

# University of Redlands

## School of Education

**Location Address**

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Between University Street & Grove Street

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## COURSE SYLLABUS

**Course Goal:**

Develop a clear understanding of the concepts curriculum and inclusion and how those concepts inform educational practice.

**Course:** EDUC 675  
**Course Title:** Curriculum and Program Development  
**Term:** Fall 2016  
**Days/Times:** Thursday/5:30–8:30 pm  
**Location:** Hall of Letters 111

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**Faculty:** Dr. Casaundra McNair  
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### Catalog Course Description

Consideration of the philosophical and historical elements of curriculum as well as emerging issues. Specific attention is given to planning, developing, implementing and evaluating programs. Additional topics include current research in teaching practices, special programs, and the process of change within a school. Specific fieldwork assignments required.

### Course Objectives

Students will have the opportunity to do the following throughout the course:

- Demonstrate an understanding of the historical and philosophical foundations of curriculum development and leadership. (CAPE 1A-1C, 2B, 2C, 4B, 5A, 6A-6C)
- Develop an understanding of the basic elements of curriculum design and how it is implemented and process of implementation. (CAPE 1A, 5A-5C, 6A-6C)
- Acquire tools necessary to transform theory into the dynamic realm of the school site-thus creating change. (CAPE 5A-5C, 6A-6C)

- Collaborate with community-based organizations and agencies to gain familiarity with programs being offered to children with special needs. **(CAPE 1A-1C, 2A-2C, 3A-3D, 4A-4C, 5A)**
- Critique current trends and issues with an understanding of their viability within the current political climate. **(CAPE 1A- 1C, 2B, 2C, 4B, 5A, 6A-6C)**
- Evaluate programs that are supportive of effective pupil learning and discuss how the school counselor as an agent of change is responsible for the development and implementation of these types of programs. **(CAPE 5A-5C, 6A-6C)**
- Develop knowledge and skill in coordinating pupil support systems with public and private community-based organizations. **(CAPE 5A-5C, 6A-6C)**
- Attend site-based collaborative meetings (such as 504's, SST's and IEP's) to develop skill in working as a team-member in providing referral services to students with special needs. **(CAPE 1A-1C, 2A- 2C, 6A-6C)**
- Understand and evaluate college and career readiness. **(CAPE 1A-1B, 2A-2C, 4A-4C, 6A-6C)**

### **Required Readings: Textbooks**



Causton, J., & Theoharis, G. (2014). *The principal's handbook for leading inclusive schools*. Baltimore, MD: Paul H. Brookes Publishing. (ISBN-13: 978-1598572988)

Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development: A guide to practice* (9th ed.). Boston, MA: Pearson. (ISBN-13: 978-0133572322)

### **Other Required Readings**



Smith, T. E. C. (2016). Discipline and students with disabilities. *Serving students with special needs: A practical guide for administrators* (pp. 165–186). New York, NY: Routledge. (ISBN-13: 978-0415736084)

Other readings provided by instructor

### **Course Policies & Expectations**

#### **Evaluation, Assessment, and Grading**



Narrative feedback will be provided on all written assignments. As well as the successful completion of assignments, students are asked to exercise professional responsibilities.

- Keep *alert*: Ask yourself questions like *What was just said? Is that new, or did I know that already? Is that what the book said?* etc.
- Be *prepared*; bring your textbooks, written work, oral presentations, and a willingness to participate in class activities
- Share *respect*; attend class, make contributions to class discussions, and listen to all points of view—this is our learning community, so please help to make it exciting, vibrant, and safe.

#### **Assignments, Presentations, and Facilitation**

All assignments should be approached with professionalism. Material is to be typed; no hand-written assignments will be accepted (except for in-class projects, and completion of in-class assessment questionnaires). Oral presentations will be graded on the basis of content as well as delivery.

### Late Work

The class has a tight timeline to provide students with adequate feedback on work. All late work must be pre-approved with a plan for completion. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and the instructor.

### Grading System/Scale

93-100	A	4.0
90-92	A–	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B–	2.7
77-79	C+	2.3
73-76	C	2.0
72-below	No Credit	



### Evaluation of your work will be based on the following criteria:

**A/4.0:** Assignment is complete, on time, thorough, well edited, and exceeds stated course requirements. All written work shows superior graduate level quality in expression, *attention to detail*, evidence of originality, organization, reflection, and *demonstration of concepts mastered in class*. All discussions demonstrate *careful* preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** Assignment is complete, *on time, thorough, well* edited, and *exceeds* stated course requirements. All written work shows *superior* graduate level quality in expression, *evidence of originality*, organization, and reflection. All discussions demonstrate preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** Assignment is complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in *expression*, organization, and reflection. All discussions demonstrate preparation for class, and *thoughtful* contributions as an individual and group member.

**B/3.0:** Assignment is complete, edited, and at least meet *all* stated course requirements. All written work shows *graduate level quality* in organization and reflection. All discussions demonstrate *preparation* for class, and *contributions* as an individual and group member.

**B-/2.7:** Assignment is complete, *edited*, and *meet most stated course requirements*. Written work is *slightly* below graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.

**C+/2.3:** Assignment is complete and *some meets most stated course requirements*. Written work is below expected graduate level quality. *Preparation* for class and *contributions* as an individual and group member is slightly below an acceptable level.

**C/2.0:** *Assignment is complete* but does not meet stated course requirements. *Written work* is well below expected graduate level quality.

**Note:** For an overall course grade of 2.0, a meeting with the professor must be arranged; and a meeting with the advisor is required. The professor will notify the advisor of the grade.

**D/1.7 and F 1.3 – 0.0:** Assignment is not met.

**Note:** Overall course grades below 2.0 are not acceptable for credit toward a degree or credential.

A conference with the advisor is required and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.



### Academic Honesty

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University. Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

(For complete text see pp. 16-22 of the 2014-2016 University of Redlands Catalog)



### Attendance Policy

Quality class participation and a contribution to the community of learners are critical components and requirements in all courses, and students are expected to attend all class sessions. Emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence (in advance, unless that is impossible) and making up all required class assignments and activities in a manner approved by the instructor. Any student who misses more than two sessions of a course may be dropped and required to retake the course. To prevent being dropped after two absences, you must submit a written petition to continue and receive consent from the instructor.

## **Communication Technology Policy**



Students must:

- (1) Check their University of Redlands e-mail account at least weekly, preferably daily, and use it exclusively in all correspondence with their professors and U of R staff;
- (2) Visit Moodle/Learn at least weekly to check for announcements, assignments, and information.

## **Accommodations for Students with Disabilities**

I am happy to provide accommodations to students with disabilities. Please contact the University of Redlands Disability Services office to set up these arrangements. Disability Services can be reached by telephone at 909-748-8108 (FAX: 909-335-5296) or e-mail at [amy\\_wilms@redlands.edu](mailto:amy_wilms@redlands.edu) (Amy Wilms, Assistant Dean of Academics and Student Life) or [carole\\_weeks@redlands.edu](mailto:carole_weeks@redlands.edu) (Carole Weeks, Administrative Secretary, Disability Services). Disability Services has a highly trained staff that has the experience and expertise to assist students with a wide range of disabilities.



## **Students Assessment**

Summary of Assessments	
Assignment	Points
1. Class Participation/Attendance	12
2. Fieldwork Proposal	10
3. SST Meeting Reflection	10
4. IEP and Meeting Reflection	15
5. Group Research Presentation	25
6. Fieldwork Completion	28
Total:	100



## **Candidate Assessment/Assignments**

1. **(Individual) Participation and Attendance.** Contribution to classroom activities is a must. It may include a periodic writing activity. **(CAPE 5A-5C, 6A-6C)** (12% of grade)
2. **(Individual) Fieldwork Proposal.** “Change Project” Complete a Fieldwork Proposal form, including identifying someone with whom you are working at a school as the Site Supervisor, so that you have a clear plan for what you are doing and when you will do it; specifying which curricular program you will examine and change. (CAPE varies depending on project chosen) (10% of grade)
3. **(Individual) Attend an SST Meeting.** Write summary on key curricular areas that were observed (conceive of curriculum broadly and in line with the Wiles and Bondi text). **(CAPE 1A-1C, 2A- 2C, 5A- 5C, 6A-6C)** (10% of grade)

4. **(Individual) Attend an I.E.P. Meeting.** Bring to class a copy of the I.E.P. from the meeting you attended with all names and identifying information removed (including the school and district names). Write a one to two page reflection of the meeting you attended. In class, we will analyze the I.E.P. and discuss reflections focusing on the “educational benefit” of the I.E.P and the team dynamics. (CAPE 1A-1C, 2A- 2C, 3A-3D, 5A- 5C, 6A-6C) (15% of grade)
5. **(Group) Research Presentation.** Select a trend or topic currently being implemented in a school or school district setting that is of interest to your group; one group must choose something related to teaching practices or one related to special programs, and/or one related to organizational change (e.g., some type of school reform). Develop a **10-minute** presentation focusing on the historical, philosophical, psychological and socio-political dimensions of the selected trend or topic. Research at least **five** sources on your topic other than our text(s). Presentations must include a PPT, prezi or some other visual presentation, an annotated bibliography of your sources and a one-page outline or narrative highlighting your findings. Please provide a copy of your outline and annotated bibliography to all class members. All topics must be approved by the instructor. (25% of grade) (CAPE 1A-1C, 2A- 2C, 3A-3D, 4A-4C, 5A- 5C, 6A-6C)
6. **(Individual) Fieldwork Completion.** **FOR ED Admin:** Complete a 10 hour Fieldwork Completion form, and attach your resource document and any other artifacts (at least one more) indicating the work you did and with whom while completing the field experience in a specific curricular area that was changed. **For Counseling Students:** Examine an area that you feel needs to be changed or a process refined related to a program or curriculum design. All topics must be pre-approved through fieldwork proposal. (28% of grade)

## **COURSE CALENDAR**

SESSION 1	<p><b>September 8, 2016</b> <i>Curriculum in the New Global Age: What is change?</i> Field Experience Specification and Discussion In-Class Write #1 “Non-Negotiables” Syllabus Review Homework: View next session for Reading assignment. *Reading is to be complete <b>before</b> session it is listed under.</p>
SESSION 2	<p><b>September 15, 2016</b> <i>Philosophy and Curriculum Design: Changing Structures</i> Field Experience Specification and Discussion In-Class Write #2 Wiles and Bondi: Chapters 1–2</p>
SESSION 3	<p><b>September 22, 2016</b> <i>Foundations of Curriculum Planning</i> <b>DUE: FIELDWORK PROPOSAL</b> In-Class Write #3 Wiles and Bondi: Chapters 3 Causton and Theoharis: Chapters 1–2 Group Activity</p>
SESSION 4	<p><b>September 29, 2016</b> <b>GROUP MEETING TIME</b> <i>Large Scale Curriculum Development</i> Wiles and Bondi: Chapter 4 Causton and Theoharis: Chapter 3 Group Activity</p>
SESSION 5	<p><b>October 6, 2016</b> <i>Curriculum Development in Schools</i> <b>DUE: SST SUMMARY</b> In-Class Write #5 Wiles and Bondi: Chapter 5 Causton and Theoharis: Chapter 4 Group Activity</p>
SESSION 6	<p><b>October 13, 2016</b> <i>Curriculum Development and the New Technologies</i> In-Class Write #6 Wiles and Bondi: Chapter 6 Causton and Theoharis: Chapters 5–6</p>

SESSION 7	<b>October 20, 2016</b> <i>Elementary School Programs and Issues</i> <b>DUE: IEP REFLECTION</b> In-Class Write #7 Wiles and Bondi: Chapter 7 Causton and Theoharis: Chapters 7–8 Group Activity
SESSION 8	<b>October 27, 2016</b> <i>Middle School Programs and Issues: Master Scheduling</i> In-Class Write #8 Wiles and Bondi: Chapter 8 <b>GROUP TIME: 7:00 – 8:30 p.m.</b>
SESSION 9	<b>November 3, 2016</b> <i>Secondary School Programs and Issues: Behavior</i> <b>DUE: GROUP RESEARCH PRESENTATION</b> In-Class Write #9 Wiles and Bondi: Chapter 9 Causton and Theoharis: Chapter 9
SESSION 10	<b>November 10, 2016</b> <i>Global Perspectives of the Curriculum Process</i> In-Class Write #10 Wiles and Bondi: Chapter 10
SESSION 11	<b>November 17, 2016</b> <i>Organizational Change</i> In-Class Write # 11 Group Activity
SESSION 12	<b>December 1, 2016</b> Final Class Session <b>DUE: FIELDWORK COMPLETION</b> Class Write # 12 Fieldwork Oral Presentations