

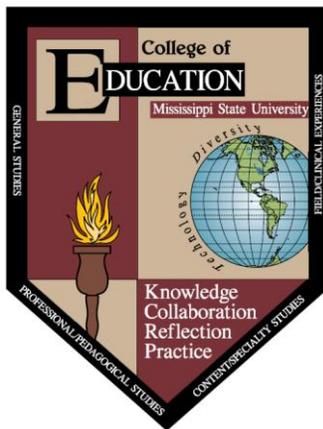
MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT
COURSE SYLLABUS

Course Prefix and Number: TECH 8273
Course Title: Contemporary Iss in Curri Planning in ISWD
Credit Hours: 3 credit hours
Method of Instruction: *LECTURE = UCCC Code C*

Catalogue Description

Three hours lecture. Assessment of the contemporary issues that impact curriculum planning in instructional systems and workforce development.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

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

1. Demonstrate understanding of the various definitions of curriculum. (CFPO #2, 3, 4, 8, 10, 13).
2. Discuss the theoretical knowledge that guides curricular planning including needs assessment and collaborate in sharing ideas. (CFPO #1,3, 4, 8,11, 12, 14).
3. Discuss various models of curriculum planning strategies and their relationship with the economy. (CFPO #1, 3, 7, 11, 12, 13, 14).
4. Outline different types of curriculum and various curriculum components. (CFPO #3, 4, 7, 8, 10, 13)
5. Describe contemporary issues that impact and shape curriculum offering in higher education as well as in workforce and technology education. (CFPO #2, 4, 7, 8, 11, 10, 14).
6. Develop the skill to plan curriculum at individual, community, state and federal levels. (CFPO #1, 2, 3, 7, 8, 10, 13).

Detailed Course Outline:

1. Examining various definitions of Curriculum (7 hours)
 - A. The origin of the term curriculum (1 hour)
 - B. Definition of Curriculum (1 hour)
 - C. Curriculum as a plan for learning (1 hour)
 - D. Curriculum as a program of study (1 hour)
 - E. Curriculum as planned experience (1 hour)
 - F. Curriculum as subjects taught in the school (1 hour)
 - G. Curriculum as a process of gathering, information, selecting learning contents and a means of sorting out and setting priorities (1 hour)
2. Historical and philosophical development that guides curriculum selection (8 hours)
 - A. Colonial influence on American education and curriculum (1 hour)
 - B. Constructivist view of curriculum (2 hours)
 - C. Essentialist view of curriculum (1 hour)
 - D. Progressive view of curriculum (1 hour)
 - E. Rationale of curriculum planning (1 hour)
 - F. Needs analysis in curriculum planning (2 hours)
3. Designing and developing curriculum in education including technology and workforce education (9 hours)
 - A. Curriculum planning and development in workforce/technology education (1 hour)
 - B. Steps in curriculum planning (1 hour)
 - C. Models of curriculum plan and development (1 hour)
 - D. Stakeholders in curriculum implementation (1 hour)
 - E. Curriculum planning at individual, community, state and national levels (1 hour)

- F. Goals, aims and objectives of workforce/technology education curriculum plan (1 hour)
 - G. Standard in curriculum design and planning (1 hour)
 - H. Relationship between curriculum and instruction with a focus on workforce/technology education (1 hour)
 - I. Developing lesson for instruction (1 hour)
4. Examining contemporary issues and trends that impact and shape curriculum offering with a focus on technology and workforce education (6 hours)
 - A. Technology and technological divide (1 hour)
 - B. Instructional contents (1 hour)
 - C. Teaching methods (1 hour)
 - D. Diversity in society (1 hour)
 - E. Poverty and social divide (1 hour)
 - F. Immigrant population (1 hour)
 5. Curriculum evaluation (9 hours)
 - A. Defining curriculum evaluation (1 hour)
 - B. Models and issues in curriculum evaluation (1 hour)
 - C. Strategies for conducting curriculum evaluation (1 hour)
 - D. Types of evaluation (1 hour)
 - E. Formative evaluation (1 hour)
 - F. Summative Evaluation (1 hour)
 - G. Scope of evaluation (1 hour)
 - H. Purpose of evaluation (1 hour)
 - I. Evaluation and instruction (1 hour)
 6. Summary of course contents: analysis and review of samples of curriculum papers and evaluation (6 hours)
 - A. Review of samples of curriculum planning articles (2 hours)
 - B. Review of sample copies of curriculum models (2 hours)
 - C. Review of samples of curriculum evaluation papers (2 hours)

Text(s):

- Oliva, P. F. & Gordon, W. F. (2013). (8th edition) Curriculum development: Developing the Curriculum, Boston: Pearson Education, Inc.
- Okojie, M. C. P. O. (2014) Designing and delivering web-based instruction to adult learners in higher education. In Keengwe, S., & Kungu, K. (Eds.), Cross-cultural online learning in higher education and corporate training. Hershey, PA: IGI Global.
- Okojie, M. C. P. O., Olinzock, A. A., & Okojie-Boulder, T. C. (2006). The pedagogy of technology integration. *Journal of Technology Studies*, 32(2), 66-71 (refereed).

Description of Instruction:

Campus 1 & 2: Face-to-Face Lecture: Instructional methods include interactive lecture, class discussion, brainstorming, demonstration, discovery learning through internet research, question and answer, small group activities, project-based learning etc.

Campus 5: Lecture. The course will be delivered through an on-line platform using Canvas. Methods of delivering instruction include interactive lecture, discussion, discovery learning using web, question and answer through Canvas chat room discussion, small group activities, brainstorming, project-based learning, activities, telephone and e-mail consultation.

Honor Code:

(Campus 1 & 5) The honor code states: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." This is especially important in online courses. For example, cheating on quizzes and resubmitting files from other courses will not be tolerated.

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the honor code, to accept responsibility for learning, and to follow the philosophy and rules of the honor code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or consequences of the honor code. For additional information please visit <http://www.honorcode.msstate.edu>.

(Campus 5 specifically) At the beginning of the semester, students will read the Honor Code and agree to follow the Honor Code.

Technology:

- This course will be taught through the internet (online) using CANVAS. Course syllabus, course materials and contents, lecture notes, assignments, tests and course information etc. will be posted on CANVAS. The following tools will be used for instruction
- E-mail consultation
- Chat room
- Discussion Board
- Individual and group consultation with the instructor via telephone
- Cloud technologies

Diversity:

Diversity will be addressed in this course by using a variety of instructional methods, by recognizing that students have different learning styles and learn at different pace. A variety of assignments including assessment and tests will be utilized in order to cater for individual differences among students.

Accommodations for Students with Disabilities:

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335, and <http://www.sss.msstate.edu/>.

University Safety Statement:

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Field Component:

No field component.

Evaluation of Student Progress: Campuses 1 & 5

Student Activities

- Pre and post ratings of course represent students' self-evaluation to help determine how much they have learned from the course. Pre-course rating shows the level of the students' knowledge at the beginning of the course and post-course rating shows the level of improvement that the students have made following the completion of the course. (Objectives 1-6)
- Assignment #1: Students will understand the different strategies of planning and developing a curriculum program (objective 1).
- Assignment #2: Students will understand various components and the scope of the curriculum (objective 2).
- Reflective assignment #3: Students will share ideas dealing with the impact of the curriculum on the economy. The posting of the students' comment on the discussion forum will enable class members share ideas including understanding the relationship between education curriculum and the economy (objectives 3).
- Completion of the mid-term exam on the models of curriculum planning is used as a form of a formative assessment to determine progress among the students and to provide relevant feedback for improvement (objective 4).
- Multiple choice quiz is used to assess students understanding of the information presented in the textbook, power-point including handouts (objective 1-5).
- Completion of the project on curriculum planning and evaluation which includes five levels of curriculum planning discussed in TECH 8273 course will help the students

understand and assess strategies for planning a curriculum to cater for different curriculum levels (objectives 6 and 7).

Assessment of Student Performance:

Pre-course rating (pre-course self-evaluation)	5 points
Assignment #1(objective 1)	90 points
Assignment #2(objective 2)	50 points
Reflective Assignment #3(objective 3)	50 points
Mid-term exam on curriculum planning (objective 4)	100 points
Multiple choice quiz) (objective 5)	200 points
*Curriculum project (objectives 6 and 7)	200 points
<u>Post-course rating</u>	<u>5 points</u>
Total:	700 points

***Final Project Assignment:**

- 1) Visit a community college of your choice and a four-year college of your choice. Interview curriculum leaders in these colleges in the area of general education or workforce/technology education and discuss how they approach curriculum planning for their students. The idea is for you to learn from the experience of these curriculum leaders. Complete a project on curriculum design. In your project, discuss the approaches and processes or steps that you will use to develop curriculum for students in a manner that aligns with the curriculum goals and objectives you have identified. Please justify the goals and objectives that you have selected based on the needs assessment. Please note that your curriculum plan should reflect the following levels.
 - a) Individual need of the students
 - b) Need at community level
 - c) Need at state or regional level
 - d) Need at national level
 - e) Need at international level
- 2) Discuss the philosophical assumptions that guide your decision as you plan the curriculum.
- 3) You are required to discuss how the prevailing social and economic issues as well as technological changes impact your decision making as you plan the curriculum.
- 4) Discuss the steps you will use in evaluating the curriculum
- 5) Provide at least 10 references using American Psychological Association (APA), sixth edition. Also, provide sub-headings, paragraphs, write in a logical, sequential manner and use essay format, **NO BULLETED FORMAT**. You are required to provide a title for your 12-page curriculum project. Please note that reference pages are not included in the 12 pages; you are required to produce a minimum of 12 page. The quality of your paper will also be evaluated.

Grading Scale:

<u>Grades</u>	<u>Points</u>
A	630-700
B	560-629
C	490-559
D	420-489
F	0-419

Course Policies:

1. All communication should be carried out using CANVAS e-mail.
2. No personal e-mail will be used.
3. Deadlines are strictly adhered to.
4. Five points will be deducted each day any assignment is submitted late up to a maximum of 5 days. Any assignment due past 5 days is subject to 5 points deduction (5 points per day).
5. After 5 days, no assignment will be accepted.
6. Multiple choice test will not be reset. In case of emergency, please contact the instructor

Attendance Policy:

Campus 1 & 2 - In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor and provide appropriate documentation.

AOP 12.09 (<http://www.policies.msstate.edu/policypdfs/1209.pdf>)

Campus 5 - Student participation in both chat room discussion and completion of discussion board will be used to determine attendance. Students are required to inform the instruction if they are not able to participate in chat room and discussion board activities.

Title IX Policy:

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

Bibliography:

- Erickson, H. L. (2007). *Concept-based Curriculum and Instruction for the Thinking classroom*. Thousand Oaks, California: Sage Publications
- Fitzpatrick, J. L., Sanders, J. R. & Warthen, B. R. (2011). *Program evaluation: Alternative approaches and practical guide*. Boston MA; Pearson Education, Inc.
- Hewitt, T. W. (2006). *Understanding and shaping curriculum: What we teach and why*. Sage Publication: Thousand Oaks.
- Ornstein, A. C., Pajak, E. F & Ornstein, S. B. (2007). *Contemporary issues in curriculum*. Pearson: Boston, MA.
- Wiles J. A. & Bondi, J. C. (2011). (8th ed.). *Curriculum development: A Guide to Practice*, Boston: Pearson