



COURSE SYLLABUS  
Southeast Missouri State University



**THE TEACHER AS COMPETENT PROFESSIONAL EDUCATOR  
AND  
THE ADMINISTRATOR AS COMPETENT PROFESSIONAL EDUCATOR**

Department of Middle & Secondary Education

Course No. EF 590/690

Course Title: FOUNDATIONS OF CURRICULUM DEVELOPMENT

Revised: Spr. 2002

- I. **Catalog Description and Credit Hours of Course:** An exploration of the school curriculum; consideration will be given to the foundations, principals and issues, and the leadership needed to guide curriculum planning through curricular evaluation. (3)
- II. **Prerequisite(s):** Graduate Standing for EF690; Admitted to Alternative Certification for EF590
- III. **Purposes and Objectives of the Course:**
  - A. To provide the student with knowledge in the philosophical, historical, social and psychological foundations of curriculum theory, development and planning.
  - B. To provide the student with knowledge of the curriculum process in the areas of planning, design, implementation, and evaluation.
  - C. To provide the student with knowledge and skills needed to exert leadership when planning, designing, implementing, and evaluating the curriculum.
  - D. To provide the student with insights into the current trends, issues, and goals in the debates over curricular reform in the United States.
- IV. **Expectations of Students:**
  - A. Complete reading assignments prior to class and actively participate in class discussion.
  - B. Write an paper proposing an alternative metaphor for education, including an explanation, justification and analysis of its construction of curriculum and pedagogy.
  - C. In small groups, develop an alternative metaphor for developing a curriculum at secondary or elementary level based on that metaphor. Draft a presentation to the class explaining the rationale(s) for the curriculum and its design outline.
  - D. Analyze several articles for their alternative understandings of the nature of knowledge and curriculum for the journal.
  - E. Maintain a curriculum journal throughout the semester discussing the student's curricular interactions at student's school, including reflections on teacher/parent/administrator curriculum discourse and references.

**V. Topical Outline of the Course:**

Course Hours

A. The Nature of Curriculum

3

1. Official and Hidden	
2. Relation to Teaching and Administration	
B. Historical Development in the United States	6
1. Influences and Limitations	
2. Implications of Sociopolitical Constituencies	
C. Curriculum as Metaphor	9
1. Curriculum as Technological & Cognitive	
2. Curriculum as Consummatory Experience	
3. Curriculum as Academic Rationalism	
4. Curriculum as Reconstructionist	
D. Curriculum as a Means & Values Process	6
1. Curriculum and Social Efficiency	
2. Curriculum and Human Development	
3. Curriculum and Social Meliorism	
E. Curriculum Debates & Critiques	6
1. Curriculum and Sociocultural Reproduction	
2. Curriculum as Transformative	
3. Curriculum and Feminist Critique	
4. Curriculum and Multiculturalism	
F. Development and Design of Curriculum	3
1. Purposes	
2. Design as a Process	
G. Processes of Implementation and the Issue of Leadership	3
H. Curriculum and Assessment	3
I. Curriculum and the Question of Reform	6
1. Current Issues	
2. Restructuring, O.B.E., & Site Based Management	
3. Federalization	

VI. Textbooks:

- A. Course Reader containing articles.
- B. Readings and Articles as additional texts will be either distributed and/or placed on Reserve in the library.

VII. Basis for Student Evaluation:

- A. Evaluation of student participation and reading.
- B. Alternative curriculum development paper.

- C. Participation in development and presenting of group project.
- D. Paper analyzing alternative curriculum understandings.
- E. Reflective journal on institutional issues regarding curriculum development, usage, critique, and curriculum centering as institutional mission vision.

## VII. Bibliography

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