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

COLLEGE/SCHOOL/SECTION: College of Education

Course: Add: X_ Delete: ___ Change: Number ___ Title ___ SCH ___ Description ___ Prerequisite ___
(check all that apply) 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.

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<td>Jennifer M. Cameron</td>
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03/01/10
Syllabus EDCI 5313
Foundations of Curriculum
Texas A&M-International University


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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