I. **TITLE:** Curriculum Development

II. **COURSE DESCRIPTION:** 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.

III. **PURPOSE:** The purpose of this course is to examine curriculum in consideration of the following: the teacher leader model, curriculum development and evaluation, current issues and practices, school goals, student achievement, and reflective decision-making.

IV. **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) 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)

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)

C. Develop curriculum that is designed to improve student achievement and is appropriate for the specific school setting and community context. (KTS #2)

D. Examine the functions of curriculum development as related to local, state, and national standards. (KTS #2)

E. Use assessment data and other pertinent information to make curricular decisions. (KTS #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)

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)

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)

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)

J. Discuss and appreciate the importance of the Standards and Indicators for School Improvement (SISI) to the curriculum development and evaluation processes.

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect upon an existing curriculum, identify perceived areas of deficit, and describe how they could address the deficits.

The EPSB Themes of Diversity and Closing the Achievement Gap are major themes explored in the course through various chapters within the text.

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 course artifact for the teacher leader portfolio. 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.

V. 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

VI. INSTRUCTIONAL ACTIVITIES:
A. Lecture/Discussions/Simulations/Presentations
B. Reflective Journal
C. Curriculum Project
D. Midterm and Final Exam

A curriculum project will be planned and implemented throughout this semester. As a capstone activity (final exam—take-home), students will conduct a curriculum analysis based upon the SISI Standard One or the National School Counselor Standards. Students will be expected to exhibit the COE student dispositions (tolerance, responsibility, enthusiasm, caring, confidence, and ethical behavior) during their team activities and small/large group discussions.
VII. 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.

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

IX. GRADING PROCEDURES:
   - Reflection Journal: 50 points
   - Midterm Exam: 50 points
   - Curriculum Project: 100 points
   - Final Exam: 100 points

   Total Points = 300

   Grading Scale:
   - 90—100%=A
   - 80—89%=B
   - 70—79%=C
   - 60—69%=D
   - Below 60%=E

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Graduate Bulletin. All absences are recorded in this class. Attendance is a significant part of the class. Please contact the instructor if you will be missing a class meeting. A reduction of one grade may occur if there are more than two classes missed during the semester. Students will be encouraged to withdraw from the class if there are more than three absences.

XI. ACADEMIC HONESTY:
This course adheres to the policy stated in the current MSU Graduate Bulletin. Students are expected to do their own work using their own words. Cheating, plagiarism or other academic dishonesty is clearly a violation of academic standards and university policy. Plagiarized assignments will receive no credit.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES: None

XIV. NON-DISCRIMINATION 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 other 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).