The BGSU goal is to empower our educator candidates to act in various capacities to positively impact the future of learners, clients and colleagues. Toward that end, we hold the following statements as guiding core concepts:

- **P** = An effective educator is broadly and thoroughly *prepared.*
- **R** = An effective educator is a *reflective* practitioner.
- **E** = An effective educator is actively *engaged* within the broad educational community.
- **P** = An effective educator is foremost a *professional,* with a lifelong commitment to learning and to all learners.

## I. Text:

Additional readings as noted on course site

## II. Course Rationale:

The purpose of EDTL 611, The Curriculum, is to provide an introduction to the foundational areas that affect the design and development of curriculum. This includes the history, social forces, philosophy, and psychology behind many of the curriculum practices and issues that exist in schools today as well as the nature of the curriculum development process. As a result, the course is designed to increase the learner’s awareness of the field of curriculum and to introduce specific skills in design and development.

The educator involved in conceptualizing and evaluating curriculum is viewed as both an artist and a technician. In either role the educator must possess knowledge and imagination. Hence, the focus of this course will be on the process of using knowledge about curriculum and evaluation in an imaginative, creative way. Ultimately, the educator will then be able to anticipate and plan for change in an active way rather than falling prey to every bandwagon or societal pressure that affects the school curriculum.

## III. Course Outline:

a. Foundational Areas Curriculum Process Decisions
   i. Philosophy: What DO WE Believe and Value? (Chapter 2)
   ii. History: Where Are We Now and How Did We Get Here? (Chapter 3)
iii. Psychology: What DO We Know About Learners and Learning? (Chapter 4)
iv. Social Forces: Who Affects What Happens in Schools? (Chapter 5)

b. Curriculum Processes
   i. Curriculum Theory
   ii. Design and Development of Curriculum (Chapters 6 & 7)
   iii. Explicit, Hidden, and Null Curriculum
   iv. Curriculum Implementation (Chapter 8)
   v. Selecting and Organizing Learning Experiences
   vi. Choosing Instructional materials
   vii. Curriculum Implementation (Chapter 9)
   viii. Curriculum Issues and Trends

I. Course Evaluation
   The course will incorporate several forms of evaluation to derive a final grade. Among the factors taken into account will be the following:

   a. Online discussion forums/group discussion leader: 30% (150 points)
   b. Notable Names Activities 10% (50 points)
   c. Abstracts of two journal articles: 10% (50 points)
   d. Textbook analysis: 10% (50 points)
   e. Course Project: 40% (200 points)

II. Weekly Discussions and Activities
   This course is an online graduate seminar. An effective seminar format requires every member to:
   • Participate in academic discussions
   • Question and challenge the perspectives and ideas encountered in course readings
   • Engage in academic scholarship (i.e., research)
   • Contribute to an environment which encourages critical thinking and academic rigor
   YOUR role in this course is critical, not only to your successful completion of this course, but your comments, ideas, and contributions are important to the academic achievement of your peers and the effectiveness of our teaching and instructional design.
   You will be expected to participate in all class and small group discussions and chats. This participation includes posting your own relevant comments, responding to fellow classmates’ postings, and reading ALL discussion postings within your small group. MYBGSU has tracking features that allow instructors to identify your participation within the discussion forums, so please read all postings.
A word of caution about this course. You will be logging MANY hours on the computer to participate fully. Remember, a 3-hour graduate course meets for 16 weeks in the regular semester (fall/spring). That’s 48 in-class hours. Additionally, graduate students are expected to do 2-4 hours outside of class for every hour in class. That’s 96-192 hours. SO…within a 8 week session, you could expect an average of 20 hours EACH WEEK to complete a 3-hour course.

III. Course Project:

The purpose of the course project should be the application of curriculum principles encountered in EDTL 611 to the solution of a curriculum problem of particular interest to you. This application could involve either (1) a research-based paper (approximately 7-10 pages in length) which examines a curriculum issue (e.g., the back-to-basics movement, K-12 online education, competency-based education) from a historical, sociological, philosophical, or psychological perspective; (2) a set of materials which addresses a particular aspect of curriculum design, development, or theory (e.g., organizing the junior high curriculum to promote integration of knowledge, developing a set of curriculum materials for an elementary school science program, exploring and creating a strategy for promoting curriculum change in your school district, developing curriculum materials to eliminate a proficiency test deficiency, or studying intensively a curriculum theory, such as the Tyler Rationale, or a curriculum theorist, such as John Dewey, Ralph Tyler, Hilda Taba, etc.); (3) an online, interactive presentation to the class (using the virtual classroom, self-constructed web pages, Flash or PowerPoint environments, etc.) on the discoveries you made through your investigation of a problem such as those listed above. This presentation is one you could use at your school to address a certain area of need or interest.

Besides the suggestions listed above, the following may provide you with other ideas or may trigger one of your own creations:

1. Block Scheduling
2. Alternative Assessment
3. Pros & Cons of Proficiency Tests
4. Middle School vs. Junior High School
5. Multiage Classrooms
6. Critical Thinking and the Curriculum
7. Video Gaming Effects on Curriculum
8. Establishing a Textbook Selection Policy
9. Learning Styles/Multiple Intelligences
10. Current Trends and Issues

VI. Project Evaluation:
The paper or presentation will be evaluated in several ways. First, because the topic chosen should represent a problem that is significant to you, somewhere within the paper, presentation, or materials you should provide a rationale indicating why this issue concerns you. Second, the treatment of the topic should demonstrate that you have put considerable thought into the problem and its potential solutions. There should be evidence that you have completed outside reading, investigated alternate solutions, and interviewed and/or worked with key people in dealing with the problem. Finally, the finished product should be of a quality consistent with work expected at a graduate level—i.e., a well-written, documented paper; a well-organized, 20-30 minute presentation using the interactive features of an online environment; or a functional, complete set of materials with accompanying rationale indicating how and why they were created.

VII. Project Due Date:

If you choose to write a paper or develop curriculum materials, this will be due the week before the final exam class session. If you choose to do a class presentation, inform the instructor three or four weeks before the final class session so that proper planning and scheduling can be made and required online tools can be made available. Presentations will begin the week prior to the final examination date.

IV. Article Abstracts:

As part of the course requirements for EDTL 611, you should read and abstract two journal which are either (1) specifically related to the project you are doing or (2) pertinent to a particular interest of your school district or yourself. The task may be approached in several ways. You may want to do an ERIC search on articles published within the past five years and search for valuable articles listed under your topic heading. You may want to choose a curriculum issue (e.g., multiple intelligences, block scheduling, middle schools) and find articles listed on ERIC which address that issue. Or, finally, you may want to pick up a stack of journals published within the past five years and thumb through them until you find two articles related to curriculum that fascinate and intrigue you.

The abstract itself should run between 250-500 words. In the abstract you should relate the author’s major thesis, the point of view adopted, and the evidence used to support his/her argument. Also, the summary should include your reactions to the author’s presentation with some indication of why you drew the conclusions you did.

The following periodicals generally have articles related to some curriculum issues. They may be a good place to start you investigation if you have trouble deciding on a topic.
In preparation for discussion of the topic “Choosing Instructional Materials,” you should select two textbooks (either from the same series or from the same content area). The more recent textbook should have a post-1990 publication date, and the older textbook should have a publication date approximately ten years earlier (e.g., 1985 and 1997). The two textbooks should be analyzed in the following areas: (1) Depiction of minorities (racism), (2) depiction of women’s sex roles (sexism), and (3) depiction of people with disabilities (exceptionalities). Additional guidelines and examples will be given in the course shell.

VI. Discussion Leader

Each group member will act as a discussion leader for one of the text’s assigned chapters and readings. Evaluation will be made by the instructor and other members of the class, through use of a rubric.

VII. Notable Names Activities

Using the multimedia interface provided online, explore 30 “notable names” curriculum theorists, learning enough about them to speak for them in a live chat situation. You will be assigned a theorist to portray as you discuss a question/prompt provided for your group in the virtual classroom. Negotiate among group members to determine a one-hour time slot in which to conduct your synchronous discussion. You will be evaluated on how well you discuss the issue from the perspective of your assigned “notable name.”
VIII. General Requirements:

Since this course prepares you to write curriculum materials that may become public documents, English skills (expression of ideas and editorial style) will be part of your grade on all assignments and online interactions. The *Publication Manual of the American Psychological Association* (APA), 5th ed, 2001, will be used as the standard reference for grading English; see Chapters 2 and 3.

All material to be handed in to the instructor needs to be typed using standard point size (10-12), margins (1”), and double spacing. Be sure to name your files with extensions appended (.doc, .cwk, or .pdf) using no space or capital letters in the file names.

All submitted digital word-processed documents need to be in Microsoft Word format (not WordPerfect or Works) or AppleWorks (iWorks). If you do not have access to these applications, please use Open Office (an open source option) and save the documents in a Word format when completed. The instructor will recommend specific file names for most assignments.

You should place your name, date, and assignment name on the upper right corner of the first page of the assignment.

If an assignment is submitted after the due date, there will be a 5% reduction in the grade achieved for each calendar day the assignment is late. For example, if the instructor receives the assignment three days late, there will be a 15% reduction in the grade achieved. If individual parts of the assignment are late, the 5% reduction rule will also apply. Extenuating circumstance concerning late assignments will be treated on an individual basis. The student will provide a written request for an extension of time on an assignment.

IX. DISPOSITIONS

a. Professionalism

It is expected that you will demonstrate professionalism throughout this course/experience. For educator candidates and educator personnel participating in professional development activities this means compliance with the BGSU Academic and Student Codes of Conduct (see Student Handbook) as well as evidencing accepted behaviors and attitudes appropriate to the educational circumstances, including but not limited to punctuality, personal appearance (dress, hygiene, etc.), speech, preparation, and/or quality of work. As a professional, it is your responsibility to pursue remediation of any deficits revealed in your performance on Key Assessment(s) assignments completed as part of this course.
b. **Technology**
Aspects of this course require evidence of students’ technology competency and utilization. Should you encounter difficulties with technology knowledge/skills it is your responsibility to consult with the instructor and/or assistants in the student technology center.

c. **Diversity/Exceptionality**
Any student who requires accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Educator candidates are expected to respect all individuals, regardless of characteristics or background, and endeavor to accommodate communications and actions to learning differences arising from cultural, linguistic, and disability origins.

d. **Collaboration**
During course lectures, activities, and field assignments, you will be expected to work and communicate with faculty, other students, and school/agency partners in an effective, collegial, and professional manner at all times.

BGSU Core Values: Respect for One Another, Cooperation, Creative Imaginings, Intellectual and Spiritual Growth, and Pride in a Job Well Done.

* A Caring, Competent and Qualified Teacher in Every Classroom: A BGSU Tradition