

Syllabus for
GADM 701—Contemporary Curriculum Issues
3 Credit Hours
Fall 2013 Module

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An integrated study of the critical, social, political, and economic issues confronting contemporary educational leaders. Emphasizes the impact of these issues on current and evolving curricular theories and practices in public and private schools.
Prerequisites: None.

II. COURSE GOALS

The purpose of this class is to enable the student to do the following:

- A. Review the impact of past social, political, and economic issues on the historical development of curriculum in the United States.
- B. Become familiar with the factors that gave rise to the myriad of changes in the modern curriculum.
- C. Gain the opportunity to examine the various issues from multiple worldviews and philosophies, with an emphasis on moral, ethical, and biblical perspectives.
- D. Examine the ways in which power struggles occur for control and/or manipulation of the school curriculum for specific purposes.
- E. Study relevant issues in the teaching-learning process within the broad curriculum structure.
- F. Develop the ability to discern ways and means of becoming leaders and change agents in contemporary curriculum development.
- G. Learn to facilitate a multi-disciplinary approach to curriculum issues, using professors from various schools and departments within the university.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss new research and findings in brain research, multiple intelligences, and emotional intelligence as they relate to the curriculum.

- B. Explain the impact of constructivism, reflective teaching, cooperative learning, and autonomy as components affected by the curriculum.
- C. Define the driving issues of race and cultural diversity in the development of curriculum as well as gender-related issues.
- D. Explain and discuss the vital role of politics in shaping curriculum.
- E. Define the potential roles of phenomenology, revisionism, and deconstruction on the curriculum.
- F. Discuss the effect of the Humanistic, Postmodern, and Christian perspectives in curriculum development and implementation.
- G. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

IV. TEXTBOOKS

- A. Required Materials
 - 1. Textbooks
Flinders, D.J. & Thornton, S.J. (2004). *The curriculum studies reader* (3rd ed.). Paperback. ISBN 9780415963220.
 - 2. Wagner, T. (2008). *The global achievement gap*. New York: Basic Books. ISBN 9780465002306.
 - 3. Lee, HeeKap (2010). *Faith-based education that constructs*. Wipf & Stock. ISBN 9781606086742
- B. Optional Materials
 - 1. Textbooks
None
 - 2. Other
None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. School and/or Department Policies and Procedures
1. Oral Roberts University outcomes and College of Education Institutional Standards along with the state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
 2. Assessment Requirements
Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
 3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
 4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's

own.” In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.

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C. Course Policies and Procedures

1. Evaluation Procedures

- a. Class participation
Preassignment narratives and discussion online: <http://d2l.oru.edu> 10%
Final examination 40%
Postassignment 50%
- b. Grading scale:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
- c. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.

2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures

The following preassignments should be completed prior to the first day of class:

- a. Read the required textbooks and be prepared to discuss them.
- b. Participate in online discussion questions prior to and after the course.

VI. COURSE CALENDAR

Session	Topic
1	Orientation Historical Development of the American School Curriculum Vital Issues in American Education
2	Constructivism and Postmodernism in the Curriculum
3	Multiple Intelligences
4	Testing Validity and Reliability
5	Standards, Assessment, and Achievement
6	How We Learn New Developments in Brain Research
7	Multiculturalism
8	Character Education
9	Biblical Integration
10	Curriculum Mapping
11	Final Examination

Course Inventory for ORU's Student Learning Outcomes
GADM 701—Contemporary Curriculum Issues
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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Due to the individualized nature of Directed Study the outcomes addressed will vary by the Directed Study topic.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior			X	
2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy			X	
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation				X
2E	Intellectual creativity			X	
3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills			X	
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship			X	
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 3, 6, 8, 9, 11, 12, 13, and 14.