

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CURRICULUM, CULTURE AND EDUCATIONAL INQUIRY	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: EDG 7250	CURRENT COURSE TITLE: CONSTRUCTING MODELS OF SCHOOL CURRICULUM
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CURRICULUM THEORY CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: The analysis of the historical and philosophical foundations of curriculum theory in the USA through the study of the original work of key theorists.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each. All departments in the College of Education have been consulted.

Faculty contact, email and complete phone number:
 Dr. Dilys Schoorman, dschoorm@fau.edu, 297 6598

Approved by: Department Chair: <u><i>[Signature]</i></u> College Curriculum Chair: <u><i>Linda Wepb</i></u> College Dean: <u><i>[Signature]</i></u> UGPC Chair: _____ Graduate College Dean: _____	Date: <u>10/10/11</u> <u>10/19/11</u> <u>10/25/11</u> _____ _____	ATTACHMENT CHECKLIST ♦ Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦ Written consent from all departments affected by changes
--	---	---

Email this form and syllabus to diamond@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University

COURSE NUMBER: EDG 7250
COURSE TITLE: Curriculum Theory

Instructor:
Office:
Office hours:

Telephone:
Fax:
E-mail:

COURSE DESCRIPTION

The analysis of the historical and philosophical foundations of curriculum theory in the USA through the study of the original work of key theorists.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

As reflective decision-makers, class participants will gain vital information about curriculum, consider philosophical and historical issues associated with schooling, and provide evidence of being a capable thinker and writer about educational issues.

REQUIRED TEXTS

- Flinders, D., & Thornton, S. (2009). *The curriculum studies reader*. (3rd ed.). New York: Routledge. (ISBN: 9780415963220)
- Dewey, J. (1938; 1997). *Experience and education*. New York: Simon and Schuster. (ISBN 0684838281)
- Bruner, J. S. (1960; 2004). *The process of education*. Boston: Harvard University Press. (Paperback; 92 pp.; ISBN 0674710010)
- Freire, P. (1970; 2000). *Pedagogy of the oppressed*. (Paperback; 192 pp.; ISBN 0826412769).
- Sleeter, C. (2005). *Un-standardizing curriculum: Multicultural teaching in standards-based classrooms*. New York: Teachers College Press. (ISBN: 0807746215)

SUGGESTED RESOURCES

- Kliebard, H. M. (1987; 2004) (3rd ed.). *The struggle for the American curriculum, 1893-1958*. New York: Taylor and Francis. (Paperback; 330 pp.; ISBN 0415948916)
- Beane, J. & Apple, M. (1995). The case for democratic schools. In M. Apple & J. Beane (Eds.), *Democratic schools*. (pp. 1-25). Alexandria, VA: ASCD.
- Darling Hammond, L. (2004). From 'separate but equal' to 'No Child Left Behind': The Collision of new standards and old inequalities. In D. Meier & G. Woods, (Ed.), *Many children left behind*. (pp. 3-32). New York: Beacon Press.
- Grumet, M. & Pinar, W. (1996). The curriculum: What are the basics and are we teaching them? In J. Kincheloe & S. Steinberg, (Eds.), *Thirteen questions: Re-framing education's conversation*. (4th ed., pp. 15-30). New York: Peter Lang.

COURSE OBJECTIVES

The course is designed to help students to:

1. Examine their own beliefs, constructs, and theories about curriculum, which will serve as a contextual framework for making curriculum decisions as an educational leader.
2. Demonstrate historical and philosophical knowledge of major curriculum frameworks in order to understand possible future directions in curriculum development and implementation.
3. Write concisely and articulately about the ideas and information in the readings, and take leadership in classroom discussions about the course curriculum.
4. Develop an action plan that describes a curriculum initiative that will promote learning by students and teachers.

COURSE REQUIREMENTS

Response Essays (Three)

The Response Essay is an opportunity for students to synthesize information from the assigned readings and class discussions. In order to facilitate the writing of a focused essay, the class will collectively identify a few questions/ prompts that will require the integration of multiple readings on a specific topic related to curriculum. Each essay should demonstrate:

- Clear understanding of the theoretical, philosophical, and/or pragmatic implications of curricular issues central to the topic in focus
- Thorough/comprehensive response to the curricular question posed
- Accuracy of knowledge, awareness of complexity/ nuance, appreciation of diverse perspectives pertaining to the topic
- Writing that is clear, concise, precise and persuasive that follows norms of formal, scholarly writing (e.g. appropriate diction, correct use of APA style, well-crafted introductions, transitions and conclusions)

The essay is intended to be personally meaningful and related to students' professional experiences and beliefs. Recommendation for the scope of this essay is approximately 1500 words (5-6 pages).

Curriculum Action Plan

The Curriculum Action Plan is an opportunity for students to apply the theoretical, philosophical and historical perspectives of curriculum generated in this course to the practice of curriculum design and implementation. The assignment should discuss each of the following (though not necessarily in this order or as distinct sections):

- Identification of a curricular "problem" (preferably stated as a question) and a brief discussion of its relevance and significance to contemporary curricular concerns
- An analysis of the problem from a theoretical perspective, drawn from the readings and discussions of this course (The theoretical framework for understanding the problem.)
- A brief review of relevant literature on the particular problem (This will involve key academic contributions on the specific topic.)
- The development of an action plan to address the problem (This should emerge from the theory and literature already presented. It should include a clear evaluation plan for assessing the effectiveness of the action plan.)

Those who are currently teachers are strongly encouraged to identify problems of significance to their professional reality.

Participation/ Community building

A graduate seminar assumes equitable contribution by individual students to the collective learning experience of all. However, one cannot always assume that everyone knows how to achieve this. Students will be given credit for their active role in facilitating a learning community in the class. Preparation for class discussion will be assumed. This goes beyond doing the assigned readings; it involves engagement with the material and with colleagues in the collective exploration of the relevance and significance of new ideas.

GRADING SCALE

Response Essays (15 each; 3x)	45
Curriculum Action Plan	40
Participation/ Community building	15

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

ATTENDANCE POLICY

Regular attendance is expected. According to University policy “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful active participation in all class sessions, class discussions, and class activities as well as continuous professional and ethical conduct in class. Reasonable accommodations are made for religious observances, health problems, or death in the immediate family.

TEACHING METHODOLOGIES

This class will be run as a seminar, which means that learning takes place **dialogically**. Discussions in class and on Blackboard will be designed to allow students to contribute to others’ learning as well as to be good listeners. An openness to diversity of opinions will be expected. The depth of learning will also depend on the extent to which students engage in **self-directed learning**, especially as they engage in **critical reflection** on the readings, assignments and perspectives that emerge in discussions. **One-on-one instruction** is likely as students work with the instructor on individual assignments.

Format for written work

All assignments should be type written, double spaced and stapled. Please retain a copy of all assignments turned in to your instructor. Times font size 12 is recommended. It will be assumed that work will be turned in on time. Your instructor reserves the right to assign late work a "0". All written assignments should be turned in both electronic and print format. Students will be required to submit some assignments through “SafeAssign”, a software program that checks documents for originality of work that is accessible through Bb. Plagiarism or similar academic irregularity will result in zero points on the assignment, and likely failure in the course.

Use of electronic devices:

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions. The use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program. Florida Atlantic University’s Code of Academic Integrity is strictly adhered to in this course. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see [http://wise.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

Making sure that curriculum “works” for YOU

This is a course that is foundational to your doctoral studies. A doctorate is a program of study that is unique and specialized, catering to the interests of the individual researcher. It is very important that you make sure that the course meets your specific educational and research needs. While it is not intended that this course evolve into an individualized plan of study for each student, it is important to identify ways in which this course informs your development as a researcher and curriculum theorist. Do not hesitate to contact me about any concerns that you might have in fulfilling this goal.

COURSE SCHEDULE

F&T = Flinders & Thornton; Bb= Blackboard; DQ = Discussion questions

Week 1 Introduction to the course

Questions about curriculum

Curriculum in the USA from 1890-1940s

Week 2 What purpose should curriculum serve?

Four perspectives: Humanist, Developmentalists, Advocates of Social Efficiency, and Social Meliorists

Reading: Kliebard, Chs. 1 & 2 (Bb)

DQ: What are the characteristics of each of the four curricular approaches discussed? Who were their key proponents? What were their central arguments and rationales? What events characterized the rise and/or fall of their worldviews?

Week 3 The “science” of curriculum: How should we make decisions on what to teach?

Two perspectives: Bobbitt and Montessori

Reading: F&T 7-33

DQ: Compare and contrast the perspectives of Bobbitt and Montessori. How do the points of comparison/ contrast resonate with curriculum decisions made today?

Week 4 What’s the priority? The child, curriculum and/or society?

The perspectives of Addams, Dewey and Counts

Reading: F&T 34-51

DQ: Addams, Dewey and Counts are still considered as having made significantly different contributions to the debate on curriculum in their time. In what ways might they be considered leaders in curriculum and how might they respond to the debates on curriculum today?

***Identify topic for Curriculum Action Plan**

Week 5 Curriculum as experience

Reading: Dewey Chs. 1-8

DQ: What is the unique contribution of Dewey to discussions on curriculum? If Dewey were brought in as a curriculum consultant to your school or county, what advice is he likely to give?

First Response Essay due

Curriculum reform in the USA: 1950s & 1960s

Week 6 Curriculum design and the role of objectives

The debate on objectives: Tyler, Popham, Eisner; Doll and Noddings

Reading: F&T 69-77; 93-105; 107-112; 267- 274; 425-437

DQ: Identify the multiple perspectives in the debate on objectives. How would these debates inform lesson planning and related curriculum practices in your school?

Week 7 Curriculum as content knowledge and forms of disciplines

Reading: Bruner, Chs. 1-4; F&T 78-92

DQ: What was Bruner's contribution to curriculum as a "reformer" in the field? Evaluate the relevance of his 'reform' in contemporary science (or any content area) education.

Week 8 What should be considered 'curriculum'? Definition and content

Breaking the norm with Jackson, Schwab, Greene; Pinar

Debate between Adler and Noddings

Reading: F&T 114-137; 155-187

DQ: Jackson, Schwab, Greene and Pinar offer different perspectives about how we should think about curriculum as we theorize. What is unique about their ideas?

Curriculum in the USA post-1960s

Week 9 Is the curriculum emancipatory or oppressive?

The politics of curriculum: Freire and Apple

Reading: Freire, Foreword and Chs. 1-3; F&T 199-213.

DQ: Identify the key (and unique) contributions of Freire to our understanding of curriculum. What benefits accrue from considering the political dimensions of curriculum? Who benefits from such an analysis? Who loses?

Second Response Essay due

Week 10 Multiculturalism vs. standardization in curriculum

Reading: Sleeter, Chs. 1-4; 9; Optional: any additional chapter(s)!!

DQ: Compare and contrast Sleeter's perspectives on curriculum development with those of Tyler. Additionally, evaluate the contribution – both political and curricular – of Sleeter's text to educators.

Week 11 Ongoing struggles with standardization

Critiques of standardization: Au, Eisner, Siskin

Reading: F&T: 286-302; 318-335

DQ: Countries around the world have adopted a national (or standard) curriculum, so what is wrong with standardization in a US context?

Week 12 Curriculum and diversity

Addressing cultural/gender bias in curriculum

Reading:

F&T 214-236; 385-398; 362-384; 399-424; 336-347

DQ: What is the role of curriculum in the context of diversity? What should be the process by which we identify and minimize bias?

Week 13 Special topics

Third Response Essay due

Week 14 Curriculum Action Plan - presentations

Week 15 Curriculum Action Plans due

Bibliography

- Apple, M., & Beane, J. (Eds.). (1995). *Democratic schools*. Alexandria, VA: ASCD.
- Connelly, F. M., He, M.F., & Phillion, J. (2008). *The Sage handbook of curriculum and instruction*. Thousand Oaks, CA: Sage.
- Darling Hammond, L. (2004). From 'separate but equal' to 'No Child Left Behind': The Collision of new standards and old inequalities. In D. Meier & G. Woods, (Ed.), *Many children left behind*. (pp. 3-32). New York: Beacon Press.
- Dunn, S. G. (2005). *Philosophical foundations of education: Connecting philosophy to theory and practice*. Upper Saddle River, NJ: Pearson.
- Greene, M. (2000). *Releasing the imagination: Essays on education, the arts and social change*. San Francisco: Jossey Bass.
- Grumet, M. & Pinar, W. (1996). The curriculum: What are the basics and are we teaching them? In J. Kincheloe & S. Steinberg, (Eds.), *Thirteen questions: Re-framing education's conversation*. (4th ed., pp. 15-30). New York: Peter Lang.
- Eisner, E. (2005). *Re-imagining schools: The selected works of Elliot W. Eisner*. World Library of Educationalists Series. New York: Routledge.
- Jackson, P. (Ed.). (1992). *Handbook of research on curriculum*. McMillan.
- Kliebard, H. M. (1987; 2004) (3rd ed.). *The struggle for the American curriculum, 1893-1958*. New York: Taylor and Francis.
- Loewen, J. W. (1995). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Simon and Schuster.
- Pinar, W., Reynolds, W., Slattery, P., & Taubman, P. (1995). *Understanding curriculum*. New York: Peter Lang.
- Pinar, w. (2003). *What is curriculum theory?* New York: Routledge.
- Reed, R. & Johnson, T. W. (2000). *Philosophical documents in education*. New York: Longman.
- Rogovin, P. (2001). *The research workshop: Bringing the world into your classroom*. Portsmouth, NH: Heinemann.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Watras, J. (2004). *Philosophic conflicts in American education 1893-2000*. Boston: Allyn & Bacon/ Pearson.

Subject: RE: Proposal to change the title and description of EDG 7250

Date: Wednesday, September 21, 2011 10:12:48 AM ET

From: Michael Brady

To: Jim McLaughlin

I've reviewed the proposed changes for EDG 7250. The changes are logical and quite appropriate I think – more importantly for this review, they do not conflict with the curriculum or coursework in the ESE Department.

Good luck!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Jim McLaughlin

Sent: Wednesday, September 21, 2011 10:02 AM

To: Michael Brady; Sue Graves; Irene Johnson; Barbara Ridener; Robert Shockley; Deena Wener

Cc: Dilyls Schoorman

Subject: Proposal to change the title and description of EDG 7250

Chairs:

Faculty in the Department of Curriculum, Culture, and Educational Inquiry voted unanimously on September 14 to recommend a change in the title and course description of EDG 7250, which is a core doctoral course. The rationale for the change is:

The current course title focuses more on school practice and less on academic scholarship and theory building. However, the course title and description need to represent a broader purpose, which is to have students examine the curriculum theories that may serve as a framework for their doctoral dissertation.

The Course Change Form and Course Syllabus are attached. Please let me know whether you find any conflict related to courses in your department. Thank you for your consideration of this request.

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education building

Subject: RE: Proposal to change the title and description of EDG 7250

Date: Friday, September 23, 2011 9:24:07 AM ET

From: Sue Graves

To: Jim McLaughlin

Jim, The ESHP department does not have any conflicts with your title and description change for EDG 7250. Regards, Sue

B. Sue Graves, Ed. D., HFS, FACSM, FISSN

Department Chair

Exercise Science and Health Promotion Department

Florida Atlantic University

777 Glades Road, Field House 11

Boca Raton, Florida 33431

561-297-2938 (main office)

561-297-2790 (office)

561-297-2839 (fax)

Website: <http://www.coe.fau.edu/academicdepartments/eshp/default.aspx>

Facebook: <http://www.facebook.com/#!/pages/Boca-Raton-FL/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553>

From: Jim McLaughlin

Sent: September 21, 2011 10:02 AM

To: Michael Brady; Sue Graves; Irene Johnson; Barbara Ridener; Robert Shockley; Deena Wener

Cc: Dilys Schoorman

Subject: Proposal to change the title and description of EDG 7250

Chairs:

Faculty in the Department of Curriculum, Culture, and Educational Inquiry voted unanimously on September 14 to recommend a change in the title and course description of EDG 7250, which is a core doctoral course. The rationale for the change is:

The current course title focuses more on school practice and less on academic scholarship and theory building. However, the course title and description need to represent a broader purpose, which is to have students examine the curriculum theories that may serve as a framework for their doctoral dissertation.

The Course Change Form and Course Syllabus are attached. Please let me know whether you find any conflict related to courses in your department. Thank you for your consideration of this request.

Jim McLaughlin

H. James McLaughlin, Ph.D.

Subject: RE: Proposal to change the title and description of EDG 7250
Date: Friday, September 23, 2011 3:17:17 PM ET
From: Barbara Ridener
To: Jim McLaughlin
CC: Susannah Brown

I do not see a conflict.

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: Jim McLaughlin
Sent: Wednesday, September 21, 2011 10:02 AM
To: Michael Brady; Sue Graves; Irene Johnson; Barbara Ridener; Robert Shockley; Deena Wener
Cc: Dilya Schoorman
Subject: Proposal to change the title and description of EDG 7250

Chairs:

Faculty in the Department of Curriculum, Culture, and Educational Inquiry voted unanimously on September 14 to recommend a change in the title and course description of EDG 7250, which is a core doctoral course. The rationale for the change is:

The current course title focuses more on school practice and less on academic scholarship and theory building. However, the course title and description need to represent a broader purpose, which is to have students examine the curriculum theories that may serve as a framework for their doctoral dissertation.

The Course Change Form and Course Syllabus are attached. Please let me know whether you find any conflict related to courses in your department. Thank you for your consideration of this request.

Jim McLaughlin

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education building
Florida Atlantic University
Boca Raton, FL
561-297-3965

Subject: RE: Proposal to change the title and description of EDG 7250

Date: Monday, October 3, 2011 10:50:02 AM ET

From: Irene Johnson

To: Jim McLaughlin

Priority: High

Jim:

There is no overlap or conflict with courses taught in the Counselor Education department programs.

Irene

From: Jim McLaughlin

Sent: Wednesday, September 21, 2011 10:01 AM

To: Michael Brady; Sue Graves; Irene Johnson; Barbara Ridener; Robert Shockley; Deena Wener

Cc: Dilys Schoorman

Subject: Proposal to change the title and description of EDG 7250

Chairs:

Faculty in the Department of Curriculum, Culture, and Educational Inquiry voted unanimously on September 14 to recommend a change in the title and course description of EDG 7250, which is a core doctoral course. The rationale for the change is:

The current course title focuses more on school practice and less on academic scholarship and theory building. However, the course title and description need to represent a broader purpose, which is to have students examine the curriculum theories that may serve as a framework for their doctoral dissertation.

The Course Change Form and Course Syllabus are attached. Please let me know whether you find any conflict related to courses in your department. Thank you for your consideration of this request.

Jim McLaughlin

H. James McLaughlin, Ph.D.

Professor and Chair

Department of Curriculum, Culture, and Educational Inquiry

338 Education building

Florida Atlantic University

Boca Raton, FL

561-297-3965



The current course description as it appears in the graduate catalog:

Presents a comprehensive overview of curriculum in terms of its definitions, historical perspective, philosophical bases for curriculum decision-making, including evaluation and implementation and curriculum design principles to construct curriculum models for the 21st century.

Rationale for change:

The current course title focuses more on school practice and less on academic scholarship and theory building. The course title and description need to represent a broader purpose, which is to have students examine the curriculum theories that may serve as a framework for their doctoral dissertation.