



Document # \_\_\_\_\_  
Date Received \_\_\_\_\_

**CATALOG YEAR 2010-2011**  
**(Please use separate form for each add/change)**

COLLEGE/SCHOOL/SECTION: College of Education

**Course:** Add: X Delete: \_\_\_\_  
(check all that apply) Change: Number \_\_\_\_ Title \_\_\_\_ SCH \_\_\_\_ Description \_\_\_\_ Prerequisite \_\_\_\_  
New course will be part of major X minor \_\_\_\_ as a required X  
or elective \_\_\_\_ course  
New course will introduce X, reinforce \_\_\_\_, or apply \_\_\_\_ concepts

If new, provide Course Prefix, Number, Title, **Measurable** Student Learning Outcomes, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current online catalog, provide change and attach text with changes in red and provide a brief justification.

EDCI 5313  
Foundations of Curriculum

Three semester hours.

Designed to provide an historical and conceptual foundation in the discipline of curriculum & instruction for those beginning their graduate work. It will cover the historical and philosophical beginnings of the traditional content taught in the public school systems of the U.S., from pre-kindergarten through completion of the academic core of post-secondary schooling. Examination of key components of the purpose and methods of instruction will punctuate the historical context to identify specific C&I elements in some of the following eras: ancient and pre-modern contributions; Pre-Colonial and Colonial America schooling; early foundations of instruction in the U.S.; implications of modern C&I; trends in post-modern C&I. A major element of the course will be the development of a research topic and subsequent student project focusing on the topic. Prerequisite: Graduate standing.

**Program:** Add: \_\_\_\_ Change: \_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

**Minor:** Add: \_\_\_\_ Delete: \_\_\_\_ Change: \_\_\_\_ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

**Faculty:** Add: \_\_\_\_ Delete: \_\_\_\_ Change: \_\_\_\_ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

**College Introductory Pages:** Add information: \_\_\_\_ Change information: \_\_\_\_  
Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

**Other:** Add information: \_\_\_ Change information: \_\_\_ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:

	Signature	Date
Chair Department Curriculum Committee	<u>Jennifer M. Coronado</u>	<u>3-9-10</u>
Chair Department	<u>Cathy L. Guerra</u>	<u>3-9-10</u>
Chair College Curriculum Committee	<u>AS</u>	<u>3/10/10</u>
Dean	<u>AS</u>	<u>3/10/10</u>

03/01/10



**Syllabus EDCI 5313**  
**Foundations of Curriculum**  
Texas A&M-International University

**Text:** Gutek, G.L. (2009). Historical and philosophical foundations of education, Upper Saddle River, NJ: Pearson. ISBN-13: 9780137152735, or ISBN-10: 0137152736

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### **Student Learning Outcomes**

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

1. critically address at least one issue in this course and develop a research-oriented approach to its investigation,
2. demonstrate knowledge of the history of public school curriculum through discussion and written products,
3. analyze and critique major research of curriculum and instruction that has influenced instructional decisions,
4. develop a position paper after exploring three different issues from a literature review.

**Overall grade will be compiled** from these general elements:

50% weekly assignments: reading assignments, short-term workshops, small projects, journal reviews, discussion topics, etc.

25% examinations, at least two---one objective, one performance or presentation

25% major project(s), i.e.---position or research paper, performance or skills-based project, etc.

**Total** 100%, or 1000 points, A= 90%, B=80%, C=70% below 70% failing.

**Overview of course**—three major foci of the course are arranged in the sections below. Each section will be examined from the perspective of how it affected the growth of the public school as it exists today.

**Section 1**= selected individuals who impacted the world of education

- A. Ancient Educators
- B. The Renaissance Educators
- C. The Enlightened Educators
- D. Educators of the Common Man

**Section 2** =curriculum as developed from different eras in world history

- A. The first schools and what they taught
- B. The light at the end of the Dark Ages-regaining the lost art of educating
- C. The beginnings of content-specific courses and standards-based education
- D. The foundations of education for all (socialized curriculum)

**Section 3=** specific ideas and practices which came from the contemporary ideas and persons from each era.

- A. Education to Discover the Perfect World
- B. Education to Discover the Real World
- C. Education to Discover the World of the Individual
- D. Education to Discover the World of the Independent Thinker