



University College of the Cayman Islands
Teacher Education Department
Curriculum and Instruction (**EDU400**)

Main Instructor:
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Course Description

The basic concepts and processes of curriculum and instruction are explored. These include planning models, theories, decision-making (including how historical, philosophical, political and psychological and cultural factors affect curriculum design and implementation). Current trends, research, and proposals for improvement of curriculum and instruction will also be examined.

Conceptual Framework

U.C.C.I

CONCEPTUAL FRAMEWORK FOR THE FACULTY OF EDUCATION AND PROFESSIONAL EDUCATION: CARING, CRITICAL, AND REFLECTIVE PROFESSIONALS RESPONSIVE TO THE NEEDS OF A DIVERSE SOCIETY

Our unit (Faculty of Education and School of Executive Training) is committed to the preparation of caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society. We strive to prepare teachers and school administrators who create classroom and school communities where all students learn in meaningful ways. Our work is grounded in these values and commitments, which we strive to nurture in ourselves as in our candidates:

Inquiry
Intellectual growth
Professionalism
Appreciation of human diversity
Advocacy for students
Democratic citizenship

Course Goals

At the end of this course participants should be able to:

- Define what a curriculum is, and say what is curriculum Development
- Examine ideas such as Humanistic, Systemic and Academic curricula and postulate their conception of Curriculum
- Describe Issues that gave rise to the need for curriculum Development
- Analyze the Cayman Islands National Curriculum identifying its capacity to meet the needs of the Society

Required Readings:

Ornstein, A.C and Hunkins, F.P (2009) Curriculum: Foundations, principles and issues 5th edition Boston: Pearson USA
(available in the UCCI book store)

Course Requirements:

1. Regular class attendance. All participants are expected to attend every class session unless otherwise arranged. Further, timely class attendance is expected. Missing all or more than 15 minutes of the class will count as an absence. If absence exceeds $\frac{1}{4}$ of the class, no credit will be granted for the course.
2. Class and Online participation. A rating scale of the class and online participation grading is appended. Participants are expected to participate in class and online discussion and activities and read assigned chapters or

- documents prior to or during class/sessions.
3. Students with Disabilities. A student that has a special need that requires classroom accommodations should discuss this with the lecturer, for further action, and may include adjustments in seating, examinations (extra time) etc.
 4. Professional Ethics. Participants are expected to conduct self in a responsible manner that reflects ethics, honour and good citizenship. They are also expected to abide by the regulations of the University. It is the participant's responsibility to maintain academic honesty and integrity, and to manifest commitment to the mission of UCCI through conduct and behaviour.

Course Assessment

Course work	30
Mid Semester Exam	20
Final Exam	50

Suggested Teaching Methods/ strategies

- A. Lecture Demonstration
- B. Whole Group/ Discussion
- C. Online Discussion and research

Tentative Course Content

The curriculum

Definitions and types of curriculum
 Conceptions underlying curriculum
 Curriculum Design and Development (why is this necessary?)
 Issues leading to the need for curriculum development
 Who should be involved in curriculum development?

The curriculum Process

Curriculum Aims and Objectives
 Curriculum content
 Curriculum Implementation
 Evaluating the Curriculum

Factors influencing curriculum development

National Goals and policies,
 Ideologies, culture values,
 Teachers, Organizations etc

Curriculum Analysis

A critical analysis of existing curriculum and/or CI national and local schools

Recommended readings and Websites:

Posner and Rudnitsky (1997) Course Design, A guide to Curriculum Development for teachers 5th edition Longman White Plains New York USA (Located in Sam Library UCCI)

Nasta (1994) How to design a vocational curriculum a practical guide for schools and Colleges Kogan Page Limited London England (Located in Sam Library UCCI)

Kelly (1990) The National curriculum A critical review Paul Chapman Publishing Ltd Liverpool London England (Located in Sam Library UCCI)

McNeil (2006) Contemporary Curriculum in thought and Action 6th edition John Wileys & Sons Hoboken New Jersey USA (Located in SamBLibrary UCCI)

Pratt (1997) Curriculum Planning, a handbook for Professional. Harcourt Brace Jovanovich Inc, Florida USA (Located in SamBLibrary UCCI)

Letter grades will be assigned according to the following scale:

Grade	Points	Grade	Points
A	100 – 85	C-	55 – 69
B+	80 – 84	D	45 – 54
B	75– 79	F	0 - 44
B-	70 – 74		
C+	65 – 69		
C	60 – 64		

Bibliography:

Joint Board of Teacher Education – University of the West Indies Education, Curriculum Development syllabus