

COURSE OUTLINE

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Course Code: MP1433: Curriculum Planning and Management Total Lecture Hours: 42 hours	Semester: 2 Academic Session: 2008/2009

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Synopsis : This course discusses the process of curriculum planning and management beginning with the construction phase until it is ready for implementation in an educational organization. The focus will be on effective and efficient use of resources derived from a selection process of informed decision making. Practical strategies for curriculum planning, implementation and monitoring will be discussed. Topics include the concept of curriculum development, curriculum development models, curriculum planning, its management, curriculum management principles, curriculum leadership and curriculum evaluation.

LEARNING OUTCOMES

By the end of the course, students should be able to:

No.	Course Learning Outcome	Programme Learning Outcome(s) Addressed	Assessment Methods
1.	To identify and rationalize some curriculum development models used for constructing and implementing the curriculum	PO1	GP, FE
2.	To identify, collect, select, analyze and synthesize information, materials and data from various sources during the process of curriculum planning and implementation.	PO1, PO2, PO3	GP, FE, IA
3.	Students will be able to design planning and management models for curriculum implementation.	PO1, PO2, PO3	GP, FE (GP=Group Project; IA= Individual Assignment; FE= Final Exam)

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STUDENT LEARNING TIME

Teaching and Learning Activities	Student Learning Time (hours)
1. Lecture	40
2. Individual assignment <ul style="list-style-type: none"> - Written report of Reflection of group project - Readings from textbooks and other referenced materials 	40
3. Group assignment <ul style="list-style-type: none"> - Group discussion - Written report of project assigned - Library and internet search for reference materials - 	30
4. Presentation of group project <ul style="list-style-type: none"> - Preparation - Class discussion 	7
5. Final Examination	3
Total	120

TEACHING METHODOLOGY

Lecture, Demonstration, and Discussion, Co-operative Learning, Independent Study, Student Portfolio, Academic Forum/Debates

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WEEKLY SCHEDULE

Week 1	:	Course Introduction, definition and basic concepts of curriculum
Week 2	:	Curriculum change and its concept, factors of curriculum change and development and implications for an educational system
Week 3	:	Basic concepts of an organization, structure, culture and climate of an organization
Week 4	:	Planning and its concept, principles of planning, definition of curriculum planning, scope of curriculum planning, management and its concepts, principles and process
Week 5	:	Curriculum development and planning activities: the need for and the process of goals identification and objectives
Week 6	:	Curriculum development and planning activities: Identifying and organizing resources for curriculum implementation
Week 7	:	Organizing and selecting strategies for a pilot project, formative evaluation, adaptations and modifications
Week 8	:	Mid-Semester Break
Week 9	:	Curriculum change and implementation; strategies for change, conditions and stages, institutionalizing change
Week 10	:	Curriculum change and implementation : Grass roots models, administrative models, systematic action research model, research for curriculum development
Week 11	:	Curriculum management and its planning, supervising implementation, aligning the curriculum, curriculum evaluation, curriculum management audit
Week 12	:	Curriculum leadership and its role in curriculum change and implementation. Leadership tasks, roles, skills, and the concept of instructional leadership.
Week 13	:	Factors influencing curriculum implementation, curriculum and its frame, curriculum management issues
Week 14	:	Class presentations
Week 15	:	Class presentations
Week 16-18	:	Revision Week and Final Examination

REFERENCES :

1. Posner, J.G (2004) ; Analyzing the Curriculum. McGraw Hill; New York
2. Glatthorn, A.A.(2006); Curriculum leadership. Harper Collins Pub; New York
3. Sergiovanni, T.J.(1998); Supervision A Redefinition (6th ed.); McGraw Hill; U.S.A.
4. Glickman, C.D.,Gordon, S.P., & Gordon, J.V. (1995); Supervision of Instruction A Developmental Approach (3rd ed); Allyn & Bacon; Mass. U.S.A.

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GRADING:

(Provide details on the allocation of marks and the time schedule for all quizzes, tests, assignments, etc.)

EVALUATION	PERCENTAGE (%)
Group Project	40
Individual Assignment	20
Class Presentation	10
Final Exam	30
TOTAL	100