COURSE SYLLABUS

MASTER OF ARTS IN EDUCATION

Curriculum Description

The Master of Arts in Education (MAEd) program is designed to equip educators, administrators, and educational leaders with the advanced knowledge and skills necessary to foster effective learning environments. This program emphasizes a comprehensive understanding of educational theory, research methodologies, and practical applications in diverse educational settings. Students will engage with contemporary issues in education, explore innovative teaching strategies, and develop leadership capabilities that promote equity and inclusion. The MAEd program is delivered through a blend of online and in-person courses, allowing for flexible learning while fostering collaboration among peers. Graduates will be prepared to make meaningful contributions to the field of education, whether in classrooms, schools, or educational policy.

Program Objectives

1.   **Advanced Knowledge Acquisition**: Equip students with a deep understanding of educational theories, philosophies, and practices to inform their teaching and leadership approaches.

2.   **Research Proficiency**: Develop students' abilities to conduct educational research, analyze data, and apply findings to improve educational practices and outcomes.

3.   **Culturally Responsive Teaching**: Foster an understanding of diversity in education, enabling students to create inclusive learning environments that respect and celebrate differences.

4. **Leadership Development**: Prepare students to take on leadership roles within educational institutions, focusing on effective communication, collaboration, and decision-making skills.

5. **Curriculum and Instruction Design**: Enable students to design, implement, and evaluate curricula that meet the needs of diverse learners and align with educational standards.

6. **Technology Integration**: Prepare students to effectively integrate technology into teaching and learning processes, enhancing student engagement and achievement.

7. **Policy and Advocacy**: Equip students with the knowledge and skills to engage in educational policy discussions and advocate for equitable educational practices.

Program Outcomes

Upon successful completion of the Master of Arts in Education program, graduates will be able to:

1. **Demonstrate Expertise in Educational Theory**: Articulate and apply key educational theories and philosophies to enhance teaching and learning practices.

2. **Conduct and Analyze Research**: Design and implement educational research projects, critically analyze data, and effectively communicate findings to stakeholders.

3. **Implement Inclusive Practices**: Develop and apply strategies that promote equity and inclusion in diverse educational settings, ensuring all students have access to quality education.

4. **Exhibit Leadership Skills**: Lead collaborative efforts within educational settings, demonstrating effective communication, conflict resolution, and team-building skills.

5. **Design Effective Curriculum**: Create and assess curricula that are responsive to the needs of learners, utilizing best practices in instructional design.

6. **Utilize Technology Effectively**: Integrate technology into instructional practices to enhance learning experiences and outcomes for all students.

7. **Engage in Policy Advocacy**: Analyze educational policies and advocate for changes that promote equity, access, and quality in education at local, state, and national levels.

COURSE SYLLABUS

Course Title:	**CURRICULUM DEVELOPMENT AND ENRICHMENT**
Credit:	3 Units
Time Allotment:	3 Hours / Week
Professor:	PIC Faculty
	Email: info@pic.education

I. COURSE DESCRIPTION

This course provides an in-depth exploration of curriculum development theories, models, and practices. Students will analyze current trends in curriculum enrichment and design innovative curricular materials that meet diverse learner needs. The course emphasizes practical application through project-based learning, collaborative activities, and reflective practices.

II. COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Understand and articulate key theories and models of curriculum development.

2. Analyze and evaluate existing curricula for effectiveness and inclusivity.

3. Design and develop curriculum materials that reflect best practices in pedagogy.

4. Implement strategies for curriculum enrichment to enhance student engagement and learning.

5. Reflect critically on curriculum practices and their impact on diverse learners.

III. LEARNING OUTCOMES

1. **Theoretical Foundations**: Articulate key theories and models of curriculum development, demonstrating an understanding of their historical and philosophical underpinnings.

2. **Curriculum Analysis**: Critically analyze and evaluate existing curricula for effectiveness, inclusivity, and alignment with educational standards and learner needs.

3. **Curriculum Design**: Design and develop comprehensive curriculum units that include clear learning objectives, instructional strategies, and assessment methods tailored to diverse learners.

4. **Enrichment Strategies**: Implement innovative curriculum enrichment strategies, such as project-based learning and interdisciplinary approaches, to enhance student engagement and learning outcomes.

5. **Assessment Practices**: Develop and apply formative and summative assessment tools that accurately measure student learning and provide constructive feedback.

6. **Inclusive Practices**: Integrate culturally responsive and differentiated instructional practices into curriculum design to accommodate diverse learning styles and backgrounds.

7. **Technology Integration**: Evaluate and integrate appropriate digital tools and resources to enhance teaching and learning within the curriculum.

8. **Collaborative Engagement**: Collaborate effectively with peers and stakeholders in the curriculum development process, demonstrating skills in teamwork and communication.

9. **Reflective Practice**: Engage in reflective practice to assess the impact of curriculum decisions on student learning and make informed adjustments as needed.

10. **Global Perspectives**: Understand and analyze global trends and issues in curriculum

development, considering their implications for local educational contexts.

IV. LEARNING PLAN

WEEK	TOPIC	LEARNING MATERIALS	LEARNING OBJECTIVES
1	Introduction to Curriculum Development	- Ornstein, A.C., & Hunkins, F.P. (2018). Curriculum: Foundations, Principles, and Issues (Chapter 1)	- Define curriculum and its significance in education. - Discuss the historical context of curriculum development.
2	Theoretical Frameworks in Curriculum Development	- Tyler, R.W. (2013). Basic Principles of Curriculum and Instruction (Chapters 2-3)	- Explain key curriculum theories (e.g., Behaviorism, Constructivism). - Analyze how these theories influence curriculum design.
3	Curriculum Models	- Pinar, W. (2012). What is Curriculum Theory? (Chapter 4)	- Identify and compare traditional and progressive curriculum models. - Discuss the implications of different models on teaching practices.
4	Needs Assessment and Curriculum Planning	- Stake, R.E. (2010). Qualitative Research: Studying How Things Work (Chapter 5)	- Conduct a needs assessment to identify learner needs. - Engage stakeholders in the curriculum planning process.
5	Curriculum Design and Development	- Wiggins, G., & McTighe, J. (2005). Understanding by Design (Chapters 1-2)	- Design clear learning objectives for a curriculum unit. - Develop instructional strategies that align with objectives.
6	Curriculum Implementation	- Fullan, M. (2007). Leading in a Culture of Change (Chapter 3)	- Discuss the role of teachers in curriculum implementation. - Identify strategies for effective professional development.
7	Assessment in Curriculum Development	- Stiggins, R.J. (2005). Assessment for Learning: An Action Guide for School Leaders (Chapters 1-2)	- Differentiate between formative and summative assessments. - Create assessment rubrics that align with learning objectives.
8	Inclusive Curriculum Practices	- Tomlinson, C.A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners (Chapter 2)	- Implement differentiation strategies in curriculum design. - Analyze the importance of culturally responsive teaching.
9	Technology Integration in	- Johnson, D.W., & Johnson, R.T. (2014). Cooperative	- Evaluate digital tools for enhancing curriculum delivery.

	Curriculum	Learning in 21st Century (Chapter 4)	- Integrate technology into lesson plans effectively.
10	Curriculum Enrichment Strategies	- Beane, J.A. (1997). Curriculum Integration: Designing the Core of Democratic Education (Chapter 1)	- Develop project-based learning experiences. - Explore interdisciplinary approaches to curriculum enrichment.
11	Global Perspectives on Curriculum Development	- Meyer, H.D., & Benavot, A. (2013). PISA, Power, and Policy: The Emergence of Global Educational Governance (Chapter 6)	- Analyze global trends in curriculum development. - Discuss the impact of globalization on local educational contexts.
12	Reflective Practice in Curriculum Development	- Schön, D.A. (1983). The Reflective Practitioner: How Professionals Think in Action (Chapter 1)	- Engage in reflective practices to assess curriculum effectiveness. - Identify areas for improvement in curriculum design.
13	Capstone Project Preparation	- Course materials and guidelines for capstone project	- Begin developing a comprehensive curriculum unit as a capstone project. - Collaborate with peers for feedback and support.
14	Capstone Project Work	- Peer-reviewed articles and resources relevant to projects	- Continue refining curriculum unit based on peer feedback. - Prepare for project presentation.
15	Capstone Project Presentations	- Presentation materials (PowerPoint, handouts)	- Present curriculum unit to peers and receive constructive feedback. - Reflect on the feedback and discuss implications for practice.
16	Course Reflection and Evaluation	- Course evaluation forms, reflective journals	- Reflect on the learning journey throughout

V. LEARNING OUTPUTS

1. **Understanding Theories**: Demonstrate knowledge of key theories and models of curriculum development, including their historical and philosophical contexts.

2. **Curriculum Analysis**: Conduct critical analyses of existing curricula, identifying strengths, weaknesses, and areas for improvement.

3. **Curriculum Design**: Create comprehensive curriculum units that include clear learning objectives, instructional strategies, and assessment methods tailored to diverse learners.

4. **Implementation Strategies**: Develop and articulate effective strategies for implementing curriculum changes in educational settings.

5. **Assessment Tools**: Design formative and summative assessment tools that align with curriculum objectives and effectively measure student learning.

6. **Inclusive Practices**: Integrate differentiated and culturally responsive practices into curriculum design to meet the needs of all learners.

7. **Technology Integration**: Evaluate and incorporate appropriate digital tools and resources to enhance curriculum delivery and student engagement.

8. **Enrichment Techniques**: Develop innovative enrichment strategies, such as project-based learning and interdisciplinary approaches, to foster deeper learning experiences.

9. **Collaborative Skills**: Collaborate effectively with peers and stakeholders throughout the curriculum development process, demonstrating strong communication and teamwork skills.

10. **Reflective Practice**: Engage in reflective practices to assess and improve curriculum design and implementation based on feedback and outcomes.

VI. REFERENCES:

1. **Ornstein, A.C., & Hunkins, F.P. (2018).**

   Curriculum: Foundations, Principles, and Issues.

   Pearson Education.

   - This book provides a comprehensive overview of curriculum foundations, including historical and philosophical contexts.

2. **Tyler, R.W. (2013).**

   Basic Principles of Curriculum and Instruction.

   University of Chicago Press.

   - A classic text that outlines fundamental principles of curriculum development and instructional design.

3. **Pinar, W. (2012).**

   What is Curriculum Theory?

   Routledge.

   - This work explores various curriculum theories and their implications for educational practice.

4. **Stake, R.E. (2010).**

   Qualitative Research: Studying How Things Work.

   Guilford Press.

   - This book discusses qualitative research methods, including needs assessment in curriculum planning.

5. **Wiggins, G., & McTighe, J. (2005).**

   Understanding by Design.

   ASCD.

- This text introduces the Understanding by Design framework for developing effective curriculum units.

6. **Fullan, M. (2007).**

   Leading in a Culture of Change.

   Jossey-Bass.

- Fullan discusses leadership strategies for implementing curriculum changes in educational settings.

7. **Stiggins, R.J. (2005).**

   Assessment for Learning: An Action Guide for School Leaders.

   Assessment Training Institute.

- This guide focuses on assessment practices that enhance student learning and inform curriculum development.

8. **Tomlinson, C.A. (2014).**

   The Differentiated Classroom: Responding to the Needs of All Learners.

   ASCD.

- This book provides strategies for differentiating instruction to meet diverse learner needs.

9. **Johnson, D.W., & Johnson, R.T. (2014).**

   Cooperative Learning in 21st Century.

   Kagan Publishing.

- This text discusses the integration of cooperative learning and technology in curriculum design.

10. **Beane, J.A. (1997).**

   Curriculum Integration: Designing the Core of Democratic Education.

   Heinemann.

- Beane explores curriculum integration and its role in enriching student learning experiences.

11. **Meyer, H.D., & Benavot, A. (2013).**

   PISA, Power, and Policy: The Emergence of Global Educational Governance.

   Symposium Books.

- This book analyzes global trends in education and their impact on curriculum development.

12. **Schön, D.A. (1983).**

   The Reflective Practitioner: How Professionals Think in Action.

   Basic Books.

- Schön discusses the importance of reflective practice in professional development and curriculum design.

VII. COURSE REQUIREMENTS

1. Active participation in class discussion is required.

2. Each student has to take and pass all formative (quizzes/written assignments) and summative tests (midterm/final exams). Homework must be submitted the next meeting.

3. Students have to submit a compilation of all the required outputs as stipulated in the learning outcomes.

VIII. GRADING SYSTEM

General Average. The students will be graded for two quarters (midterm and final rating periods) according to the following:

- Class Attendance   10%
- Participation in Class Discussion and Pair/Group Activities   25%
- Individual Formative Tests, Homework, Research
  25%
- Summative Examination (Midterm/Final Exams)   40%
                                                                        TOTAL   100%

Final Grade. The students will be given a final grade based on their average grade (AG) in the mid grading period (1st quarter of the term) and in the final grading grade (2nd quarter). Midterm average grade has a weight of 50% and the final grading period has also a weight of 50%.

College Equivalent Rating:

95.5-100% 4.5 = A+ (Truly Exceptional Performance)

90.5-95.4% 4.0 = A (Excellent Performance)

85.5-89.4% 3.5 = B+ (Good Performance)

80.5-84.4% 3.0 = B (Acceptable Performance)

75.5-79.4% 2.5 = C+ (Marginally Acceptable Performance)

70.5-74.4% 2.0 = C (Passing but below expectations for graduate work)

65.5-69.4% 1.5 = D+ (Poor) 60.5-64.4% 1.0 = D (Lowest Passing Grade)

<59.4% 0.0 = F (Academic Failure No Credit Earned)

IX. CLASS POLICIES

All students who are enrolled in this course should conform to the following class policies:

1. Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including attendance expectations.

2. No one is allowed to attend a class unless officially enrolled on a credit or non- credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrolment will not receive credit for their work.

3. In compliance with the University regulations governing class attendance, students who stop attending the class for five (5) or six (6) times without justifiable reasons or who have never attended class will be dropped from the class. (Attendance is defined as online attendance to class meetings, participation or presence in an academically related activity such as submission of an assignment (e.g., homework, research paper), quiz/ examination, or

participation in group activities.)

4. Severe consequences on students who miss term exams without a "satisfactory explanation" shall be imposed, namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a midterm/final examination because of illness or other reasons over which they have no control" to notify the instructor/professor immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the exam.

5. Students are excused from classes to participate in university-approved events or competitions. Before missing classes, the participants must present their instructors with a letter signed by both the director of the Student Affairs and the faculty adviser/coach of the student. These letters confirm the dates and locations of the events. An excused absence does not excuse students from completing course work missed during their absences.

6. Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their instructors immediately to be excused from their class.

7. Students without notifications of absence or excuse letters will not be allowed to have make-up course work such as quiz, but will be allowed to take midterm and/or final examinations.

X. Class Participation and Behavior

1. Class participation is a very important part of the learning process in this course. Students will be evaluated on the quality of their contributions and insights

2. Any form of cheating will immediately earn you a failing grade.

3. If a student is disruptive, the faculty member may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

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