1. Catalog Description:
   a. EDF 5500
   b. Theory Into Practice: Curriculum Development
   c. 3-0-3
   d. F.S. Su
   e. Th/Prac Curr Dev
   f. Basic determinants of curriculum; social, philosophical, psychological factors influencing curriculum design and development, including current trends, issues and practices.
   g. Graduate standing
   h. Technology Delivery

2. Objectives of the Course:
   The course is designed to prepare educators as instructional leaders who demonstrate understanding of and capability to
   1. Base curricular decisions on research, applied theory, informed practice, state mandated goals and recommendations of the learned societies;
   2. Develop collaboratively learning environments that support instructional improvement by incorporating best practice;
   3. Design curricula in consideration of the philosophical, sociological and historic foundations, democratic values and the community’s current and emerging needs;
   4. Align curricular goals and objectives with the state mandated instructional goals and desired outcomes;
   5. Articulate with others curriculum and instruction strategies appropriate for diverse teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class and exceptionalities;
   6. Use appropriate staffing patterns, student grouping plans, scheduling formats and facilities design processes to support various teaching strategies and achieve the desired outcomes;
   7. Conduct curricular needs assessment by collecting data on student’s achievement, on staff and school environment, on family, community and school district values, expectations and priorities;
   8. Analyze and interpret educational data, issues and trends outlining possible actions for curriculum refinement and their implications;
   9. Synthesize knowledge gained from published research on curricular, instructional and legal issues and apply the knowledge to design a curriculum proposal to meet the educational needs of the community;
   10. Assess plan, implement and evaluate curricula and instructional programs.

Instructional Model:
   The primary method of instruction will be the seminar approach. Students will be responsible for careful reading of the textual materials without which the informed discussion cannot take place. Instructor shall be your resource person and as such may resort to extended elaboration of issues and topics in the form of lectures. Seminar approach entails democratically oriented, self-directed discussion in small group/large group formats. Dialogue with class participants, individual and group activities and presentations, and planning and problem-solving exercises will also be used as instructional strategies.
Learning Model:
This graduate seminar will primarily use the constructivist information-processing model of learning. Students will be expected to learn the knowledge and skills of curriculum development through reflective interaction with data, text, and other participants in the course. Through reflective thinking and problem-solving you will construct your own model for curriculum development.

3. Course Outline

Weeks 1 & 2 (300 minutes).
1. Introduction and Orientation to the course
2. Delineation of tasks: Formation of Committees for Curriculum Project
3. Definitions: Education, Curriculum, Instruction
4. Bases and criteria for curriculum Development and Refinement
5. Four Curriculum Approaches

Weeks 3 & 4 (300 minutes). Foundations of Curriculum: Social, Historical, Philosophical and Psychological:

Week 5 (150 minutes).
Moral/Cognitive Development, Learning Styles and Curriculum Designs:
Theories of Human Development and Curriculum
Piaget’s Model of Cognitive Development
Erikson’s Model of Psychosocial Development
Kohlberg’s Model of Moral Development
Skinner’s Behavioral Learning
Gardner’s Multiple Intelligences

Weeks 6 & 7 (300 minutes). Historical Evolution of Curriculum Designs and Criteria of Content Selection
Nature of Knowledge
Knowledge as Structured Disciplines/School Subjects
Traditional Organization of Subject-Matter
Integrated Thematic Units
Activities-based Curriculum
Core Interdisciplinary Curriculum
Curriculum for Self-Growth in the Information Age

Week 8, 9 & 10 (450 minutes). Evolving Patterns and Principles of Curriculum Development:
a. National and state standards of educational attainment (150 minutes)
b. Graded Curriculum: Aims, Goals, Objectives (150 minutes)
c. Taxonomies and Curriculum Planning (150 min.)

Week 11 & 12 (300 minutes). Curriculum Paradigms of the Future:
a. National Curriculum, Pros and Cons (150 minutes)
b. Illinois K-12 Learning Goals and Curriculum Alignment (150 minutes)
c. Content Area Standards

Week 13 (150 minutes). The Emergent Curriculum:
a. Comprehensive High School
   High School Reform: James B. Conant (1960), Ernest Boyer (1983),

b. Depth and Breadth of Curriculum for the Information Age

c. The College-bound and work centered curriculum

Weeks 14 & 15 (300 minutes). Presentation of Curriculum Proposals:
A small committee of 4-5 students will be formed to work jointly on analyzing a real
curriculum problem, issue or topic of relevance to them. The group is to prepare a paper
describing the curriculum problem, analyzing its causes, developing an alternative
curriculum and suggesting ways to implement the proposed curriculum. Instructor will
share with the students samples of proposals developed by graduate students enrolled in
the course in previous semesters. The proposals will be evaluated using the following
scale:

   Curriculum problem described fully   5 points
   Data to support existence of the problem 5
   Causes listed and explained      5
   History of school district interventions explained 5
   Description of the proposed solution 5
   Steps proposed to implement        10
   Presentation to the large group     15

   50 Total

You are encouraged to use recent instructional and presentation technology to share
your proposal with the class.

GRADING:

1. Participation and Attendance  20 %
2. Presentations and Reports    10 %
3. Reflective Journal          20 %
4. Curriculum Proposal         50 %

   100 %

4. Implementation:
   a. Graduate faculty in the department including Drs. Mahmood Butt, Mary Greenlaw and Ron
      Gholson.
   b. No additional cost
      Supplementary materials may be required by individual instructors.
   d. Fall 2001

5. Rationale:
   a. This graduate seminar is designed to prepare reflective teachers, curriculum planners,
      administrators, counselors and educational leaders who demonstrate knowledge, skills and
      dispositions of curriculum development and refinement.
      Educators as curriculum planners and implementers have been concerned with a set of
      basic questions including what knowledge is most worth having? What educational
purposes should the school strive to attain? What educational content and experiences can be provided that facilitates attainment of these purposes? How can these essential experiences be effectively organized, implemented and assessed? The course assists the participants in finding answers to these questions.

b. Graduate standing and classroom teaching experience
c. None, replaces existing EDF 5500
d. Required as a Foundations core course for M.S. Education degrees

6. Community College Transfer: Not Applicable

7. Date approved by the department August 31, 2000

8. Date approved by CEPS Curriculum Committee September 25, 2000

9. Date approved by CGS October 17, 2000

References and Knowledge-base:


Berkeley: McCutchan.


a:EDF5500 su2000