WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDD 7100
COURSE TITLE: Curriculum Engineering

College of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

I. PROGRAM COMPETENCIES:

Delaware Administrator Standards, NCATE, and ELLC STANDARDS 1,2, and 6:

1.0 To facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2.0 To promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
6.0 To understand the larger political, social, economic, legal, and cultural context.

Big Idea 1: School improvement planning (strategic planning) is the process that addresses continuous school improvement with the ultimate outcome being improvement of student academic performance.

Learning Outcomes:
Students will be able to identify the process required for curriculum planning, development, and implementation and the need for curriculum monitoring, alignment, and student assessment. They will consider the process both from the perspective of educational organizations, e.g., school district, a specific academic department, and/or a classroom at various schooling levels.

Learning Activities:
1) Assigned readings, 2) Class discussions, 3) Instructor lecture, 4) Individual project, 5) Guest presenters, 6) Articles reviews.
**Learning Assessment:**
Students will discuss their understanding of the curriculum process and apply it through class projects to be evaluated by the instructor.

**Big Idea 2:**
Student assessment in its various forms has several important functions, most importantly, to the process of curriculum development.

**Learning Outcomes:**
Students will demonstrate their comprehension of student assessment for various purposes, including curriculum development. They will understand the dynamic relationship between student success on standardized tests and the continuous improvement of curriculum.

**Learning Activities:**
1) Assigned reading, 2) Class discussion, 3) Sharing of career experience, 4) Video presentations, 5) Instructor presentations, 6. Group presentation.

**Learning Assessment:**
Students will organize their synthesis of these topics through class discussions and individual analysis. They will write reviews of related journal articles of relevance to the student’s professional interest.

**Big Idea 3:**
State content standards, related information (such as grade level equivalents), and standardized test scores are the primary drivers of curriculum development and instruction.

**Learning Outcomes:**
Students will become familiar with state content standards, their relationship to school accountability, and the application of content standards on curriculum development projects and student success.

**Learning Activities:**
1) Collection and examination of Delaware state content standards, including K-12 standards for mathematics, English/Language Arts, Science and Social Studies.
2) Class discussions on content standards as related to student success.
3) Instructor presentation of reform/restructuring literature.

**Learning Assessment:**
Through class discussion and individual reflection students will recognize the impact of standards on curriculum development projects and planning. The conclusions drawn from these discussions will be applied in the curriculum mapping project to be evaluated by the instructor.

**Big Idea 4:**
Students will demonstrate the ability to lead curriculum development as a process that addresses analysis of student performance data.

**Learning Outcomes:**
Students will apply the process curriculum alignment, school improvement plan development to improve student performance as the indicator for school accountability. They will understand the relationship of the adopted curriculum to the taught and tested curriculum and how to analyze and adjust each one.
Learning Activities:
1) Assigned reading, 2) Instructor presentation, 3) Class discussions, 4) School / District improvement project, 6) Development of a unit using the Understanding by Design model

Learning Assessment:
Students will be evaluated by the instructor on their UbD unit and on their group participation of the project.

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