EDCI 635 7901-SP18-1 Online Curriculum Development
Spring, 2018   3 Credit Hours
Chadron State College

EDCI 635 Curriculum Development examines the K-12 school curriculum including pupil needs in everyday life situations, the curriculum writing process including standards based on research, objectives/skills, assessments and evaluation along with an appraisal of new curriculum practices. Emphasis placed on the process of staff-developed curriculum (*Chadron State College 2015-2017 Graduate* Catalog, p. 59).

Texts:

Armstrong, D.G. (2003). *Curriculum today.* Upper Saddle River, NJ: Pearson Education, Inc. ISBN 0-13-093885-8

Glatthorn, A.A., Boschee, F., & Whitehead, B.M. (2016). *Curriculum leadership: Strategies of development and implementation (4th edition).* Thousand Oaks, CA: Sage. ISBN 978-1-4833-4738-7

Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition.* Alexandria, VA: ASCD (optional) ISBN 0-13-195084-3

Nebraska State College System Policy 4141 Board Policy 4141): See BP 4141 at
http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf

In traditional face-to-face course settings, this policy requires "One (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week." This course has been planned according to this formula. This course requires 45 hours of direct instruction and student engagement. Additionally, students can expect to spend at least 135+ hours in individual study, research, and assignment preparation. See course Tentative Schedule for listing of reading and written assignments, forum postings, and performance-based projects.

Learning Activity (varies by week of instruction) See Tentative Schedule.	Hours per Week	Total for Course
Direct Instruction (Study Notes in online Modules)	3 x 15 weeks	45
Reading & Interactive Multimedia	4 x 16 weeks	64
Assignments (prep papers for discussion forums; other assignments not connected to project)	3 x 7 weeks	21

Discussion Forums (reading and responding to class)	2 x 8 weeks	16
Project-Based Learning (assignments for Curriculum Project)	4 x 8 weeks (assignments/components)	32
Research-Based Learning	6 x 2 weeks (Special Topics paper/Data Assignment); 1 hour per week for curriculum project x 6 weeks	18
Group Work (peer review of project)	3	3
Final Reflection/Assessment	4 x 1 week	4
Total	Approximately 12 hours/week	203

Disclaimer: Grades are not determined according to time spent on task – although research indicates this is very important. The work you turn in must meet established criteria to pass the course. Completing minimum time requirements will not automatically result in a passing grade.

A.   Instructor: Dr. Patti Blundell, Professor of Education

B.   Office:

Location:	Old Admin 115
Hours:	As posted and by appointment
Phone:	(308) 432-6469
	(308) 432-6383 for Dept. of Education Office Assistant
E-mail:	pblundell@csc.edu

C.   Prerequisite: Graduate status

D.   Purpose: Students will understand the foundations, design, development, implementation, alignment, and evaluation components of curriculum; students will examine issues of curriculum including current trends and future directions.

E.   Method of Instruction: A combination of lecture (study notes), video presentations (dvds in Sakai Resources or embedded in lessons), discussions, small group interactions, and individual reading and presentations/postings will be used. Within the class cooperative learning will be emphasized.

F.   Objectives: The student will be able to:
1.   Develop a philosophy for curriculum development.
2.   Explain the historical background for curriculum development.
3.   Identify the psychological implications of the curriculum.
4.   Describe the social and political foundations with regard to curriculum.
5.   Discuss the principles of curriculum including aims, goals, and objectives.
6.   Formulate a design for curriculum development.
7.   Describe the process of developing a curriculum.
8.   Decide how to implement curriculum.
9.   Determine how to evaluate the curriculum and use the evaluation data to increase student learning.
10.   Describe how curriculum development, design, implementation, and evaluation processes impact school improvement.

11. Discuss the issues of theory, trends, and future directions in relation to curriculum development.
12. Continue in their development as visionary leaders.

This course is a required core course in both the Education Administration and Curriculum and Instruction masters programs. The Program Outcomes are cross-referenced with Chadron State College's Conceptual Framework for the Education Unit. Intended Program Outcomes for both programs follow:

Education Administration Program Outcomes:
1. Lead and organize the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (Communication, Thinking Skills, Inclusive Learning Environments)
2. Lead and promote a positive school culture, providing an effective standards based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs. (Methodology, Professionalism, Assessment, Thinking Skills, Inclusive Learning Environments)
3. Lead and promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (Communication, Thinking Skills, Methodology, Professionalism)
4. Demonstrate the knowledge, ability and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (Communication, Methodology, Inclusive Learning Environments)
5. Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. (Inclusive Learning Environments, Communication, Professionalism)
6. Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal, and cultural context. (Professionalism, Thinking Skills, Inclusive Learning Environments)
7. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (Communication, Thinking Skills, Methodology, Professionalism, Assessment, and Inclusive Learning Environments)

Curriculum & Instruction Program Outcomes
1. Develop and implement curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches; diverse learner needs and abilities; cognitive and developmental levels; and community and curricular goals. *(Methodology, Inclusive Learning Environments)*
2. Develop and implement curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. *(Methodology, Thinking Skills)*
3. Design and facilitate a learning environment that encourages individual and group motivation, positive social interaction, and active engagement in learning. *(Methodology, Professionalism, Assessment)*
4. Demonstrate cultural awareness, gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. *(Inclusive Learning Environments, Methodology)*
5. Communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. *(Communication, Professionalism)*
6. Utilize assessment strategies and data to improve student learning and social development at the individual and program level. *(Assessment, Methodology)*
7. Improve instruction based on reflective practice and research-based "best practices." The candidate will continuously seek to grow as a professional educator. *(Professionalism, (Methodology)*
8. Foster relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of philosophy, sociology, political, and legal forces on public education. *(Professionalism, Communication, Inclusive Learning Environments)*

Visionary Leader Conceptual Framework

Component	Activity
Thinking Skills	Understand the elements of reasoning through role playing and simulations. Analyzing the merits of competing curriculum approaches.

Inclusive Learning Environments	Recognize the diversity of the population and how that diversity relates to curriculum.
Assessment	Use various tools to evaluate the curriculum and the teaching/learning process.
Communication	Comprehend the importance of communications in the curriculum development process.
Methodology	Demonstrate knowledge of the curriculum development process. Understand the role of curriculum development in improving instruction.
Professionalism	Interpret the ethical and moral issues in the curriculum development process. Appreciate the role of the leader in the curriculum development and implementation process. .
Leadership	Develop the concepts and skills necessary to lead the process of developing, implementing, and evaluating a curriculum.

G. Topics:
1. Curriculum processes and products—role of the change process
2. Curriculum decision making—development
3. Curriculum organization - designs
4. Foundations - subject matter
5. Foundations - history & philosophy
6. Foundations - society & culture
7. Foundations - psychology & brain research
8. Developing educational statements for curriculum projects
9. Developing aims, goals, objectives & outcomes
10. Selecting content
11. Utilizing needs assessment in curriculum projects
12. Selecting learning experiences in technical & non-technical curriculum projects
13. Implementing/Enacting curriculum
14. Evaluating curriculum
15. Curriculum development in relation to school improvement
16. Curriculum issues, trends and future directions

H. Texts:

Armstrong, D.G. (2003). *Curriculum today.* Upper Saddle River, NJ: Pearson Education, Inc. ISBN 0-13-093885-8

Glatthorn, A.A., Boschee, F., & Whitehead, B.M. (2016). *Curriculum leadership: Strategies of development and implementation (4th edition).* Thousand Oaks, CA: Sage. ISBN 978-1-4833-4738-7

Wiggins, G., & McTighe, J. (2005). *Understanding by design: Expanded 2nd edition.* Alexandria, VA: ASCD (optional) ISBN 0-13-195084-3

I. Tentative Schedule

Changes may be made based on the class' interests and the instructor's judgment. The following schedule is the suggested pacing guide for each unit; you may work ahead, but please don't fall behind. Firm due dates are given as specific dates. It's important to submit assignments in a timely manner as the final project is designed to work through a process and needs to be completed in stages with feedback at each stage. Feedback on assignments is usually given on the returned assignment document. Please download returned assignment to see comments. Please note that some units require less than one week and other units overlap or require more than one week.

Please complete reading assignments and specified assignments during the scheduled week. Written assignments will be submitted in the course assignment area except for the Curriculum Project. This assignment may be mailed or delivered if it is more feasible to have a paper copy.

Week start date	Unit/Topic	Assignment	Due date
1/8-12/18	Unit 1	**Unit 1 Discussion Forum** **Curriculum Product Review**	**1-10-18** **1-12-18**
1/15-19/18	Unit 2	**Unit 2 Discussion Forum** **Curriculum Project Proposal – submitted & posted on forum**	**1-18-18** **1-18-18**
1/22-26/18	Unit 3	**Project Rationale & Final Project Proposal**	**1-25-18**
1/29-2/2/18	Unit 3	**Unit 3 Discussion Forum**	**2-01-18**
2/5-9/18	Unit 4	**Unit 4 Discussion Forum** **Check out Special Topics Report Assignment—not due until <mark>3-29-18</mark>**	**2-08-18**
2/12-16/18	Unit 5	**Unit 5 Discussion Forum**	**2-15-18**
2/19-23/18	Unit 5	**Project Philosophy Draft**	**2-22-18**
2/26-3/2/18	Unit 6	**Project Scope & Sequence**	**3-01-18**
3/5-9/18	**Mid-term Break—No Class – Work on Curriculum Project**		
3/12-16/18	Unit 6	**Project Philosophy Final**	**3-15-18**
3/19-23/18	Unit 6	**Project Aims, Goals & Objectives**	**3-22-18**
3/26-30/18	Unit 7	**Special Topics Reports**	**3-29-18**
4/2-6/18	Unit 7	**Unit 7 Discussion Forum**	**4-05-18**
4/9-13/18	Unit 7	**Project Draft Ready for Peer/Colleague Review**	**4-12-18**
4/16-20/18	Unit 8	**Curriculum Projects Due**	**4-19-18 Received in my office**
4/23-27/18	Unit 8	**Data Analysis**	**4-26-18**
4/30-5/4/18 Final Exam Week	**Wrapping up and Future Trends**	**Final Reflection submitted by 11 p.m. (MT) This assignment is hidden until 4-27-18**	**Wednesday, 5-02-18**

J. Course Requirements and Evaluation

1. Complete the readings and assignments described in each unit.
2. Prepare and present material concerning a special topic relating to curriculum development. Material will be presented to the instructor in the "Special Topic Report" assignment drop box) and to the class through the Unit 6 Discussion Forum. Presentation guidelines, topic ideas will be posted on the "Announcements" and in Unit 4.
3. **Develop a curriculum project (<mark>DUE 4/19/18</mark>). Project guidelines and evaluation criteria are posted in the Curriculum Project Folder (Unit 2).**
4. All papers will be word processed with spacing and margins appropriate to the assignment. Composition, grammar, and spelling appropriate to graduate course work are expected. Papers must be submitted as Word attachments, except for the Curriculum Project. The Curriculum Project may be submitted by mail, hand delivered, or by attachment the Unit 2 Curriculum Project drop box. The Curriculum Project may contain other materials that make electronic transfer less desirable. If you are using electronic means, please use the least number of files possible; one is preferable. The document should be easily readable and navigable.

Special Topic Report & presentation (submitted in assignment &
        posted on discussion forum)   100 pts.
Curriculum Project (submitted/mailed/delivered)   200 pts.
Discussion Forums   90 pts.
Other assignments and discussions   60 pts.
Final reflection   25 pts.

Grading Scale: 93-100=A; 86-92=B; 78-85=C

K.   **Attendance: <u>Attendance is required</u>.** Your presence online is important for your own learning and well as your contribution to the work of the class. If an absence is unavoidable, please arrange ahead of time to discuss options for making-up work. Full credit can be earned on work submitted on or before the due date. Late assignments will result in lower grades.

L.   **Assignments:** Assignments are due on or before the specified date. If you anticipate being absent, arrange to have the assignment turned in before the due date.

M.   **Make-up Exams/Assignments:** Exams/assignments that are missed due to an excused absence may be made-up before the next class meeting by arrangement with the instructor

N.   **Selected Bibliography: Note *Educational Leadership* Special Editions—these are great for background information for many purposes, including Special Topics Reports.**

Carr, J.F., & Harris, D.E. (2001). *Succeeding with Standards: Linking curriculum, assessment, and action planning.* Alexandria, VA: ASCD.

Fenstermacher, G.D., & Soltis, J.F. (1992). *Approaches to teaching.* New York: Teachers College Press.

Fullan, M.G. (1991). *The new meaning of educational change.* New York: Teachers College Press.

Jacobs, H.H.   (1997). *Mapping the big picture: Integrating curriculum & assessment K-12.* Alexandria, VA: ASCD.

Jensen, E. (1998). *Teaching with the brain in mind.* Alexandria, VA: ASCD.

Lazear, D. (1991). *Seven ways of knowing: Teaching for multiple intelligences* (2nd ed.). Palatine, IL: Skylight.

Lazear, D. (1994). *Seven ways of teaching: The artistry of teaching with multiple intelligences* (2nd ed.). Palatine, IL: Skylight.

Marzano, R.J., Pickering, D.J., & Pollock J.E. (2001). *Classroom Instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA : ASCD.

Mathews, D. (1997). The lack of a public for public schools. *Phi Delta Kappan, 78*(10), 741-743.

Meister, C., & Rosenshine, B. (1992). The use of scaffolds for teaching higher-level cognitive strategies. *Educational Leadership, 49,* 26-33.

Popham, W.J.   (1993). Educational testing in America: What's right, what's wrong? A criterion-referenced perspective. *Educational Measurement, Issues and Practice, 12*(1), 11-14.

Reeves, D.B. (2006). *The learning leader: How to focus school improvement for better results.* Alexandria, VA : ASCD.

Schere, M.M. (Ed.). (1998). How the brain learns. [special issue]. *Educational Leadership, 58*(1).

Schere, M.M. (Ed.). (2000). How to differentiate instruction. [special issue]. *Educational Leadership, 56*(3).

Schere, M.M. (Ed.). (2000). Sustaining change. [special issue]. *Educational Leadership, 57*(7).

Schere, M.M. (Ed.). (2003). Using data to improve student achievement. [special issue]. *Educational Leadership, 60*(5).

Schere, M.M. (Ed.). (2004). Closing achievement gaps. [special issue]. *Educational Leadership, 62*(3).

Schere, M.M. (Ed.). (2005). Education language learners. [special issue]. *Educational Leadership, 62*(4).

Schere, M.M. (Ed.). (2005). The adolescent learner. [special issue]. *Educational Leadership, 62*(7).

Schere, M.M. (Ed.). (2006). Helping struggling students. [special issue]. *Educational Leadership, 63*(5).

Schere, M.M. (Ed.). (2014). Using assessments, thoughtfully. [special issue]. *Educational Leadership, 71*(6).

Schere, M.M. (Ed.). (2014). Writing: A core skill. [special issue]. *Educational Leadership, 71*(7).

Schere, M.M. (Ed.). (2014). Professional learning: Reimagined. [special issue]. *Educational Leadership, 71*(8).

Schere, M.M. (Ed.). (2014). Motivation matters. [special issue]. *Educational Leadership, 72*(1).

Schere, M.M. (Ed.). (2014). Instruction that sticks. [special issue]. *Educational Leadership, 72*(2).

Schere, M.M. (Ed.). (2014). Thinking and listening. [special issue]. *Educational Leadership, 72*(3).

Schere, M.M. (Ed.). (2014/2015). STEM for all. [special issue]. *Educational Leadership, 72*(4).

Schere, M.M. (Ed.). (2015). Improving schools: What works? [special issue]. *Educational Leadership, 72*(5).

Schere, M.M. (Ed.). (2015). Culturally diverse classrooms. [special issue]. *Educational Leadership, 72*(6).

Schere, M.M. (Ed.). (2015). Communication skills for leaders. [special issue]. *Educational Leadership, 72*(7).

Schere, M.M. (Ed.). (2015). Teaching with mobile tech. [special issue]. *Educational Leadership, 72*(8).

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: ASCD.

Tomlinson, C.A., Kaplan, S.N., Renzulli, J.S., Purcell, J., Leppien, J., & Burns, D. (2002). *The parallel curriculum: A design to develop high potential and challenge high-ability learners.* Thousand Oaks, CA: Corwin Press.

Tomlinson, C.A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design.* Alexandria, VA: ASCD.

Van Slyke, S. (1997). Building community for public schools: Challenges and strategies. *Phi Delta Kappan, 78*(10), 753-755.

Weil, R. (1997). The view from between a rock and a hard place: A classroom teacher's perspective. *Phi Delta Kappan, 78*(10), 760-764.

Wolfe, P. (2001). *Brain matters: Translating research into classroom practice.* Alexandria, VA : ASCD.

Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous improvement.* Alexandria, VA: ASCD.

Student Behavior:

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. A full copy of the handbook can be found at http://www.csc.edu/documents/publications/csc_student_handbook.pdf. Academic Policies, including academic dishonesty, can be found between pages 33-35.

Attendance/Participation Policy – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

Civility – Civil behavior enhances the learning environment, and is expected at all times. Courtesy and respect for others are essential elements to the learning process. Courses offered through Chadron State College welcome a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the disabilities contact person (308.432-6268; Crites 011).*

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission & Master Academic Plan (MAP)

Mission Statement
Chadron State College (CSC) will enrich the quality of life in the region by providing educational opportunities, research, service and programs that contribute significantly to the vitality and diversity of the region.

MAP Priorities, 2014-2018
CSC is committed to the achievement of tasks/projects that align with the following Priorities:
1) Continue to implement and improve the Essential Studies Program (ESP).

2) Define, develop, and promote co-curricular experiences that foster undergraduate and graduate student engagement.

3) Create and implement a strategic vision(s) for teaching and learning technologies, teaching and learning center (TLC) and the library learning commons (LLC).

4) Evaluate campus-wide processes for student recruitment, advising and retention; recommend a plan for continuous improvement.

5) Study, create, and implement a strategic vision for the graduate studies program.

6) Evaluate campus-wide processes for faculty and staff recruitment and retention; recommend a plan for continuous improvement.