

Loyola University of Chicago
 School of Education
 Curriculum, Instruction, and Educational Psychology Department
 Spring 2011

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| Course prefix and number | CIEP 442 |
| Title | Curriculum Development and Implementation |
| Credit hours: | 3 |
| Instructor | Ruanda Garth McCullough rmccul1@luc.edu (best way to contact) Office # (312) 915-6918 |
| Class location | Corboy Law Center - Room 426 |
| Meeting Time | Monday 7:00-9:30 |
| Office location/hours: | Available by appointment at Loyola WTC or other agreed upon location. |
| Course Description: | The seminar will examine varied readings in the curriculum field relating to program planning, implementation, organization and evaluation. |

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course assesses the following framework standards:

- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

Diversity

This course supports the School of Education's conceptual framework in preparing teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching and learning in diverse urban communities.

Technology

Students will use technology for a variety of purposes in this course. Students will access information from Blackboard in order to complete assignments. Students will also use internet-based resources to access readings, conduct research, and develop curriculum. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

Important University Policies and Information

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Course Learning Outcomes

The learning experiences in this course are designed so that candidates will be able to:

1. Construct research-supported and experience-related responses to the following:
In relation to developing and implementing curriculum that is standards-based, learning focused, collaborative, results-oriented, and data-driven:
 - What does this mean?
 - Why is it important?
 - How do we do it?
 - How do we know whether it is working?(NCATE: 2, 6, IPSL: 1B; 2B, C,D,E)
2. Identify curriculum needs and design curriculum year-long plan, units and lessons that are standards-based and learning focused
(NCATE: 1,2, 6, 7 IPSL: 1B, E,F,2B,C,D,E,G,I,J; 5A,6F)
3. Describe major conceptions of curriculum and discuss implications for school-based practice
(NCATE: 2. IPSL: 1A,G; 2C, 5A)
4. Use research and technology to support and improve learning.
(NCATE: 2. IPSL: 1F; 2D, F, J)
5. Reflect on practice
(NCATE: 1, 2, 5, 6. IPSL: 5A)

Course Objectives

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Participants will evidence an overall level of fluency and public representation, which enables them to articulate clearly the curricular aspect of their research and innovative approaches they may use to revise or evaluate this curriculum.

Participants will demonstrate their command of the key concepts in curriculum planning, implementation, and evaluation.

Participants will demonstrate knowledge and understanding of the central concepts and propositions of curriculum planning, implementation, and evaluation in a threefold manner:

- a) Through active, fluent participation in a dialogical and dialectical classroom environment
- b) Through written reflections capturing the core meaning of the content and processes experienced.

Participants will focus on inquiry of the relationship between responsive curriculum and instruction

For their final paper, participants will prepare a curriculum design projects using two different approaches.

Required Texts

Developing the Curriculum, Olivia, Peter, 2005, 6th Edition

Creating a Curriculum That Works, Ozar, Lorraine, (1994) National Catholic Educational Association 1-55833143-3

Suggested Texts

Basic Principles of Curriculum and Instruction, Tyler, Ralph (1969), Chicago Press, 0-226-82031-9

1. Class attendance and punctuality are professional responsibilities to be exercised for success in the cohort program. Do not miss class for any reason other than an unplanned emergency. Class members will be evaluated for participation for the full class period. There are no make-up assignments. Tardiness will be reflected in the participant's overall evaluation. Participation will be on a point system - 5 points per class day. One point will be deducted if you are late or if you leave early and points will be deducted if student is off-task.
2. Class participation: Class participation is a substantial part of the final grade. Participation will be based on preparation and involvement in class discussions, quality of knowledge-based responses, and on-task academic behaviors. Class participation points will be deducted for inappropriate behaviors, such as: conducting non-related affairs during class time, inappropriate discussions, holding side conversations while others are presenting or talking.
3. Assignments: Each student is expected to participate in every phase of the course and turn work in throughout the semester. Failure to complete assignments will result in a lowered grade. Any assignment not turned in at the time of collection will be considered late and grade will be lowered. All assignments are to be typed.
3. Communication –Electronically enabled communication is vital. All participants are required to monitor communication from their instructor and from the School of Education via their email account set up by Loyola and the Blackboard functions. It is the participant's responsibility to receive all communication in a timely manner. Forward your Loyola email if necessary.
4. Library resources – The School of Education Library extends exemplary services to participants in the conduct of scholarly inquiry.
5. Assignments will be penalized 1 point for each day the assignment is late. If you contact the professor no later than the day before the assignment is due, penalties may be waived.
6. Group presentations will take place during class sessions. Students must sign up for their group by the second class session. Guidelines for the group presentations are as follows:
 - 1) Focus on the theme of the class
 - 2) Include data from at least 4 different research studies
 - 3) Be no longer than 25 minutes in length (excluding Q and A discussion)
 - 4) Make use of best practices for teaching and presenting
 - 5) Post PowerPoint of handouts on Blackboard after presentation
 - 6) Focus an aspect of the presentation on theme of the class session

Assignments and Grades:

1. Classroom participation, assigned readings, and knowledge-based discussion 15%

Sharing the widely varying experiences of class members will enhance Learning and thinking about educational research. It is important that everyone be prepared to participate in discussions and offer their knowledge-based contributions. In this regard, it is imperative that views of others be given respect and professional courtesy. Class participation includes participation in class discussions.

2. Writing, research assignments and group presentations 25%

These assignments are designed to help focus your thinking and reading. They will require responses to reading and class discussions.

3. Final Paper and Presentation 40%

The final project will be a curriculum design project using two different models. The weekly assignments use a Tyler model. Choose one of the models listed below to compare to the Tyler model:

- Backward Design Model
- Multicultural Model
- Outcomes-based Model
- Learning Sciences Model
- Postmodern Model
- Instructional Design Model
- Differentiated Learning Model

Details are posted on Blackboard

4. Reflection Paper 20%

After completing your curriculum design project, write a 3-4 page reflection paper that includes the following:

1. A description of the overall strengths and weaknesses of your curriculum and the areas that might need more work over time as you implement it. Give reasons for both.
 2. A comparison of the similarities and differences between the two models used. What are your preferences and why? Would one model work better than the other in your school? Why?
 3. A description of the specific design choices you made so that your curriculum meets the needs of diverse learners. Show how you took into account important factors such as student characteristics, varied approaches to learning, students' skills and prior learning, and knowledge of community, school and classroom contexts to design a curriculum that is developmentally appropriate and addresses the needs of diverse learners. Give reasons for your choices that specifically connect instructional planning and assessment with meeting the needs of diverse learners.
 4. Citation of two "expert" sources consulted in support of your curriculum design (beyond the required texts) and indicate how they impacted your design.
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SCHEDULE

| Date | Theme/Topic | Reading Assignment | Writing Assignment | Group Presentation |
|--------------------|---|--|--|---|
| January 24 | Introduction Blackboard Overview | | | |
| January 31 | Curriculum Defined | Olivia, Chapters 1&2 | | |
| February 7 | Curriculum Planning | Olivia, Chapters 3&4 | | |
| February 14 | Models and Philosophy | Olivia, Chapters 5&6 | A one-page description of your philosophy of education, teaching and learning. | |
| February 21 | Backward Design Model | Ozar, Chapters 1-4 | A one-page description of the curriculum topic you intend to study this semester. (see Blackboard for details) | Backward Design Model <i>(Harnden, Tyrell)</i> |
| February 28 | Backward Design Model | Ozar Chapters 5-7 | Locate and summarize 5 articles that relate to the curriculum topic you have chosen (see Blackboard for details) | |
| March 7 | <i>No classes</i> | | | |
| March 14 | Needs and Goals | Olivia, Chapters 7&8 | | The Outcomes-based Model <i>(Morten, Nixon)</i> |
| March 21 | Organizing the Curriculum | Olivia, Chapter 9 | Goals and objectives description (see Blackboard for details) | The Learning Sciences Model <i>(Sullivan, Pejic)</i> |
| March 28 | Instructional Goals | Olivia, Chapter 10 | Curriculum Components description (see Blackboard for details) | |
| April 4 | Implementing Strategies | Olivia, Chapter 11 Ozar, Chapter 9 | Instructional Activity Components (see Blackboard for details) | The Instructional Design Model <i>(Manqubat, Hill)</i> |
| April 7 | <i>Research day</i> | No class sessions | | |
| April 11 | Evaluating Instruction & Curriculum | Olivia, Chapters 12&13 Ozar Chapter 8 | Evaluation Plan Description (see Blackboard for details) | Differentiated Learning Model <i>(Katona, Muleme, Preuss)</i> |
| April 18 | Products and Reform | Olivia Chapter 14 Ozar, Chapter 11 | Final Paper Presentations | |
| April 25 | Issues in Curriculum Development | Olivia Chapter 15 | Final Paper and Presentation Due (Hardcopy) | |
| May 2 | | | Reflection Paper Due on LiveText | |

Guidelines for Group Presentations

1. Work with your partner or team. Delegate and work smart.
2. Research curriculum model using library sources and electronic sources. Locate information on each of the following:
 - a. Model Developer
 - b. History/Historical Context
 - c. Structure/Design/Principles/Process
 - d. Strengths
 - i. Design
 - ii. Implementation
 - iii. Evaluation
 - e. Challenges
 - i. Design
 - ii. Implementation
 - iii. Evaluation
 - f. Relation to other models
 - g. A How to guide: How would you develop a curriculum using this model.
3. Develop a 20-25 minute PowerPoint presentation that includes information about each of the areas above.
4. Provide handouts listing model structure, related resources including websites that pertain to the curriculum model and would be helpful in designing a curriculum using this approach.
5. Presentations will be evaluated based on
 - a. Organization
 - b. Depth of Information
 - c. Presentation Style