

UNIVERSITY OF ST. FRANCIS
COLLEGE OF EDUCATION
Joliet, Illinois



- Understanding Students
- Serving the Community
- Finding Our Professional

"The mission of the College of Education at the University of St. Francis is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders. "

Course Information:

Course: Organization & Development of Curriculum
Course/Section Number: MSED 645
Semester Year: 2006
Meeting Dates: Wednesdays, January 4 – February 22, 2006 (4:30 – 8:30 P.M.)
Location/Site: Herscher High School
Prerequisite for Course: Permission of program coordinator
Texts and Required Reading:

Sowell, E. (2005). *Curriculum: An Integrative Introduction* (3rd ed.). Pearson Upper Saddle River, NJ
Jacobs, H. (1997) *Mapping the Big Picture: Integrating Curriculum & Assessment K-12*. ASCD. Alexandria, VA.

Instructor Information:

Name: Dr. Stephen F. Midlock
Office Hours: Tuesdays & Wednesdays - 9 A.M. until 12 noon – for the present term.
Telephone Numbers: 815-740-3500 (office) 815-727-3241 (home) NOTE: unless you phone during office hours, please call me at home.
Email Address: smidlock@stfrancis.edu
Fax Number: 815-730-4721

Course Description:

This course focuses on the foundations, principles and issues of curriculum through a variety of philosophies and theories. Candidates are enabled to make informed decisions in the development, design and evaluation of elementary and secondary educational programs.

Overview:

This course provides a review of the philosophical, historical, psychological and social foundations, principles and issues of curriculum. Foundations are the areas of study outside curriculum that affect the field. Principles refer to the means and methods used in reflecting about the totality of curriculum and for developing, designing, implementing and evaluating curriculum. Issues address the theories and trends that influence the field, including national and state reform movements. Through a study of theory and practice, a balanced approach to the study of organization and development of curriculum is explored. Students are encouraged to professionally formulate their own views and values on curriculum foundations, principles and issues as they reflect upon their own practices.

Major Topics:

- Curriculum and its Relationship to Instruction
- Curriculum Decision Making
- Curriculum Organization (Scope & Sequence, Mapping, Vertical & Horizontal Planning)

Organization & Development of Curriculum

MSED 645

3 Credit Hours

- Curriculum Mapping
- Curriculum to Meet the Needs of a Diverse Society and Culture
- Curriculum at the Local, State, National, and Societal Levels
- Standards-Based Curriculum
- Curriculum Revision and Textbook Adoption Processes
- Evaluation of the Curriculum
- The Leadership and Curriculum
- The Written Curriculum, the Taught Curriculum, and the Assessed Curriculum

Course Goals:

The course goals are aligned with the knowledge indicators for principals the 23 IL Administrative Code, Section 29.120.

Understanding Our Students:

- Candidates will understand the continuum of student's growth and development (2B).
- Candidates will understand curriculum design, implementation, evaluation, and refinement (2E).
- Candidates understand principles and issues relating to school facilities and use of space (3F).
- Candidates will recognize the role of technology in promoting students' learning (2L).

Serving the Community:

- Candidates will recognize emerging issues and trends that potentially affect the school community (4A).
- Candidates have knowledge of community resources (4D).
- Candidates understand the values and challenges of the diverse community (5C).

Finding Our Professional Selves:

- Candidates recognize the role of technology in promoting students' learning and in professional growth (2L).
- Candidates recognize the role of technology in promoting professional growth (2L).
- Candidates will be aware of professional code of ethics (5D).

Outcomes:

The outcomes are aligned with the performance indicators for principals in the 23 IL Administrative Code, Section 29.120.

1. Candidates will solicit and use financial, human, and material resources to support the implementation of the school's mission and goals (1K).
2. Candidates will design curricula with consideration for philosophical, sociological, and historical foundations, democratic values and the community's values, goals, societal needs, and changing conditions (1H).
3. Candidates create an environment where all individuals are treated with fairness, dignity, and respect (2R).
4. Candidates will develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice (2V).
5. Candidates will develop collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific needs of students, considering gender, ethnicity, culture, social class, and exceptionalities (2W).
6. Candidates will assess students' progress using a variety of appropriate techniques (2Y).
7. Candidates will base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates (2Z).
8. Candidates will align curricular goals and objectives with the Illinois Learning Standards (2AA).
9. Candidates will facilitate the design, implementation, and evaluation of curricular, co-curricular, and extracurricular programs for continuous improvement (2BB).
10. Candidates will use technology, telecommunications, and information systems to enrich curriculum and instruction (2KK).
11. Promotes an environment where all individuals are treated with fairness, dignity, and respect (2R)
12. Candidates will manifest a professional code of ethics and values (5F).

Organization & Development of Curriculum
MSED 645
3 Credit Hours

13. Candidates will treat people fairly, equitably and with dignity and respect and protects the rights and confidentiality of others (5J).
14. Candidates will encourage others in the school community to demonstrate integrity and exercise ethical behavior (5K).

Methods of Instruction:

This course is predicated on active learning. Emphasis is placed on critical thinking and problem solving as students develop and refine the thinking and decision-making skills required of educators. The course will model many diverse teaching strategies (e.g. interactive discussion, cooperative learning, multimedia presentations, small and large group discussions, etc.), incorporate appropriate performance assessments, address issues of diversity and integrate technology. Candidates are encouraged to reflect on, not only the content of the course, but also the methods used and how they might be applied in other educational contexts.

The class participation component of the course is based upon two principles. First, individuals learn best through active participation with other individuals and learning materials. Second, quality verbal skills are essential for educators. Both of these principles suggest that in order to maximize a student's educational experience, a high level of class participation is required. Consequently, all students are required to be prepared for and participate in class discussions and activities.

Code of Professional Conduct:

The content of the Code has been recommended and approved by professional educators including teachers, administrators, and the COE assembly. The code is structured around the values adopted by the University of St. Francis in 1999 - Respect, Integrity, Service, and Compassion and is operationalized as follows:

- **Respect** should be actualized by consistent and prompt attendance, conscientious participation, active listening, and proper preparedness for class and assignments. Additionally, candidates are expected to exhibit positive responsiveness to constructive criticism.
- **Integrity** and a commitment to lifelong learning, should be demonstrated through intrinsic motivation, professional curiosity, and an initiative to seek assistance. These qualities will manifest themselves in candidates' academic integrity and accountability as well as in the professional appearance of their assignments.
- **Service** and a commitment to the academic community can be realized through cooperation in sharing professional ideas and tools.
- **Compassion** is to be actualized through the demonstration of intellectual empathy.

Attendance:

Prompt attendance is expected at all class sessions. Planned lateness to class due to outside responsibilities is not acceptable. Class discussions, quizzes, and assignments may include content that is not covered in the text(s). Each individual candidate is responsible for obtaining materials or information that was missed due to absence. Missing one day of class from a four-hour class session would be missing 1/8 of a course as compared to missing 1/15 of a course in a regular semester and may affect a candidate's final grade. Missing one day of class from an eight-hour class session would be missing 1/5 of the course and may substantially affect a candidate's final grade. A candidate is expected to inform the instructor of any absence prior to the missed class session and complete any work that may be required. A candidate may be given make-up work at the discretion of the instructor.

If a candidate knows before the start of a course that he/she will miss more than one class in an eight-week course or one day or more in a summer course, the candidate is required to contact Dr. June Grivetti, Program Coordinator, in order to reschedule the course.

Minimum Standards for Writing Style

Unless expressly indicated by the instructor, all written assignments must (per APA, 5th ed.):

1. conform to Standard English conventions for spelling, punctuation, capitalization, and sentence and paragraph construction; writing must be free of spelling, grammatical and typographical errors;
2. include a title page (title of paper, candidate name, University of St. Francis, course name and date);

Organization & Development of Curriculum

MSED 645

3 Credit Hours

3. use standard margins (minimum 1 inch), line spacing (double, exceptions noted), and font type and size (Times Roman or Courier, 12 point);
4. include a page header (abbreviated title) and page number, upper right corner;
5. include an introduction, section headings, and a conclusion section when appropriate; and
6. include in-text citations and a corresponding reference list for all ideas/facts that are not the writer's.

Grading Scale – Graduate Level:

| | | |
|---|---|---------------|
| A | = | 93 – 100% |
| B | = | 85 – 92% |
| C | = | 77 – 84% |
| F | = | less than 77% |

Evaluation: Candidates are expected to demonstrate the skills relative to mastering the outcomes for this course. In addition to written assignments, participation in classroom activities, the action research project, and an oral presentation are typical venues to demonstrate this mastery.

Graduate Credit and Research: All graduate courses in the College of Education are required to have an empirical action or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject experiments, documentary research, systematic observations and analyses, ethnography (including interviews), or correlation studies. A traditional term paper consisting of describing and comparing existing research is not considered empirical research. The rubric listed below further defines the project and paper.

Rubric for Major Written Work and Empirical Research Projects

Descriptions

The paper contains full and detailed descriptions of curriculum mapping and the type use of map in the project. - 3

The paper contains descriptions of curriculum mapping and the type and use of map in the project. -2

The paper contains partial descriptions of curriculum mapping and the type and use of map in the project. 1

The paper does not contain descriptions of curriculum mapping and/or the type and use of map in the project. – 0

Strengths & Weaknesses

The paper contains a full and detailed identification of the strengths and weaknesses of the project and process of mapping.. – 3

The paper contains an identification of the strengths and weaknesses of the project and process of mapping. – 2

The paper contains a partial identification of the strengths and weaknesses of the project and process of mapping.1

The paper does not contain an identification of the strengths or weaknesses of the project or process of mapping.– 0

Transfer to Administrative Setting

The paper contains a full and detailed explanation of how you would transfer what you have learned about mapping to your future administrative setting. – 3

The paper contains an explanation of how you would transfer what you have learned about mapping to your future administrative setting. – 2

The paper contains a partial explanation of how you would transfer what you have learned about mapping to your future administrative setting. . – 1

The paper does not contain an explanation of how you would transfer what you have learned about mapping to your future administrative setting. – 0

Organization & Development of Curriculum

MSED 645

3 Credit Hours

Empirical Research Rubric continued:

Curriculum

Map

The curriculum map is fully developed in detail and copies are given to class members - 3

The curriculum map is developed and copies are given to class members - 2

The curriculum map is partially developed and copies are given to class members - 1

The curriculum map is not developed in detail and/or copies are not given to class members. - 0

Formatting & Conventions Use of conventions is correct in citing sources, APA style, grammar, spelling, and punctuation. - 3

Use of conventions contains few minor errors in citing sources, APA style, grammar, spelling, and/or punctuation that do not affect meaning. - 2

Use of conventions contains several minor errors in citing sources, APA style, grammar, spelling, and/or punctuation that do not affect meaning. - 1

Use of conventions contains major errors in citing sources, APA style, grammar, spelling, or punctuation that affect meaning. - 0

Rubric for Classroom Activities (adapted from Robert Marzano's Rubrics for Achievement from A Handbook for Classroom Instruction That Works. McREL/ASCD 2001. *(Because Dr. Midlock has completed the year-long training in the use of McREL instructional strategies, permission to photocopy and use this rubric and other McREL instructional pieces has been granted by Salle Quackenboss, program consultant and instructor for McREL)*

- F (0) The candidate did not do the task or activity.
- D (1) The candidate did not meet the objectives of the task or activity.
- C (2) The candidate met a few of the objectives of the task or activity.
- B (3) The candidate met the objectives of the task or activity.
- A (4) The candidate exceeded the objectives of the task or activity.

Course Outline:

| Date/Week | Topics/Chapters | Assignments/Due Dates |
|-----------|---|---|
| Week 1 | Introduction to the course. Curriculum, Instruction, and Learning Levels of Curriculum Decision-making and Curriculum National, State, and Local Influences The Role of Faculty, Students, and Parents in Curriculum Decisions. Explanation of the Course Project | Due Week 2: Read Chapters 1 & 2 of Sowell Case Study Analysis |
| Week 2 | The Organization of Curriculum Knowledge, Skills, Processes and Curriculum Curriculum and Standards An Introduction to Curriculum Mapping | Due Week 3: Read Chapters 3 & 4 of Sowell Read Chapter 1 of Jacobs Case Study Analysis |
| Week 3 | Society and Culture Curriculum Mapping | Due Week 4: Read Chapter 5 of Sowell Read Chapters 2 & 3 of Jacobs Curriculum Mapping Activity |
| Week 4 | Learners and Learning The Influence of Curriculum on Learning Curriculum Mapping | Due Week 5: Read Chapter 6 of Sowell Read Chapters 4 & 5 of Jacobs Curriculum Mapping Activity |

Organization & Development of Curriculum
 MSED 645
 3 Credit Hours

| | | |
|--------|---|--|
| Week 5 | Instructional Level Curriculum Projects Curriculum Mapping | Due Week 6: Read Chapter 7 of Sowell Read Chapter 7 of Jacobs Curriculum Mapping Activity |
| Week 6 | Textbooks and Related Materials Textbook Adoption Processes Curriculum and Technology Case Study – Textbook Adoption Curriculum Mapping | Due Week 7: Read Chapter 8 of Sowell Curriculum Mapping Activity |
| Week 7 | Instructional Level Outcomes Projects Curriculum Evaluation Curriculum Project Presentations | Due Week 8: Read Chapters 9 & 10 of Sowell Curriculum Mapping Activity |
| Week 8 | Instructor Evaluation Tying Up Loose Ends Curriculum Project Presentations | |
| | | |

Note: This syllabus is intended to be a guide; actual activities and assignments may be altered to meet the needs of the candidates.

Support Services:

The University of St. Francis has a number of services available to its students, including academic, writing, computer and mathematics, including statistics and mathematics skills that are part of another course. Library services include a number of on-line services and full text databases. It is important to contact the professor or the university if you have particular needs.

In compliance with the American Disability Act (ADA) guidelines, the University of St. Francis will provide access or other reasonable assistance for students with recognized disabilities or who have any condition, either permanent or temporary, which might affect their ability to perform in this class.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact your instructor privately to discuss your specific needs. Reasonable accommodations, as arranged through the disabilities coordinator, Pat Vivio, will be provided for students with documented disabilities. Contact Pat Vivio at 815-740-3204 in Tower Hall room S 210 to coordinate accommodations.

Academic Honesty and Integrity Statement:

Students have an obligation to exhibit honesty in carrying out their academic assignments. Students may be found to have violated this obligation if they plagiarize or cheat. Plagiarism is presenting the work of others as one's own; cheating is taking or accepting any illicit advantage for any course inside or outside of the classroom. See the University of St. Francis Catalog for further information and for information on grievance procedures.

Bibliography:

Apple, M. W. & Beane, J. A. (1995). *Democratic schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Beane, J. A. (Ed.). (1995). *Toward a coherent curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.

Conley, D. T. (1993). *Roadmap to restructuring: Policies, practices and the emerging visions of schooling*. University of Oregon: ERIC Clearinghouse on Educational Management.

Glatthorn, A. (1994). *Developing a quality curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.

Organization & Development of Curriculum

MSED 645

3 Credit Hours

Gross, S. J. (1998). *Staying centered: Curriculum leadership in a turbulent era*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hargreaves, A. & Fullan, M. (1998). *What's worth fighting for out there*. New York: Teachers College Press.

Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. & Kendall, J. SS. (1996). *A comprehensive guide to designing standards-based district, schools, and classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Ornstein, A.C. & Hunkins, F. P. (2003). *Curriculum foundations, principles, and issues* (4th ed.). Needham Heights, MA: Allyn and Bacon.

Patterson, L., Santa, C. M., Short, K. G., & Smith, K. (Eds.). (1993). *Teachers are researchers: Reflection and action*. Newark, Delaware: International Reading Association.

Schlechty, P. C. (1997). *Inventing better schools: An action plan for educational reform*. San Francisco: Josey-Bass, Inc.

Schwahn, C. J. & Spady, W. G. (1998). *Total leaders: Applying the best future-focused change strategies to education*. Arlington, VA: American Association of School Administrators.

Spady, W. (2001). *Beyond counterfeit reform: Forging an authentic future for all learners*. Lanham, MA: Scarecrow Education.

Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Other materials will be used and referenced during the class.