u>
	100%

Development of a grading rubric in each category is strongly recommended for objective rather than subjective evaluation.

Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (http://connect.cune.edu).

XI. Bibliography:

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Carr, J.F. & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Connelly, F.M. & Clandinin, D.J. (1988). *Teachers as curriculum planners: Narratives of experience.* NY: Teachers College Press.

Cunningham, C. A. & Billingsley, M. (2000). *Curriculum Webs: A Practical Guide to Weaving the Web into Teaching and Learning.*

Glass, K. T. (2007*). Curriculum mapping: A step-by-step guide for creating curriculum year overviews.* Thousand Oaks, CA: Corwin Press.

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Harmin, M. (2002). *Strategies to inspire active learning complete handbook.* White Plains, NY: Inspiring Strategy Institute.

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Hlebowitsh, P. S. (2005). *Designing the school curriculum.* Pearson Education, Inc.

Horn, R. A. Jr. Developing a Critical Awareness of the Hidden Curriculum through Media Literacy. *The Clearing House* v. 76 no. 6 (July/August 2003) p. 298-300.

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Mooney, C.G (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky.* St. Paul, MN: Redleaf Press.

Ornstein, A.C., Pajak, E.F., and Ornstein, S.B. (2007). *Contemporary issues in curriculum,* 4th ed. Boston, MA: Pearson

Parkay, F.W., Anctil, E.J., and Hass, G. (2006). *Curriculum planning a contemporary approach,* 8th ed. Boston: Pearson.

Perna, D. M., & Davis, J. R. (2007). *Aligning standards and curriculum for classroom success* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Phillips, D. C. (Ed.), (2000). C*onstructivism in education: Opinions and second opinions on Controversial issues.* Chicago, IL: The National society for the Study of Education.

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Renzulli, J.S., Leppien, J.H. & Hays, T.S. (2000). *The multiple menu model: A practical guide for developing differentiated curriculum.* Mansfield Center, CT: Creative Learning Press, Inc.

Silver, H. F., Strong, R.W. & Perini, M.J. (2000). *So each may learn: Integrating learning styles and multiple intelligences.* Alexandria, VA: Association for Supervision and Curriculum Development.

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2012

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Tomlinson, C. A. (2001). How to *differentiate instruction in mixed-ability classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.

Tucker, P. D. & Stronge, J. H. (2005). *Linking teacher evaluation and student learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

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Wiles, J. & Bondi, J. (1998). *Curriculum development: A guide to practice* (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Zumda, A. and Tomaino, M. (1997). *The competent classroom: Aligning high school curriculum, standards and assessment – A creative teaching guide.* New York, NY: Teachers College Press.

XII. Dates of Initial Approval and Revision:

Initial Approval:
Revised: June 9, 2010
        Spring, 2012

Recommended Text:

Wiles, J. (2005). *Curriculum Essentials A Resource for Educators* (2nd ed.). Boston: Allyn &
   Bacon.

Ornstein, A. C., Pajak, E. F. & Ornstein, S. B. (2007). Contemporary Issues in Curriculum (4th
   ed.). Boston: Allyn & Bacon.

 Recommended:

Publication Manual of the American Psychological Association (5th ed.). Washington, DC:
   American Psychological Association.

Parkay, F. W., Anctil, E. J., & Hass, G. (2006). *Curriculum Planning: A Contemporary Approach*
   (8th ed.). Boston: Allyn & Bacon.

Perna, D. M. & Davis, J. R. (2005). *Aligning Standards and Curriculum* (2nd ed). Thousand
   Oaks, CA: Corwin Press.

Reference/Resource Materials

Curriculum Theories

Ralph Tyler's Theory of Curriculum Development

Curriculum Theory and Practice
The organization of schooling and further education has long been associated with the idea of a
curriculum. But what actually is curriculum, and how might it be conceptualized? We explore
curriculum theory and practice and its relation to informal education.

Curriculum Types Leslie Owen Wilson's Curriculum Index

State and National Standards

Curriculum Development and the National Standards Question

The educational landscape in America today is divided in its approach to a cohesive curriculum.
Attempts have been made to bring order the curriculum universe through the advent of national
standards. However, in many subject areas there are competing national standards because of
the existence of different national organizations.

Interaction of Curriculum Types
National and State Standards in Curriculum

NCLB II Debate Over Curriculum Narrowing Continues

Curriculum Assessment and Evaluation

[Guide to Curriculum Development: Purposes, Practices, and Procedures](#)
This document provides an overview of the curriculum development process and suggests a series of steps to follow in creating curriculum documents.

[The Steps of Curriculum Development](#)
Web Institute for Teachers 2000

[Curriculum Terms and Concepts](#) University of Chicago

[K-12 Curriculum Development](#)
Curriculum Development is an ongoing process. Throughout the past century, teachers, administrators and curriculum theorists have developed tools for the practitioner and contributed to the research which assists curriculum developers.

[NAEP - Overview](#)

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

[The Nation's Report Card](#)