

EDSP 699 Foundations of Curriculum Development in Education (1sh)
Master of Arts in Education
Eastern Mennonite University
Fall 2011

Independent Study

Instructor: Don Steiner, Ph.D.
steinerd@emu.edu
(540) 432-4144 (O)
(540) 434-5983 (H)

Course Description:

Explores curriculum development through the design and delivery of instruction for student learning that will prepare candidates for course assignments encountered within the MA in education program.

Group Sessions and Individual Appointments:

September 10, 8:30- 3:00 p.m. (6 hours in class); 9 hours individual or group sessions and/or individual appointments.

EMU Conceptual Framework:

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical

responsibility, and promotes peacebuilding in diverse settings.

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes: Following each course outcome (in parentheses) is the M.A. in Education program outcome to which it links.

Upon completion of the course, you will be able to:

1. Examine foundations of education including historical, philosophical, psychological, sociological frameworks. (Scholarship, Inquiry)
2. Develop a protocol course designed for teachers in an international setting. (Professional Knowledge, Leadership)
3. Examine assumptions, purposes and the nature of schooling recognizing the controlling personal and environmental factors involved. (Scholarship, Inquiry, Professional Knowledge, Caring, Leadership)
4. Examine moral education within the context of character education and ethics. (Scholarship, Communication, Caring)
5. Develop a set of instructional strategies to promote active learning. (Professional Knowledge, Caring, Leadership)
6. Examine elements of curriculum mapping and curriculum design. (Scholarship, Professional Knowledge)

Required Texts:

No texts required.

Course Requirements:

Lesson and Unit Protocol Development (70%)

Each candidate will be introduced to protocols used in the Master of Arts in Education program and will be asked to create similar protocols based on a representative sample of lesson plans and pacing guides used primarily in ESL.

Specialized Assignments (30%)

SA #1 Complete the “Foundations of Education Grid” as provided. (15%)

SA #2 Evaluate technology websites on foundations of education and curriculum development. Part I: Identify 5 websites on curriculum. Select or modify an existing rubric or develop a new rubric that can be used to rank order each website. (15%)

Evaluation:

Grading Scale:

A	95 –100
A-	91 – 94
B+	88 – 90
B	84 – 87

B-	80 – 83
C+	77 – 79
C	72 --76

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed in the graduate dean’s office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

References:

To Be Announced

Topics and Assignments:

September 10. *Topics: What types of curriculum assignments will I be expected to complete? How can I best prepare for these assignments? What is the function of standards, instructional objectives, enabling activities and accompanying assessment strategies? What are some tips for writing instructional plans?*

Individual and Group Sessions: To be arranged on the basis of background preparation of each participant.