COURSE SYLLABUS
Southeast Missouri State University

Department of Middle and Secondary Education Course No.: SE 690

Course Title: Foundations of Curriculum Development Revised: Spring 2012

I. Catalog Description and Credit Hours of Course:
An exploration of the school curriculum; consideration will be given to the foundations, principals and issues, and the leadership needed to guide curriculum planning through curricular evaluation. (3)

II. Prerequisite(s): Graduate Standing

III. Purposes and Objectives of the Course:

A. To provide the student with knowledge in the philosophical, historical, social and psychological foundations of curriculum theory, development and planning.

B. To provide the student with knowledge of the curriculum process in the areas of planning, design, implementation, and evaluation.

C. To provide the student with knowledge and skills needed to exert leadership when planning, designing, implementing, and evaluating the curriculum.

D. To provide the student with insights into the current trends, issues, and goals in the debates over curricular reform in the United States.

IV. Student Learning Outcomes

The students will:

A. Analyze articles for alternative understandings of knowledge and curriculum.

B. Summarize the historical and present curricular trends.

C. Compare and contrast the philosophical foundations of curricular theories and practices to determine relevance to today’s classroom.

V. Expectations of Students:

A. Complete reading assignments prior to class and actively participate in class discussion.

B. Apply critical reading and analysis strategies to understand historical and philosophical perspectives both in their original context and in comparison to modern issues and applications.
C. Individually and in small groups, analyze the philosophical and historical foundation of curricular theories and practices. Explain your rationale for why or why not the theory or practice is relevant in today's classroom.

D. Summarize the assumptions, conditions, and themes of historical and present curricular trends and apply those themes to explain curricular interactions in the candidate's school, including reflections on teacher/parent/administrator curriculum discourse and references.

VI. **Topical Outline of the Course:**

A. The Nature of Curriculum
   1. Official and Hidden
   2. Relation to Teaching and Administration

B. Historical Development in the United States
   1. Influences and Limitations
   2. Implications of Sociopolitical Constituencies

D. Curriculum as a Means & Values Process
   1. Curriculum and Social Efficiency
   2. Curriculum and Human Development
   3. Curriculum and Social Meliorism

E. Curriculum Debates & Critiques
   1. Curriculum and Sociocultural Reproduction
   2. Curriculum as Transformative
   3. Curriculum and Feminist Critique
   4. Curriculum and Multiculturalism

F. Development and Design of Curriculum
   1. Purposes
   2. Design as a Process

G. Processes of Implementation and the Issue of Leadership

H. Curriculum and Assessment

I. Curriculum and the Question of Reform
   1. Current Issues
   2. Standardization and high-stakes testing
   3. Federalization
   4. Issues of marginalization

VII. **Textbook and Other Required Materials:**

A. Course Reader containing articles
B. Readings and Articles as additional texts will be either distributed and/or placed on Reserve in the library.

VIII. Basis for Student Evaluation:

A. Evaluation of student participation and reading.

B. Papers analyzing alternative curriculum understandings.

C. Reflective journal on institutional issues regarding curriculum development, usage, critique, and curriculum centering as institutional mission vision.

Percentages at which letter grades are given:

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<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
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<tr>
<td>80% - 89%</td>
<td>B</td>
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<tr>
<td>70% - 79%</td>
<td>C</td>
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<tr>
<td>0% - 69%</td>
<td>F</td>
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The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

X. Student with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: [http://www6.semo.edu/lapdss/index.htm](http://www6.semo.edu/lapdss/index.htm)

XI. Civility and Harassment
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. Knowledge Base


Counts, George S. (1932). *Dare the School Build a New Social Order*, New York: John Day.


Tyler, Ralph W. (1949). *Basic Principles of Curriculum and Instruction*, University of Chicago Press

DEPARTMENTAL APPROVAL DATE: 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 5-8-12