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EDCI 604

Curriculum Development

May 2021

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INSTRUCTOR: Dr. Carrie Rogers
School of Teaching and Learning
Western Carolina University

CONTACT INFORMATION:
Office: **Killian 224B**
Email: **cbrogers@wcu.edu**

COURSE DESCRIPTION:
This course explores curriculum development planning with special emphasis on relating research, theories, and practice. (3 Credit Hours)

MOVE TO CANVAS
All WCU courses have moved to Canvas as of May 2021. This LMS is new to students AND faculty. We will do our best to muddle our way through using the Canvas shell as primarily a place to find materials and submit assignments.

TEXTBOOK AND REQUIRED COURSE MATERIALS:
Most readings will be taken from a ebooks available through WCU's Hunter Library. Additional readings will be provided in Canvas or where possible as active links in the course overview.

Students will access the book chapters by clicking on the provided link and signing into their Hunter Library account as prompted. Once you are in the library's website for this book, follow the link at the top of the page (Click to view--WCU ONLY (unlimited users)). Doing so will open your view to the Table of Contents allowing you to read chapters online.

Ebooks via Hunter Library:

Connelly, M., He, M.F., & Phillion, J. (2008) *The Sage Handbook of Curriculum and Instruction,* Los Angeles: Sage Publications.

Ellis, A. (2003). Exemplars of Curriculum Theory. Taylor & Francis Group.

McTighe & Wiggins. (2013). Essential Questions. ASCD.

Additional Resources:

[Encyclopedia of Curriculum Studies](#)

[Getting Results with Curriculum Mapping](#)

[Managing the Curriculum](#)

[Fundamentals of Curriculum : Passion and Professionalism](#)

[Curriculum Politics, Policy, Practice : Cases in Comparative Context](#)

RATIONALE AND PURPOSE:
This course focuses on curriculum development theories and practice.

PROGRAM:
This course is offered in the International Concentration of the Master of Arts in Education—Supervision Program.

COURSE OBJECTIVES:
Students are expected to demonstrate knowledge and expertise in the following areas:
- Curriculum Development Theory
- Approaches to curriculum development
- Exploring curriculum development from theory to practice

Students are expected to develop and demonstrate skills in the following areas:
- Analysis of curriculum
- Development of curriculum; selecting instructional content and resources
- Evaluation and assessment of curricula
- Applying leadership principles in the process of curriculum development and analysis

COURSE FRAMEWORK:
1. THE BASICS: WHAT IS A CURRICULUM?
   1.a Understand the theoretical and practical basis for curriculum
   1.b Examine the multiple ways leaders impact student development through curriculum leadership
   1.c Identify internal and external influences on curriculum leadership
2. INFLUENCES ON THE LOCAL CURRICULUM: WHY DO WE NEED A CURRICULUM?
   2.a Synthesize multiple perspectives of what it means to be educated

   2.b Develop sensitivities to the needs of diverse student populations

   2.c Lead a process of identifying essential understandings
3. DEVELOPING AND BUILDING A CURRICULUM
   3.a Apply the concept of backwards mapping to curriculum leadership

   3.b Explain why certain resources align to specific areas of curriculum leadership

   3.c Apply the concepts of standards mapping to create a standards-based unit of instruction
4. TEACHING AND ASSESSING THE CURRICULUM
   4.a Using scaffolding, modifying, accommodating and accelerating throughout the curriculum
   4.b Create an assessment/evaluation plan that aligns to a curriculum project

*This course is designed as part of a program that **does not lead to** North Carolina administrative licensure.

CONCEPTUAL FRAMEWORK STATEMENT:

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

TECHNOLOGY REQUIREMENTS:
Due to complications and restrictions of the Covid19 virus, this course has been moved to meet online. As a result, we will work through modules in an online format, including a "flipped" course with reading and course activities completed individually and live Zoom discussions with each module. Furthermore, students will use the internet to find curriculum resources, and create documents and presentations using Word and PowerPoint.

Major Assignments	Brief Description	Points
Participation and contributions to the professional learning community	Each student is a member of the class professional learning community. Participation in the PLC will be partially self-assessed and partially instructor assessed. Participants are expected to read deeply for meaning, engage in meaningful online discussions, share relevant experiences, and actively support the learning of others. PLC participation will be assessed holistically for the entire course. As this is an online course, attendance is based on participation on online zoom meetings as scheduled, discussion board participation and other online requirements as deemed helpful for the class as a whole.	25
Journal Entries	Journal entries are completed at the end of each session. These function as "exit tickets" that help the instructor gauge progress towards course goals and design instruction for future sessions	25
Discussion Boards	4 discussion board activities will occur over the two weeks and will be guided by specific readings and/or course content. Questions and will be posted on Blackboard. 4 @ 5 pts each	20
FINAL PROJECT: Curriculum Development Framework	This assignment has two parts and is based on the knowledge gained from this course (Planning, Designing, Implementing, and assessing/evaluating). 1) Students [in pairs] analyze and critique a method to curriculum development. 2) Students [in pairs] will design a professional development presentation to inform fellow colleagues about their curriculum development method	30
	TOTAL POINTS POSSIBLE:	**100**

ACCOMMODATIONS FOR STUDENTS WITH DISABIITIES:
Western Carolina University makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support Services. The letter received from Student Support Services should be presented as documentation to the instructor as early in the course as possible.

WRITING AND LEARNING COMMONS (WaLC):
The Writing and Learning Commons (WaLC), provides free online writing and learning resources for all students. Popular resources include abbreviated citation guides for APA and MLA; tips for avoiding plagiarism; examples and explanations for how to correct common grammatical errors; and strategies for completing specific types of assignments, including annotated bibliographies, book/film reviews, article

summaries, research papers, and more. Distance students are encouraged to use Smarthinking, WCU's online tutoring program. Students may submit their writing assignments to Smarthinking for feedback, and they may access online academic support for a range of disciplines, including Math, Biology, Chemistry, Computers and Technology, and Reading.

- To access the WaLC's online writing and learning resources, visit http://walc.wcu.edu and click on the "Writing Support" button.
- To learn more about Smarthinking's services, visit http://walc.wcu.edu and click on "Services for Distance Students" in the menu on the left. If you have difficulty accessing this service, please email distance@wcu.edu for assistance.

STUDENT RESPONSIBILITIES:
- Students are expected to demonstrate professionalism by attending all classes, arriving on time (for online meetings), and staying for the entire class.
- Assigned readings are critical to understanding the course content and are to be done before the class meets. Students are required to actively participate in class discussions and activities. Participation counts in the final grade.
- Students must adhere to academic honesty in their work. If plagiarism is evident, the student will receive no credit for the assignment and may receive a failing grade for the course.

COURSE EVALUATION:
Evaluation of this course and the instructor will be completed the final week scheduled. Evaluations are anonymous and are not released for review until after grades are entered. No results are related to individuals. Go to the following link to access the evaluation:
https://wcu.az1.qualtrics.com/jfe/form/SV_3EIPuCRbpT1bD7w

COURSE GRADES:
Grading Scale:
      A = 90.00-100   B = 80.00-89.99   C = 70.00-79.99   F = 0-69.99

ACADEMIC INTERGRITY POLICY AND PROCESS:
The Academic Integrity Policy and Process can be found in the Graduate Catalog online at **http://catalog.wcu.edu/content.php?catoid=38&navoid=1336** (Please access policy and read carefully). *This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis to identify the appropriate entities in charge of that step of the process.*

Class Schedule*

Pre-Course Work: Complete by May 17th @ Class time	Read: Chapter 17 and 24 the *Sage Handbook of Curriculum and Instruction [*Globalization and Curriculum and Curriculum Development in Historical Perspective] What School Principals Need to Know about Curriculum and Instruction by Gene Bottoms [attached PDF] Complete: Educational Philosophy Task [below] Review: Other required ebooks	
May 17	Zoom Class 5-8 p.m. What is Curriculum?	

May 18	Zoom Class 5-8 p.m. Influences on Curriculum	Discussion Board
May 19	Zoom Class 5-8 p.m. 21st Century Learning	
May 20	Zoom Class 5-8 p.m. Curriculum Models	Discussion Board
May 21	Asynchronous Module	Part I of Final Project Due to Canvas on Saturday, May 22, end of day.
May 24	Zoom Class 5-8 p.m. Zoom Class 5-8 p.m. Curriculum Development Strategies	
May 25	Zoom Class 5-8 p.m. Curriculum Development Strategies	Discussion Board
May 26	Zoom Class 5-8 p.m. Curriculum Assessment	
May 27	Zoom Class 5-8 p.m. Curriculum Assessment	Discussion Board
May 28	Asynchronous Module	Final Project Due to Canvas on Saturday, May 29th, end of day

My Educational Philosophy Task

5 Agree Strongly
4 Agree
3 Neither agree nor disagree
2 Disagree
1 Disagree strongly

___1. A school curriculum should include a common body of information that all students should know.
___2. The school curriculum should focus on the great ideas that have survived through time.
___3. The gap between the real world and schools should be bridged through field trips, internships, and adult mentors.
___4. Schools should prepare students for analyzing and solving the social problems they will face beyond the classroom.
___5. Each student should determine his or her individual curriculum, and teachers should guide and help them.
___6. Students should not be promoted from one grade to the next until they have read and mastered certain key material.
___7. Schools, above all, should develop students' abilities to think deeply, analytically, and creatively, rather than focus on transient concerns like social skills and current trends.
___8. Whether inside or outside the classroom, teachers must stress the relevance of what students are learning to real and current events.

___9. Education should enable students to recognize injustices in society, and schools should promote projects to redress social inequalities.

___10. Students who do not want to study much should not be required to do so.

___11. Teachers and schools should emphasize academic rigor, discipline, hard work, and respect for authority.

___12. Education is not primarily about workers and the world economic competition; learning should be appreciated for its own sake, and students should enjoy reading, learning, and discussing intriguing ideas.

___13. The school curriculum should be designed by teachers to respond to the experiences and needs of the students.

___14. Schools should promote positive group relationships by teaching about different ethnic and racial groups.

___15. The purpose of school is to help students understand themselves, appreciate their distinctive talents and insights, and find their own unique place in the world.

___16. For the United States to be competitive economically in the world marketplace, schools must bolster their academic requirements to train more competent workers.

___17. Teachers ought to teach from the classics, because important insights related to many of today's challenges and concerns are found in these Great Books.

___18. Because students learn effectively through social interaction, schools should plan for substantial social interaction in their curricula.

___19. Students should be taught how to be politically literate and learn how to improve the quality of life for all people.

___20. The central role of the school is to provide students with options and choices. The student must decide what and how to learn.

___21. Schools must provide students with a firm grasp of basic facts regarding the books, people, and events that have shaped the nation's heritage.

___22. The teacher's main goal is to help students unlock the insights learned over time, so they can gain wisdom from the great thinkers of the past.

___23. Students should be active participants in the learning process, involved in democratic class decision making and reflective thinking.

___24. Teaching should mean more than simply transmitting the Great Books, which are replete with biases and prejudices. Rather, schools need to identify a new list of Great Books more appropriate for today's world and prepare students to create a better society than their ancestors did.

___25. Effective teachers help students to discover and develop their personal values, even when those values conflict with traditional ones.

___26. Teachers should help students constantly reexamine their beliefs. In history, for example, students should learn about those who have been historically omitted: the poor, the non-European, women, and people of color.

___27. Frequent objective testing is the best way to determine what students know. Rewarding students when they learn, even when they learn small things, is the key to successful teaching.

___28. Education should be responsibility of the family and community, rather than delegated to formal and impersonal institutions, such as schools.

Write your responses (1 through) to each of the statements 1 – 25 in the following columns and tally up your score in each column.

	Essentialism	Perennialism	Progressivism	Social Reconstructionism	Existentialism
	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.

Scores					

Once you have scored yourself visit the website below to learn more. Reflect and be prepared to discuss this question: how does your philosophy influence your ideas about curriculum?
Introduction to Educational Philosophy
From: Sadker & Zittleman, Teachers, Schools and Society, 4th edition. (p. 159-161)

Diversity Statement:
Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

Jamaica Relevancy:
Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with emotional/behavioral disabilities and how their learning can be supported in a general classroom environment through evidence-based interventions, effective teaching practices, and classroom management. Students will be expected to develop a plan for implementing strategies discussed in class within their own school settings. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.

EDCI 604 focuses on curriculum development theory and aims to prepare and equip Jamaican teachers with approaches to developing curriculum that will benefit students.

BrainFuse:
BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource. https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx