CDPD 600 Curriculum Design and Program Development

Winter Semester, 2011

Course Description

This course provides students with knowledge regarding ten school based models of course design and program development. Students will be required to refer to and deploy principles of course design and program development from at least 4-5 of these models in their writing of eight unit plans-a series of 3-4 lessons-for each of the eight main disciplines used to organize learning in Alberta's schools. The main curricular emphasis in CDPD 600 is inclusive learning experiences based on the principle of differentiation. Inclusion and differentiation are the current organizing frameworks for curriculum design and program development in contemporary schools (K-9). The main learning activities will be action-learning, the teacher's approach to problem-solving in design of inclusive courses and implementation of programs in a school's eight main disciplines of study (Physical Education, Health and Wellness, Mathematics, Science, English Language Arts, Fine Arts-Music, Art, Drama), Second Language Acquisition, Religious Education). Practices of assessment are included in this course.

Students will draw from Field Experiences (FE 500), their work experiences, and development of actual teaching cases (units or series of lesson plans in each of a school's eight main disciplines) in their action learning experiences in this course.

The aims of this course's main activity—action learning—are for students to develop written programs intended for use in schools and in their field experience (FE 600). In addition, students will be guided to understand the problems associated with the actual experiences of curriculum design for inclusion and in differentiated instruction. Students will develop a set of executive strategies to guide future practices in designing inclusive classrooms and differentiated instruction.

The course is organized in a framework that includes the five commonplaces of education: learners and learning; teachers and teaching; subject matter and curriculum; schools and classrooms; as well as society and culture. First Nations' education is a main theme in CDPD 600. (prerequisite CDPD 500)

Course Topics

Models of course design
Inquiry
Inclusion and inclusive practices
Disability-based vs strength-based educational practices

Gifted and talented learners
Identification and management of coded students
Individual Program Plans
Differentiation: practices and procedure
First Nations educational practices: opportunities and challenges
Integration across other disciplinary units in the program
Assessment

Class Schedules

Mondays/Wednesdays/Fridays 8:15-11:15 a.m.

Instructor Information

Office hours: Wednesdays/Fridays 11:15-12:00

Additional Information

The action learning design of the course, problems solving, lesson and unit planning and implementation of both in class time mean that attendance must be mandatory. The course textbooks are to be used as one would use a reference books; they are to be referred to and used in the development of the eight unit plans developed for presentation on successive Fridays of the course, beginning January 21st.

Textbooks

Program of Studies, Alberta Education

Caffarella, Rosemary (1994). *Planning programs for adult learners*. San Francisco: Jossey-Bass

Cross, Patricia & D'Angelo, Thomas. (199__). *Classroom assessment techniques.* San Francisco: Jossey-Bass

Resource Manual: Ten Models of Instructional and Program Design (online)

Course Outline

General Schedule of Learning Activities

- Mondays: Lab Session: Independent work on Unit Plan development

- Wednesdays : Topics include: Introduction of models of course design; one related course topic (e.g. assessment, technology…)

- Fridays: Topics include: Presentations of unit and lesson plans; presentation of course's main inquiry project

Specific Schedule of Learning Activities

Friday, January 14th/Wednesday, January 19th-Transmission Model/Assessment/Unit Planning

Monday, January 17th-Lab Work-Development of first Unit Plan

Friday, January 21st-Presentation of Unit Plan 1-Student choice of topic

Wednesday, January 26th-Nurturing Model/Inclusion & Guided Discovery Model/Differentiation

Friday, January 28th-Presentation of Health/Wellness Unit Plan & Physical Education Unit Plan

Wednesday, February 2nd-Project Based Model/First Nation's Education & Insight Generating Model/Technology Integration

Friday, February 4th-Presentation of Science Unit Plan & Mathematics Unit Plan

Wednesday, February 9th-Training Model/Individual Program Plans & Shared Praxis Model/Disability and Strength based education approaches

Friday, February 11th-Presentation of Social Studies Unit Plan & English Language Arts Unit Plan

Wednesday, February 16th -Apprenticeship Model/Integration & Case Study Model/Coded students

Friday, February 18th-Presentation of three Fine Arts Unit Plans-Art, Music and Drama

Wednesday, March 2nd-Inquiry Model

Friday, March 4th-Independent Work on course's Inquiry Project

Wednesday, March 9th-Gifted and talented learners

Friday, March 11th-Presentations of Inquiry Projects

Wednesday, March 16th-Presentations of Inquiry Projects

Friday, March 18th-Course wrap up-Final Examination

Expected Learning Outcomes

- Identify principles of effective course design and program development leading to effective teaching for learning in a K-9 learning environment;

- Describe appropriate approaches to design of learning experiences, ones that will promote effective learning in elementary and middle school classrooms;

- Formulate lesson and unit plans for course design and effective teaching approaches in the eight main disciplines used to organize programs in Alberta's K-9 schools;

- Analyse courses as designed for their potential effectiveness in helping students learn;

- Select and sequence content for K-9 courses based on the principles described in a course design model

- Select and develop materials and resources for use in online courses;

- Choose appropriate assent and evaluation approaches

Course Requirements

- Inquiry Project-30%

Students will design and develop one major inquiry project intended for use in one grade or division in an elementary or middle school. The inquiry project will give evidence of integration the course topics (e.g. assessment, technology integration...). The inquiry project will be evaluated based on a) the written inquiry project, one that includes resources, texts, materials and implementation plans and b) the presentation of the inquiry in class

Presentation dates: March 11th and 16th

- Unit Plans-40% (5% each unit plan)

Students will develop and present eight unit plans, each plan for one of the eight disciplines used to organise learning in Alberta's schools, K-9. Each unit plan will consist of a string or series of no more than four lessons. Evaluation will be based on the written unit plan itself and not on the presentation of the plan.

- Course Wrap up Final Examination-30%

Students will complete a six question final examination in class, on Friday, March 18th

Assignments Described

Unit Plan #1
Please develop a unit plan for approximately 3-4 lessons (30-45 minutes each). This unit plan must include the following:

- Topic of your choice (not from the Program of Studies);

- Statements of the goals, intended learning outcomes (SMART), rationale or purpose of the unit for the context or learners you have chosen, sequence or order of the content or topics to be taught, essential question that each lesson attempts to address and which each student must consider, resources required and assessment for the unit as a whole. (It is important that you complete the statements as required in this bulleted item for the unit as a whole, and not for each lesson);

- Statement (1 paragraph) of how you will include a learner with a special need (must specify the special need);

- Statement (1paragraph each) of how your unit is designed with attention to the following principles of learning. (It is important that you refer to actual activities designed in your unit that are intentional regarding principles of learning. Please mention real problem solving, inquiry activities, and hands-on activities designed for your learners

   -learners making connections with prior learning

   -advanced organisers

   -organised presentation of material

   -visual aids

   -providing process time (cognitive)

   -questioning based on Bloom's taxonomy

   -summaries

   -cognitive engagement time

   -process of reflection on experiences intended to help learners in adaptation, the accommodation of schema to new information

   -three modalities (sight, auditory, tactile used to engage information

-multiple entry points into the learning; multiple ways for learners to express their learning

Consider this unit planning activity as the advanced organiser for the entire course. This activity is your opportunity to demonstrate your understandings from CDPD 500 as well as your understandings from LTA 500 and SCMP 500.

Your presentation (Friday) will be given to a group of five colleagues. You will have 20 minutes to present your unit. Please take this time as an opportunity to present your unit in an engaging manner. You may use a technology based way to present your unit, lead your group in an inquiry based 20 minute learning session regarding the highlights of your unit, a poster session in which your unit is represented on one poster, a problem solving activity, debate, symposium or any other strategy you believe would engage your classmates for 20 minutes.

Non credit

Inquiry Project

You are required to develop an Inquiry Project designed for possible deployment in an Elementary School classroom. The project is to be designed for use through more than one grade level. You are to pick a topic (theme, concept, skill, content to be taught) from the Program of Studies and read how the topic reaches across grade levels. Your Inquiry Project must include learning experiences intended for at least two grade levels.

Your Inquiry Project will resemble your Unit Plan assignment in that you will include the following:

- Topic of your choice (not from the Program of Studies);

- Statements of the goals, intended learning outcomes (SMART), rationale or purpose of the unit for the context or learners you have chosen, sequence or order of the content or topics to be taught, essential question that each lesson attempts to address and which each student must consider, resources required and assessment for the unit as a whole. (It is important that you complete the statements as required in this bulleted item for the unit as a whole, and not for each lesson);

- Statement (1 paragraph) of how you will include a learner with a special need (must specify the special needs.

It will differ from your Unit Plan in that you are not required to include paragraph descriptions of how you will integrate principles of learning. Instead, your Inquiry Project must include the following (1 paragraph for each bulleted item), in addition to the requirements stated above:

- The nature of the inquiry (what real question is being answered, real issue being addressed or real problem being solved);

- The technology based integration of some learning experience;

- Assessment for learning (Cross and D'Angelo) and assessment of learning

- Inclusion experience for First Nation's learners

- Inclusion experiences for gifted learners

- Inclusion experience for coded learners

- IPP integration

Similar to the Unit Plan you will present your Inquiry Project to five students. You will have thirty minutes to present your Inquiry Project. You will be assessed using a rubric based assessment of your written or presented project and not on the quality of your actual presentation.

Weighting-30%

Unit Plans

Students will develop and present eight unit plans, each plan for one of the eight disciplines used to organise learning in Alberta's schools, K-9. Each unit plan will consist of a string or series of no more than four lessons. Evaluation will be based on the written unit plan itself and not on the presentation of the plan. Each Unit Plan will include the following:

- Topic of your choice (not from the Program of Studies);

- Statements of the goals, intended learning outcomes (SMART), rationale or purpose of the unit for the context or learners you have chosen, sequence or order of the content or topics to be taught, essential question that each lesson attempts to address and which each student must consider, resources required and assessment for the unit as a whole. (It is important that you complete the statements as required in this bulleted item for the unit as a whole, and not for each lesson);

- Statement (1 paragraph) of how you will include a learner with a special need (must specify the special need);

- Technology integration

In addition, each Unit Plan will include the actual lesson plans (length 1 to 2 pages). In particular you are required to include assessment for and of learning activities in each plan.

Weighting-40%

All students are required to demonstrate the following competencies as a requirement for graduation with a Bachelor of Education Degree.

1. Build affirmative relationships with children.

2. Apply theories of curriculum, learning and assessment to the development of programs.

3. Build learning communities.

4. Design teaching and learning scenarios that include inquiry-based learning

5. Design inclusive learning experiences that recognise and accommodate all children, including those with exceptional learning needs.

6. Engage in shared praxis

7. Design and implement programs that incorporate attention to cultural realities and diversities.

8. Understand critical and creative thinking as essential to learning in all programs.

9. Demonstrate the essential dispositions that characterise a professional educator from the Ambrose University College Bachelor of Education Program.

10. Design and develop teaching portfolios, with an emphasis on electronic portfolios.

Examinations:

Final examinations are held during a scheduled time period at the end of the semester for regular semester classes and are scheduled by the Registrar. Please indicate if this course will have a final examination.

Please note: Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar's Office and must be handed in by Monday, November 29, 2010 (Fall semester) or Monday, April 4, 2011 (Spring semester). If you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

Grading: The available letters for course grades are as follows:

Letter Grade	Description
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

If you will be using percentages, please indicate a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus.

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of $50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Friday, September 17, 2010 (Fall semester) or Friday, January 21, 2011 (winter semester). These courses will not appear on the student's transcript.

*Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, beginning in the 2010-2011 academic year.*

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) – Friday, November 12, 2010 (Fall semester) or Friday, March 18, 2011 (Winter semester). A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Other

Electronic Etiquette
Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

The following information must be included in your syllabus:
Academic Policies
It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions
Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar http://www.ambrose.edu/publications/academiccalendar). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity
We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an

assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are advised to retain this syllabus for their records.