



University of Puerto Rico
Mayagüez Campus
College of Agricultural Sciences
Department of Agricultural Education



OFFICIAL SYLLABUS
CURRICULUM DEVELOPMENT

EDAG 4006

Credit Hours: 3	Contact Hours: 3 hours of lecture per week
Prerequisites: EDAG 4005	Co-requisites: N/A
Course Description (English): Curriculum planning theory and practices. Problems and principles in curriculum development. Defining goals and objectives. Selecting appropriate curriculum designs, and planning curriculum implementation and evaluation.	
Learning Objectives: At the end of the course the students will be able to describe, present and interpret: (NSTEA #2.b.1, #3.b.3, #4a, #4c, #5a, #5b, #6c) <ol style="list-style-type: none"> 1. Define terms related to curriculum development. (Instac #7; PRPST #1.1, #10.16) 2. Describe the different philosophical perspectives of the curriculum. (Instac #2; PRPST #1.2, #1.3, #2.4, #5.1, #9.3) 3. Make curricular decisions based on needs assesment. (Instac #2, #9; PRPST #1.11, 5.12) 4. Determine content curriculum tempered to the educational needs of the clientele to impact. (Instac #2, #6, #4; PRPST #1.9, #2.8, #2.9, 3.1, #3.3, #4.2, #8.7) 5. Set learning goals and objectives. (Instac #5, #9; PRPST #1.10, #6.14) 6. Develop learning strategies. (Instac #1, #3, #4, #5, #7; PRPST #3.5, #7.13) 7. Develop learning assessment strategies. (Instac #6, #7, #10; PRPST #6.2, #6.5, #7.15, #8.11, #8.14) 8. Develop a curriculum evaluation plan. (Instac #5, #6, #7; PRPST #9.8, #10.12) 9. Analyze aspects related to curricular implementation and improvement. (Instac #5, #8, #9, #10; PRPST #1.5, #3.11, #3.13, #8.4, #9.13, #10.10, #11.18) 	

Content Outline and Time Distribution:

<i>Topics to be covered</i>

Part I	Introduction to the curriculum product and process
	I. Introduction to Curriculum Development
	A. Definition of Curriculum
	B. Curriculum Levels
	C. Types of Curriculums
	D. Historical Perspectives
	E. Contemporary Perceptions of Education
	F. Curriculum Principles and Characteristics
	II. Curriculum Philosophical Perspectives
	A. Definition of Philosophy
	B. Axiology
	C. Main Educational Philosophies
	D. Educational Philosophies
	E. Educational Philosophies and Curriculum Design
	III. Needs Assessment
	A. Use and Justification of Data
	B. Steps to perform the Needs Assessment
	C. Subsequent steps to perform the Needs Assessment
	D. Reports from the Needs Assessment
	E. Curriculum Planning Decisions
Part II	Development, Use, and Curriculum Evaluation
	I. Instructional Level Introductory Development
	A. Introduction Elements
	II. Curricular Content Selection
	A. Definition of content
	B. Criteria for selecting curricular content
	C. Source and Selection of curricular material
	D. Sources of curricular material
	E. Other aspects related to curricular material
	F. Curricular Alignment
	III. Setting Objectives and Curriculum Goals
	A. Instruction Relationship
	B. Goals and Objectives Characteristics
	C. Writing Goals
	D. Lesson Planning
	E. Taxonomy of learning objectives in terms of observable behaviors
	F. Classification of learning objectives in terms of observable behaviors
	G. Writing Learning Objectives
	IV. Learning Assessment and Strategies
	A. Definition of Strategies
	B. Possible Teaching Strategies
	C. Learning Experiences
	D. Learning Experiences Organization
	E. Evaluation of Learning Experience Effectiveness
	V. Curriculum Evaluation
	A. Purposes and Problems of Curricular Evaluation
	B. Types of Evaluation
	C. Using Evaluation Results to Improve Curriculum
	D. Valuation vs. Authentic Appraisal
	E. Curriculum Evaluation Models
	VI. Implantation and Improvement
	A. Curricular Implementation
	B. Barriers in Curricular Implantation

	C. Implementation and Diffusion change
<i>Total hours: (equivalent to course contact period)</i>	

Instructional Techniques:

- conference discussion computation laboratory
 seminar with formal presentation seminar without formal presentation workshop
 art workshop practice trip thesis special problems
 tutoring research others, please specify: group work, informational research

Learning Resources and Minimum Facilities Available or Required:

Materials and equipment necessary to meet the objectives of the course.
 Ortiz, A. L. (2007). *Diseño y evaluación curricular*. Editorial Edil: Río Piedras, P.R.

Evaluation Techniques and Relative Weight:

	Percent
<input type="checkbox"/> Exams (2) (10% each)	20%
Assignments (5)	10%
Projects (6)	10%
Preliminary Curriculum Guide	15%
Final curricular Guide	30%
Assistance and Participation	5%
Final exam	10%
TOTAL: 100%	100%

Reasonable Accommodation:

Students will identify themselves with the Institution and the instructor of the course for purposes of assessment (exams) accommodations. For more information please call the Department of Counseling and Psychological Services at the Dean of Students Office (DE-21) at (787) 265 - 3864 or (787) 832 - 4040 extensions 3772, 2040 or 3864. Email: pura.vicenty@upr.edu.

Academic Integrity:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Grading System:

Quantifiable (letters) Not Quantifiable

Standard Curve

100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-0 F

Bibliography:

Gronlund, N. (2004). *Writing instructional objectives for teaching and* Departamento de Educación de Puerto Rico. Documentos sobre planificación, guías curriculares e informes.

Educational Leadership (Varias Revistas).

Journal of Agricultural Education (Varios artículos)

Lee, J. S. (1994) *Program Planning Guide for Agriscience and Technology Education*. The Interstate Publishers, Inc., Danville, Illinois.

Ortiz, A. L. (2005). *Diseño y evaluación curricular*. Editorial Edil: Río Piedras, P.R.

Phi Delta Kappan (Varios artículos)

Phipps, Lloyd J., Osborne, E. (1988). *Handbook of Agricultural Education in Public Schools*, (5th edition). The Interstate Printers & Publishers, Inc., Danville, Illinois.

Posner, G. & Rudnitsky, A. (1997). *Course Design: A Guide to Curriculum Development for Teachers*. (5th Edition). Longman. New York.

Pratt, D. (1994). *Curriculum Planning*. Hatcourt Brace & Company, Orlando, Florida.

Proceedings of the Annual National Education Research Meeting (Varios artículos).

The Agricultural Education Magazine (Varios artículos).

Includes attachments:

Yes

No