

Course Number: : CIEP 442

Course Title: Curriculum Design

Course Description: Course Description: This course provides the basis for all instructional planning in the schools or other learning settings. Four essential questions regarding curriculum frame the course: What is it? Where does it come from? How is it developed? What makes it work? The course approaches curriculum design and development as a learning-centered decision-making process. Candidates examine theoretical curriculum frameworks from Dewey through post modernist thinkers. Through assignments and critiques, candidates apply principles of “backward design” to plan instruction on all levels – school, program, grade or course, unit, and lesson. Integration and alignment of learning at various levels and across content areas are key. Attention is also paid to the impact and influence of core values, diversity, inclusion, learning differences, and human development in curriculum design. Candidates develop a mindset for using data and results to adjust and refine curriculum design. In summary, this course examines the theoretical background, and practice-based information and skills necessary to design and critique appropriate and effective curriculum in any setting at any level.

Course Outcomes: (in outcome language w/standards identified)

1. Explain the key elements of curriculum theory, reflecting the work of Dewey, Tyler, Doll, and Ozar among others

(NCATE: 2. IPSL: 1A,G; 2C; 5A)

2. Articulate a personal curriculum statement including key principles and operating assumptions.

(NCATE: 1, 5. IPSL: 1A,E; 2B,G; 5A)

3. Describe and illustrate key components of effective curriculum at each level.

(NCATE: 2. IPSL: 1B;2D)

4. Select significant content and formulate appropriate learning outcomes.

(NCATE: 1, 2, 6. IPSL: 1B; 2D)

5. Explain and illustrate appropriate connections among learning outcomes, assessments and instructional strategies.

(NCATE: 2. IPSL: 2B,D,E)

6. Use standards and other curriculum frameworks to design units and

lessons.

(NCATE: 2, 6. IPSL: 2B,C,D,E,G,J; 5A; 6F)

7. Apply a learning centered decision-making model to curriculum design at all levels.

(NCATE: 1, 2. IPSL: 2B,D,E)

8. Critique curriculum at all levels using both theoretical constructs and research-based criteria.

(NCATE: 2, 6. IPSL: 2B,C,D,E)

9. Design a significant piece of curriculum for a school.

(NCATE: 2, 7. IPSL: 1B,E,F; 2B,G,I,J)

10. Use research and technology to support and improve learning.

(NCATE: 2. IPSL: 1F; 2D,F,J)

11. Reflect on practice.

(NCATE: 1, 2, 5, 6. IPSL: 5A)

12. Relate Loyola University Chicago School of Education conceptual framework, "Professional in Service of Social Justice," to the work of the course.

(NCATE: 1, 5, 6. IPSL: 1F; 2A,G,I; 6F)

Major Topics:

- Overview of Learning Theories: Behaviorist, Cognitive, Phenomenological and Humanistic
- Major Theorists: Dewey, Piaget, Tyler, Vygotsky, Doll
- Key Questions and Major Components of Curriculum Development
- Learning-Centered Curriculum Design
- Curriculum Construction and Critique
- Critical Issues for School-Based Implementation

Proposed Major Assessments: (listing, not descriptive)

7. Reflective theory discussions and summaries
8. Personal curriculum statement.
9. Curriculum design and critique sessions
10. Unit curriculum design
11. Major curriculum design project.
12. Personal learning reflective analysis paper

Suggested Texts/Resources: (if known)

13. Dewey, John, (1938). Experience and Education. New York, Collier Books.
14. Doll, W.E. Jr., (1993). A Post-modern Perspective on Curriculum. New York, Teachers College Press.
15. Ornstein, Allan and Francis Hunkins, (2004). Curriculum: Foundations, Principles, and Issues. Fourth Edition. Allyn and Bacon.
16. Ozar, Lorraine A., (1994). Creating a Curriculum That Works: A Guide to Outcomes-Centered Curriculum Decision-Making. Washington, D.C., National Catholic Educational Association
17. Tyler, Ralph W., (1949). Basic Principles of Curriculum and Instruction. Chicago, University of Chicago Press.
18. Wiggins, Grant and Jay McTighe, (1998). Understanding by Design. Alexandria, VA., Association for Supervision and Curriculum Development.