THE TEACHER AS COMPETENT PROFESSIONAL EDUCATOR
AND
THE ADMINISTRATOR AS COMPETENT PROFESSIONAL EDUCATOR

Department of Middle & Secondary Education                Course No. EF 590/690

Course Title: FOUNDATIONS OF CURRICULUM DEVELOPMENT        Revised: Spr. 2002

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 for EF690; Admitted to Alternative Certification for EF590

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. Expectations of Students:

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

B. Write an paper proposing an alternative metaphor for education, including an explanation, justification and analysis of its construction of curriculum and pedagogy.

C. In small groups, develop an alternative metaphor for developing a curriculum at secondary or elementary level based on that metaphor. Draft a presentation to the class explaining the rationale(s) for the curriculum and its design outline.

D. Analyze several articles for their alternative understandings of the nature of knowledge and curriculum for the journal.

E. Maintain a curriculum journal throughout the semester discussing the student’s curricular interactions at student’s school, including reflections on teacher/parent/administrator curriculum discourse and references.

V. Topical Outline of the Course: Course Hours

A. The Nature of Curriculum

Course Hours: 3
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

C. Curriculum as Metaphor
   1. Curriculum as Technological & Cognitive
   2. Curriculum as Consummatory Experience
   3. Curriculum as Academic Rationalism
   4. Curriculum as Reconstructionist

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. Restructuring, O.B.E., & Site Based Management
   3. Federalization

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

VII. Basis for Student Evaluation:
   A. Evaluation of student participation and reading.
   B. Alternative curriculum development paper.
C. Participation in development and presenting of group project.

D. Paper analyzing alternative curriculum understandings.

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

VII. Bibliography


