“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

Investigates historical, philosophical, psychological, and societal factors; organization, trends, and issues influencing curriculum; includes the contributions of each subject area. (3)

II. Prerequisite(s):

Graduate standing.

III. Purposes or Objectives of the Course:

The graduate student will:

A. Differentiate between "curriculum" and "instruction" as they relate to the elementary school.

B. Apply recent research to elementary school curriculum.

C. Analyze, evaluate, and apply concepts and principles related to developing elementary curriculum for diverse populations.

D. Analyze, evaluate, and apply concepts and principles related to managing elementary instruction for diverse populations.

E. Apply various methods to assess the elementary curriculum.

F. Analyze the historical, philosophical, social and psychological factors that have influenced the development of elementary curriculum.

G. Differentiate among various curricular organizational patterns applicable to the elementary school.

H. Evaluate relative strengths and weaknesses of various curricular organizational patterns.

I. Examine the contributions of each subject area to the growth and development of the child.

J. Examine current issues and innovations in elementary school curriculum to make sound decisions about what is important for students to learn.

K. Become acquainted with the National Board Standards as they relate to elementary curriculum construction.
IV: Student Learning Outcomes

A. Identify factors that influence curriculum decisions and the selection of instructional strategies in elementary, early, and special education.

B. Assess and analyze student learning outcomes, based upon curriculum implementation, and make instructional decisions based upon data.

C. Reflect, analyze, and strengthen the quality and effectiveness of one’s teaching practice and leadership skills within the school system.

V. Expectations of Students:

Each graduate student will:
A. Attend class regularly.
B. Prepare for and participate in class discussions and activities.
C. Read assigned texts and research articles.
D. Take class examinations as scheduled.
E. Complete assignments as specified by instructor.
F. Complete an action research project as specified by instructor.

VI: Course Content or Outline: Hours

<table>
<thead>
<tr>
<th>A. The foundations of the elementary school curriculum</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Definition of elementary school curriculum</td>
<td></td>
</tr>
<tr>
<td>2. Historical, philosophical, social, and psychological foundations of elementary school curriculum</td>
<td></td>
</tr>
<tr>
<td>3. Determination of the aims and objectives of elementary school curriculum</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Survey and appraisal of various curricular patterns and organizations</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vertical and horizontal patterns</td>
<td></td>
</tr>
<tr>
<td>2. Interclass grouping</td>
<td></td>
</tr>
<tr>
<td>3. Organization by subject matter</td>
<td></td>
</tr>
<tr>
<td>4. Organization by psychological or sociological integration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Assessment of the curriculum</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Characteristics of assessment</td>
<td></td>
</tr>
<tr>
<td>2. Methods of assessment</td>
<td></td>
</tr>
<tr>
<td>3. Processes and products of assessment</td>
<td></td>
</tr>
</tbody>
</table>
D. Survey and appraisal of curriculum design for elementary school subject areas

1. Major features of subject area
2. Objectives
3. Contributions to the development of the child
4. Curricular approaches for diverse populations
5. Instructional strategies for diverse populations
6. Infusion of information technology

E. Analysis and appraisal of elementary curricular issues and innovations at both state and national levels:

1. Curriculum standards
2. Teaching standards
3. Assessment systems
4. Legislation
5. Social issues
6. Collegial inquiry
7. Teacher leadership

VII: Textbook and/or Other Required Materials or Equipment:


VIII: Basis for Student Evaluation:

Students will be evaluated on the quality of their performance on:

A. Exams
B. Written assignments
C. In-class assignments and activities
D. An action research project

IX: Knowledge Base:

A. *Selected References:*


**B. Curriculum Organization’s Journals:**

*ASCD* (The Association for Supervision and Curriculum Development)


- Educational Leadership
- Journal of Curriculum and Supervision
- ASCD Curriculum Update
- Yearbook of the ASCD

*WCCI* (The World Council for Curriculum Development)

[http://cstl.semo.edu/international/WCCI/contents.htm](http://cstl.semo.edu/international/WCCI/contents.htm)

- International Journal of Curriculum and Instruction
- Journal of Interdisciplinary Education

**C. Other Curriculum Journals:**

- Cognition and Instruction
- Curriculum Inquiry [http://www.blackwellpublishers.co.uk/journals/CI/submiss.htm](http://www.blackwellpublishers.co.uk/journals/CI/submiss.htm)
- Curriculum and Teaching
- Curriculum Report
- Curriculum Review
- Curriculum Studies
- Journal of Curriculum Studies
- JCT (formerly, Journal of Curriculum Theorizing)
- Notes Plus

**D. Internet Links to Curricular Thought and Practice:**

- American Educational Research Association - Division of Curriculum Studies
  
  [http://www.aera.net/divisions/](http://www.aera.net/divisions/)

- Association for Childhood Education International
  
  [http://www.udel.edu/bateman/acei/](http://www.udel.edu/bateman/acei/)

- The Australian Curriculum Studies Association
  

- The Netherlands Institute for Curriculum Development
  
  [http://www.slo.nl/](http://www.slo.nl/)

- The Northern Ireland Network for Education
  
  [http://www.nine.org.uk/](http://www.nine.org.uk/)

- Science Teachers' Association of Western Australia
  