I. Catalog Description: Designed to provide individuals with understanding of the theory and practice of curriculum development in middle and secondary schools. (3)

II. Prerequisite: Graduate Standing.

III. Objectives of the Course:

The student will demonstrate knowledge, understanding, and ability to:

A. Apply recent research to instruction and its relationship to curriculum development.
B. Analyze, evaluate, and apply concepts and principles related to developing and managing curriculum development and instruction.

The student will demonstrate knowledge and understanding of:

C. Special Education, its philosophy, management, curriculum and instruction, data collection and its integration into the curriculum of the total education program.
D. Vocational programming, its philosophy, curriculum and instruction, human growth and development, and Missouri compliance information.
E. Program evaluation and its methods and principles.
F. National, state and local factors affecting curriculum development.

The student will demonstrate the ability to:

G. Acquire information about, and develop understanding of effective processes of curriculum development.
H. Develop familiarity with, and an understanding of, issues and problems related to curriculum development.
I. Openly discuss and participate in group problem solving sessions
J. Translate curriculum theory into effective professional practice.
K. Relate research on effective schools to the school curriculum

IV. Student Learning Outcomes:

The students will:

A. Describe at least 5 social forces that affect curriculum changes.
B. Develop a mini unit plan aligning objectives to the local, state, and national standards.

C. Write a position paper on a specific curriculum model/topic that follows specific guidelines.

V. **Expectations of Students:**

Students are expected to:

A. demonstrate appropriate professional posture in such matters as class participation, quality of class participation, presentation of curricular materials, and defense of ethical values.

B. participate in a variety of activities related to the secondary curriculum and its development.

C. read and be prepared to discuss journal articles and other given materials.

VI. **Course Outline:**

<table>
<thead>
<tr>
<th>A. Historical perspectives, Foundations &amp; Approaches to Curriculum Development</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Influences on curriculum development</td>
<td>6</td>
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<tr>
<td>2. Emerging structures in curriculum development</td>
<td></td>
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<tr>
<td>3. Social forces affecting curriculum development</td>
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<tr>
<td>a. Information systems</td>
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<tr>
<td>b. Human growth &amp; development</td>
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<tr>
<td>c. Student learning</td>
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<tr>
<th>B. Philosophical Dimensions to Curriculum Development</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1. Various philosophies underlying curriculum development.</td>
<td>3</td>
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<tr>
<td>2. Self-Assessment (individual &amp; district)</td>
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<tr>
<th>C. Political dimensions of Curriculum Development</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>1. Local factors affecting curriculum development</td>
<td>3</td>
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<tr>
<td>2. State factors affecting curriculum development</td>
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<tr>
<td>3. National factors affecting curriculum development</td>
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<tr>
<th>D. Essential Tasks of Curriculum Development</th>
<th>Hours</th>
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<tr>
<td>1. Examine various models for curriculum development</td>
<td>6</td>
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<td>2. Determine sequential task in curriculum development</td>
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<tr>
<th>E. Curriculum Procedures</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1. Instructional considerations in curriculum development</td>
<td>6</td>
</tr>
<tr>
<td>a. Provide for student needs and diversity</td>
<td></td>
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<td>b. Flexibility and adaptation in meeting goals/obj.</td>
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<tr>
<td>c. Provision for adequate resources.</td>
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<tr>
<td>d. Effective instructional experiences.</td>
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<tr>
<td>e. Accountability for student learning and achievement.</td>
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</table>

| 2. Management and planning for curriculum development | 6 |
| a. Curriculum review | |
| b. Committee structure and tasks | |
| c. Needs assessment | |
| d. Curriculum analysis/evaluation/revision | |
3. Leadership and change in curriculum development 3
   a. Roles and responsibilities for curriculum development
   b. Characteristics of effective leaders
   c. Factors affecting change
      1. Barriers to change
      2. Enablers for change
F. Curriculum Practices/Effective Schools Research 9
   1. Elementary programs and current issues
      (Special Education, Literacy, ESL students, etc.)
   2. Middle school programs and current issues
      (Teaming, Exploratory, Advisory, etc.)
   3. High school programs and current issues
      (Vocational, Advanced Placement (AP), Extracurricular, etc.)
G. Curriculum Design Alternatives for the Future 3
   1. Impact of technology
   2. Emergence of literacy/ESL considerations
   3. Focus on school to work goals
   4. Other

TOTAL 45

VII. Textbook:


VIII. Basis for Evaluation:

Successful completion of all assignments is required. These include the following:

1. active class participation (meets obj.: A, B, C, D, E, F, G, H, I, J, K)
2. critiques of professional journal articles (meets obj.: A, B, F, G, H, I, J, K)
3. oral presentations (meets obj.: B, I, J, K)
4. research investigations/individualized project (meets obj.: B, G, J, K)
5. major research “position paper” based on selected curricular issue (meets obj.: A, B, G, H, I, J, K)

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:**


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**Website:**
Department of Elementary and Secondary Education  [www.dese.state.mo.us](http://www.dese.state.mo.us)

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