



AMBROSE

CDPD 600 Understanding and Application of Principles and Practices of Curriculum Design and Program Development

Winter Semester, 2012

Mondays, 1:00-4:00 p.m.; Wednesdays and Fridays, 8:15-11:15 a.m.

Course Description

This course introduces students to models of inclusion and differentiation as organizing frameworks for curriculum design and program development in schools (K-6). CDPD 600 is the second of three graduated and integrated courses in curriculum design and program development in which students will examine principles and practices regarding integration of learning theory, evaluation and assessment and the requirements of curriculum design and program development in elementary school classrooms in Alberta. Literacy and numeracy will be emphasized. The course focuses on the role of the teacher in translating the requirements of Alberta Education's Program of Studies, Elementary Education, into plans for teaching so that all learners can learn, including learners with special learning needs and those from various cultural backgrounds, and on exploring the various orientations and methods regarding differentiated curriculum decision-making in Alberta's elementary schools. Students will design differentiated instructional plans integrated and intended for use in their field experience (FE 600). 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; and, society and culture. First Nations educational challenges and opportunities are main themes in CDPD 600.

This course provides students with knowledge regarding ten commonly applied school based models for elementary school course design and program development. Students will be required to refer to and deploy principles of course design and program development from at least 3 of these models in their writing of one unit plan-a series of 3-4 learning experiences organized as a unit of study for children for a grade of your choice. Students may choose one discipline from the Program of Studies from which to design their unit plan, or may choose to integrate more than one discipline into their design of their unit plan. Students will also be required to design a major inquiry project. This assignment requires that students integrate into their design of the inquiry project their knowledge of inquiry, course and program design for learning experiences (lesson plans) and unit plans, assessment as learning, inclusion and differentiation principles for design of learning experiences in elementary school classrooms.

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 Alberta's schools (K-9). The main learning activities will be shared praxis. Students will be required to work together with colleagues in class, their professors and mentors and to research best practices in curriculum design and program development of units of study and inquiry projects for organizing learning experiences for children. Students will also draw from Field

Experiences (FE 500), their work experiences, and development of nine learning experiences from CDPD 500. Practices of assessment are included in this course.

The course includes an opportunity for students to design their unit plan or inquiry project with consideration to First Nations' education.

Course Topics

Models of course design

Inquiry

Curriculum design and program development for a series of learning experiences (unit plans)

Inclusion and inclusive practices

Strength-based educational practices for children with learning and developmental challenges

Individual Program Plans

Differentiation: practices and procedure

First Nations educational practices: opportunities and challenges

Integration across other disciplinary units in the program

Assessment for/as learning

Instructor Information

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

Additional Information

The shared praxis approach to learning in the course includes activities of collaborative problem solving, workshops on topics related inquiry and unit planning and implementation practices of both during class time. Consequently attendance in class is mandatory. The course textbooks are to be used as one would use a reference book; they are to be referred to and used in the completion of assignments

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

Potvin, B (2011). *Don't waste your time teaching in an online environment* (handout posted in Moodle)

Course Outline

General Schedule of Learning Activities

- Mondays/Wednesdays

Introduction of the models of course design (ten in total, one to two models per week)

Introduction of one curriculum design and program development topic (one each week)

- Fridays: Presentations by students

Specific Schedule of Learning Activities

Monday, January 9th/Wednesday, January 11th-

Transmission

Assessment as Learning

Friday, January 13th

Student presentation-Assessment as Learning and Bloom's Taxonomy

Monday, January 16th/Wednesday, January 18th (note-class time start, January 16th -11:00 a.m.)

Nurturing/Guided Discovery

Differentiation and Unit Planning

Friday, January 20th

Student presentation-Choice of Preferred Unit Planning Model

Monday, January 23rd/Wednesday, January 25th

-Projects/ Insight

First Nation's Education

Friday, January 27th

Student presentation of first draft of Unit Plan

Monday, January 30th/Wednesday, February 1st

-Training/ Shared Praxis

Inclusion and "strength based education approaches" to educating Alberta's students

Friday, February 3rd

Student presentation of second draft of Unit Plan

Monday, February 6th/Wednesday, February 8th

Apprenticeship/Case Study Model
Inquiry projects

Friday, February 10th

Student presentation-Choice of preferred inquiry project model

Monday February 13th, Wednesday, February 15th

Inquiry Model

Friday, February 17th

Independent Work on course's Inquiry Project

Monday, February 27th/Wednesday, February 29th

First Nation's Education

Friday, March 2nd

Student presentation-First draft of Inquiry Projects

Monday, March 5th/Wednesday, March 7th

Independent work on Inquiry Projects
Technology integration

Friday, March 9th

Student presentation-Unit Plan Assignment

Monday, March 12

Student presentation of final Inquiry Project

Wednesday, March 14th

Final Examination

Friday, March 16th

No class

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 assessment and evaluation approaches

Course Requirements

- Inquiry Project-40%

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 date: March 12th

- Unit Plans-40%

Students will develop and present one unit plan intended for use to organise learning in a classroom in schools, K-9. The unit plan will consist of a string or series of no more than four learning experiences (lessons). . Students will be required to refer to and deploy principles of course design and program development from at least 3 of the models of course and program design studied in the course in their writing of one unit plan (a series of 4 learning experiences organized as a unit of study for children for a grade of your choice). Students may choose one discipline from the Program of Studies from which to design their unit plan, or may choose to integrate more than one discipline into their design of their unit plan. Evaluation will be based on the written unit plan itself and not on the presentation of the plan.

Presentation date: Friday, March 9th

- Course Wrap up Final Examination-20%

Students will complete a six question final examination in class, on Friday, March 16th

Assignments Described

Unit Plan

Please develop a unit plan comprising of 4 lessons (approximately 45-60 minutes each). This unit plan must include the following:

- Topic of your choice (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 (1 paragraph 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

-inclusion and inclusive practices

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

Consider this unit planning activity as an opportunity to engage in shared praxis in a developmentally meaningful way. This activity is your opportunity to demonstrate your understandings transferred from CDPD 500, as well as your understandings transferred from LTA 500 and SCMP 500.

Your unit 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.

40%

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 a grade level of your choice.

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 learners with special learning and developmental learning requirements

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-40%

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

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:

<u>Letter Grade</u>	<u>Description</u>
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.

