

**Murray State University
COURSE SYLLABUS**

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU COURSE NUMBER: 633

CREDIT HOURS: 3

- I. TITLE:** Curriculum Development
- II. COURSE DESCRIPTION AND PREREQUISITE(S):**
A comprehensive analysis of the process of curriculum development within schools and the larger community. The process includes consideration of the teacher leader model according to current theory, school goals, instructional planning, student achievement and curriculum evaluation leading to reflective decision-making and teacher development.
Prerequisite(s): none
- III. COURSE OBJECTIVES:**
Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), Interstate New Teacher Assessment and Support Consortium (InTASC) and the Model Teacher Leader Standards/Domains (MTLS), addressed by that objective. Upon successful completion of this class, students will be able to
- A. explore various historical, philosophical, or sociological positions relating to the school curriculum (KTS #2; InTASC #1; MTLS #2);
 - B. discuss relationships that exist between learner growth and development, characteristics of diverse student population(s) and the school curriculum from a constructivist perspective (KTS #4; InTASC #2,3; MTLS #2);
 - C. develop curriculum that is designed to improve student achievement and is appropriate for the specific school setting and community context (KTS #2; InTASC #7; MTLS #4);
 - D. examine the functions of curriculum development as related to local, state, and national standards (KTS #2; InTASC #1,7; MTLS #2);
 - E. use assessment data and other pertinent information to make curricular decisions (KTS #5; InTASC #8; MTLS #5);
 - F. describe ways in which teacher's editions, curriculum guides, scope and sequence materials, instructional units and other work-related materials can be used to enrich instruction and promote student achievement (KTS # 1, 3, 4, 5; InTASC #7; MTLS #4);
 - G. create a curriculum project and presentation that links theory to practice and communicates the concepts of the teacher leader model to present to a group of professional colleagues (KTS # 1,7, 9, 10; InTASC #9; MTLS #3);
 - H. examine the role of the Professional Learning Community as a collaborative team whose members work interdependently to achieve common goals linked to the purpose of learning for all (KTS #1, 4, 5, 7, 8, 10; InTASC #9; MTLS #1,7));
 - I. understand that reflective practice can be a source of critical information and data. Reflective practice can include dialogue, organizational change, development, and

collaboration in methodology, techniques, strategies, and procedures (KTS #1, 2, 3, 4, 5, 6, 7, 8, 10; InTASC #9; MTLs #1,7); and

- J. discuss and appreciate the importance of the Standards and Indicators for School Improvement (SISI) to the curriculum development and evaluation processes (KTS #7; InTASC #7; MTLs #4).

The CAEP/EPsB Themes of Diversity, Closing the Achievement Gap, and College and Career Readiness are major themes explored in the course through various chapters within the text and incorporated into classroom sessions.

The disposition of the Teacher Leader as *advocate* is addressed in this course by designing a curriculum project that puts student developmental and instructional needs as a first priority. The disposition of *dialogue/communication* is addressed as teacher leaders share knowledge of investigation in presentation to professional colleagues. Strategies for school *change* are explored as the teacher leader works towards improved student achievement.

The curriculum project will serve as a common course artifact for the teacher leader program. As a goal of university and school partnership, the plans and outcomes of the curriculum project will be negotiated with the teacher's building principal. Documentation of the collaboration is required.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates. **A standard or standards should be considered in aligning the curriculum project to a learned society (i.e., considering local/state/national standards).**

IV. CONTENT OUTLINE:

- A. Reflective Practice in Curriculum Design
- B. Foundations of Curriculum
- C. Concepts, Theories and Models
- D. Designing and Organizing Curricula
- E. Aims, Goals, and Objectives in the Communities We Serve
- F. Selecting Content and Activities
- G. Evaluating the Curriculum
- H. Evolving Role of Testing and Assessment
- I. Planning and Converting Curriculum into Instruction
- J. Becoming a Change Agent and Educational Leader
- K. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Students will participate in multiple in-class and/or online instructional activities which may include reading reflections, team activities, lectures, discussions, simulations, presentations, and examinations. A **curriculum project** will be planned and implemented throughout this semester. Students will conduct a **curriculum analysis/problem-solving task** considering the Kentucky Department of Education SISI Standard One, American Library Association, or

National School Counselor Standards. Students will be expected to exhibit the COE student dispositions (tolerance, responsibility, enthusiasm, caring, confidence, and ethical behavior) during their class activities.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None. Graduate students are expected to draw upon their experiences when reading, studying, and participating in all activities and projects. Furthermore, the expectation is that all selected activities and projects will be relevant to their field or professional practice.

VII. TEXT(S) AND RESOURCES:

Henson, K. T. (2015). *Curriculum planning: Integrating multiculturalism, constructivism, and education reform*. (5th ed.). Long Grove, IL: Waveland Press.

This course utilizes textbook, journals, periodicals, Internet, Kentucky education documents, and any other materials suggested in activities.

VIII. EVALUATION AND GRADING PROCEDURES:

Students will be graded based upon their successful completion of course assignments including but not limited to reading reflections, lectures, discussions, simulations, presentations, examinations, and a curriculum analysis/problem-solving task. **The curriculum project will serve as the common course artifact (SIGNATURE ASSIGNMENT)**

All other assignments/tasks will be developed with consideration of course objectives and the delivery approach used (online or face-to face). Additional detail related to each assignment will be communicated in class sessions and/or in separate documents.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. **NON-DISCRIMINATION AND STUDENT WITH DISABILITIES:**

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).