

## **COURSE OUTLINE**

**COURSE PREFIX AND NUMBER: EDL 830**

**COURSE TITLE: Foundations of Curriculum Theory and Design**

### **COURSE DESCRIPTION:**

An investigation of curriculum theory with emphasis on the various approaches to curriculum design and development and other factors that impact curriculum.

### **OBJECTIVES:**

1. To investigate and evaluate educational assumptions commonly held in American culture, as seen through educational philosophical systems and curricular theories.
2. To analyze hypotheses concerning possible contributions of philosophy to the increase of the effectiveness of curriculum design.
3. To investigate the theoretical reasons underlying observed curriculum and professional practices.
4. To give the student the opportunity to understand and explain his/her own assumptions as to the basic problems of educational practice and curriculum development.
5. To offer the student a chance to become involved in a systematic, comprehensive, and open-minded inquiry into the present state and future possibilities of curriculum development.
6. To present thought-provoking problem situations for class discussion.

### **TOPICAL COURSE OUTLINE:**

1. Introduction
2. Nature of Curriculum
3. Nature of Instruction
4. Relationships between curriculum and instruction
  - a. Dualistic
  - b. Interlocking
  - c. Cyclic
  - d. Integrated
5. Curriculum Mapping
6. Historical aspects
  - a. Committee of 10

- b. Committee of 15
  - c. Committee on the Reorganization of Secondary Education
  - d. Educational Policies Commission of 1944
  - e. National Defense Education Act
  - f. IDEA
  - g. Goals 2000
  - h. No Child Left Behind
7. Types of documents
- a. Curriculum guides
  - b. Courses of study
  - c. Resource units
  - d. Frameworks
  - e. Unit/lesson plans
8. Factors to Consider
- a. Political
  - b. Economic
9. Conditions to Consider
- a. Axioms of curriculum development
  - b. Impediments to change
  - c. Nature and scope of stake-holders involvement

## **METHODOLOGIES**

Teaching strategies will include discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

## **EVALUATION METHOD**

Students will be evaluated through written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment. Artifacts for the Portfolio may be required.

## **POSSIBLE REQUIRED TEXTS, MATERIALS OR READINGS:**

### **Possible Course Texts:**

Oliva, P. F. (2002) *Developing the Curriculum* (5<sup>th</sup> ed.). New York.: Adison Wesley

Longstreet, W & Shane, H. (1993) *Curriculum for a New Millennium*. Boston: Allyn & Bacon

### **Other Knowledge Base and Readings:**

Doll, R. C. (1996). *Curriculum Improvement* (9<sup>th</sup> ed.). Boston: Allyn & Bacon.

Ornstein, A. C. & Hunkins, F. P. (2004). *Curriculum* (4<sup>th</sup>. Ed.). New York: Pearson.

Tanner, D. & Tanner, L (1995) *Curriculum Development* (3<sup>rd</sup>.ed.). Englewood Cliffs NJ: Merrill.

Tyler, R. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.