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EDLD 551.01: Foundations of Curriculum Leadership

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The University of Montana

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Foundations of Curriculum Leadership

EDLD 551

The University of Montana

Dr. John Charles Lundt

Course Purpose: Curriculum Foundations is the introductory course in the area of curriculum. It is designed to introduce the various approaches to the field, outline the historical development of curriculum in American schools, and explore the major theories of curriculum development.

Course Objectives: The objective of this course is to familiarize the student with the development of curriculum in American schools during the last century and to understand the curricular needs of the future.

Return Envelope: One self-addressed stamped envelope will be required to return class papers

Course Topics: The following topics will be examined through a combination of readings, lectures and class discussions. They will be evaluated through written examination, oral presentation and research writing.

All class topics are referenced to OPI and ISLLC standards as indicated by the notations following the title.

Introduction to Curriculum Studies

History of American Curriculum Development

ISLLC 2p4, ISLLC 3p21

Ideas About Curriculum

OPI 10.58.704 cii, OPI 10.58.704 ciii

Models, Documents, & Research Bases

ISLLC 3d5, ISLLC 6d1

Development Processes

OPI 10.58.701 div, ISLLC 1d3, ISLLC 2d8, ISLLC 6k4

Tools for Curriculum Improvement

OPI 10.58.704 ci, ISLLC 2k4, ISLLC 4d5

Applications and Future Curriculum Planning

OPI 10.58.704 cvi, OPI 10.58.704 di, ISLLC 2k7, ISLLC2k10, ISLLC 3p4

Instructional Methods: The standard meeting format will consist of lecture followed by class discussion and interaction. Students are expected to actively participate in group discussions and pose questions and comments at appropriate times during the lectures.

Benchmark Assignment: Students seeking a master's degree will need to complete a benchmark assignment that will become a part of their assessment portfolio. The Benchmark Assignment for this class is the Final Exercise assignment described in the assignment section of this syllabus.

Field Experience: Field experience is an important requirement of this course. Fifteen hours of field experience is required for each student and will be verified through the presentation of a journal which documents the students observations and evaluations of school practices in the area of curriculum foundations.

Evaluative Criteria: All students will be given a copy of a handout titled Research Writing and Student Evaluation Guidelines, which explains the instructor's expectations for scholarly written work and an interpretation of the various grade possibilities.

Grading for this class is as follows:

Chapter Tests	25%
Field Experience	25%
Research Paper	25%
Final Exam Exercise	25%

Readings: [Curriculum Essentials: A Resource for Educators by Jon Wiles ISBN# 0-205-27988-0](#)

Faculty Information:

Office: Education 205

Campus Phone: 243-5204

Office Hours: by appointment

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Research Assignment, Chapter Tests, and Final Examination Topic

Research Paper:

The purpose of this research paper is to help you to become a discerning and critical reader of educational literature. There is a great body of literature associated with education and related fields that is of very high quality and worthy of every student's serious consideration. As is the case with every field of study, there is also a considerable body of poor quality literature that looked better and served the needs of mankind more effectively when it was in the form of trees. My goal is to encourage you to read the literature with a critical eye and thus develop to ability to discern the difference between scholarly literature and pulp.

Your assignment is to read a current work that is related to the field of education and evaluate it in terms of its strengths and weaknesses. Draw upon the material you have learned in class, your background in education, and common sense to evaluate this work in terms of its validity and utility.

This paper should be approximately 4-5 pages in length, including the title page and reference list. Please refer to the handout [Research Writing and Student Evaluation Guidelines](#) for further information.

Chapter Tests

On the dates indicated, you will have a test related to the assigned chapters from Dr. Jon Wile's text [Curriculum Essentials](#). Since Jon designed his text as a reference work, it should be used in that manner during the exams. Use only your own materials and do not share information with others in the class. Hint: Reading the chapters in advance makes this process functional.

Final Examination Question

The purpose of a final examination should be to evaluate the depth of the learning process and to bring the experience to closure. Toward that end I am asking you to write a personal philosophy of education based upon your general experiences, your career as an educator, and the specific knowledge that you have acquired in this class. I would like this to be a statement of personal beliefs that specifically relate to the field

of education. I expect that this document will be approximately one typed page in length, will be very well thought out, and carefully written.