Chapter 1 : Ethical, Legal, and Social Issues | AMIA

Curriculum developmentâ€¢ Developing or revising a curriculum one isfaced a number of problems and issues. Thecurriculum is planned set of activities.â€¢ The process of curriculum is a web of moraland intellectual purposes and beliefs whichultimately define the political economic andsocial arrangements of any society.

Curriculum development Definition Curriculum refers to a set of courses and the content they offer as organized into strands, emphases, programs and majors. The idea stems from the Latin word for racecourse, referring to the course of deeds and experiences through which novices move toward expertise. It is commonly understood that professors construct individual courses through development of a course syllabus that outlines readings, activities and assessments designed to educate students about a particular subject. It may be less obvious that they also spend a lot of time considering how to sequence courses to complement and build upon one another, leading participants toward expertise in a particular area of study. Nature of curriculum development While some issues about content and order are generally agreed upon in any given area of study, a conversation is always underway about how to improve. As a result both small and substantive changes in curriculum are continually being made. New faculty members need to consider the large picture about how a single course they teach fits with others, and consult with instructors who teach adjoining courses in a sequence, remaining open to rethinking all aspects of curriculum as the learning needs of students change. Course integration Hundreds of choices are required to develop a coherent and comprehensive curriculum. Individual courses need to be integrated into surrounding courses and linked as strands around issues, themes or disciplinary specialties. It is critical to avoid overlap of course content, and be sure that topics from one course build on learning from earlier courses. New faculty members need to join the conversation about how all courses in a sequence relate to one another in order to better integrate their course into the learning pathway students take. Course sequence Regular systematic review of course sequences to ensure cohesion is an ongoing process. As instructors change, knowledge in a field expands, and needs in industry and business evolve, it becomes necessary to rethink, revisit, and revise the way series of courses are offered and articulate with one another. When new faculty members ask about the last time a series of courses was examined, they will learn which curricular areas need updating. Typically small changes can be made with minimum process, but be certain to check with your campus to ensure all proper procedures are followed. Issues in Curriculum Development Curriculum Development Updates Faculty Focus Newsletter, Magna Publications This newsletter offers articles on issues such as developing lessons, assessing effectiveness of assignments, and general education issues in higher education. University of Western Michigan This guide outlines the procedures required to create a new course. New Directions for Teaching and Learning, Vol. This chapter explores the processes developed and refined by educational developers in Teaching Support Services, University of Guelph to support faculty driven curriculum assessment and development initiatives. Curriculum Mapping, Curriculum Matrix University of Hawaii, Manoa This website describes an assessment tool useful for aligning instruction with desired goals. It documents what is taught and when, reveals gaps in the curriculum, and assists in designing an assessment plan. Examples of Curricular Initiatives Changing Math Sequences Department of Mathematics, The Ohio State University This site is an indication of some of the complexities of course sequencing and the ways in which students are counseled about what courses to take. Dissertation Abstracts International, Vol. This qualitative case study explored how faculty at a community college learned to shift from a discipline centered approach to curriculum development to building an integrated curriculum. Recommendations on the conditions necessary to foster this transformation are included. The Ticker, The Chronicle of Higher Education February, This chronicle article describes the rationale for and substance of changes in core curriculum. Making Sense of the Curriculum Bell, J. The Daily Pennsylvanian, independent student newspaper of the University of Pennsylvania, February 4. This article reflects on the general requirements of the College of Arts and Sciences and the rationale for them. Issues and Challenges Chou, C. This article discusses challenges of using the Internet and Web for curriculum. In it traditional curriculum development stages are examined, and compared to similar stages or the misfit of the

stages for web based curricula. Ethics Across the Curriculum Robert J. Rutland Institute for Ethics, Clemson University The ethics element of the university mission statement is a distributed competency across the general education curriculum at Clemson. The rationale for this and how it was established is examined in this article. Based on a work at www. Permissions beyond the scope of this license may be available at http:

Chapter 2 : Developing Curriculum Leadership and Design

Issues in Curriculum Development 5. Although earlier stages of the sequence are prerequisite to later stages, they are never entirely displaced by them.

Bob Kizlik Updated January 20, This page began as a single graduate paper on the subject of curriculum utility. That was in There is so much more to the idea of curriculum and curriculum utility, that the paper, while good, is no longer adequate. It surely was time to move on. I have decided to use this page to provide some short commentary about curriculum, and include links to sites that have useful information. I would like to direct visitors to newspaper articles appearing in such publications as the New York Times, Washington Post, and Education Week, but their copyright policies make that difficult, if not impossible. To get started, I must confess my bias. I strongly endorse and believe in the curriculum schema presented by Mauritz Johnson back in I am also an advocate of the "less is more" approach to curriculum. The ubiquitous, bloated, "infused" curriculum designs are at the root of much of the problem of unsatisfactory student achievement. Learning for mastery is impossible in many, if not most curriculum frameworks. Another thing worth mentioning here is that there is no meaningful description of what curriculum development is, let alone agreed upon practices to carry it out. It is not like medicine, or mathematics, or even plumbing. There are agreed upon processes in those fields, but that is not the case in curriculum development. Early on in my career, I was employed full-time as a curriculum writer and developer. I came to that position pretty green, but with an open mind, and did a lot of on the job learning. Curriculum development represents, or at least should, valid, reliable processes by which subject matter content is translated into concepts, principles, skills, generalizations, understandings, problem solving abilities, and even values that some group, organization, political entity or association, with power and authority to do so, seeks others to master. Mastery is the key, but to the dismay of many, there are few locks for which the key is relevant. Basically, I believe that curriculum is about ends, not means. When those two concepts are blurred, trouble begins. Put simply, the most useful ideas about curriculum begin with the context that curriculum is about what those with power the state, societal institutions, parents, etc. This page will also deal with relationships between standards, curriculum, and assessment or testing. I strongly believe there are some serious disconnects in the current paradigm. Of course, as is shown by even a cursory examination of efforts in this area, the old will be repackaged and rebranded and touted as "new. I have seen it in a career that spans 5 decades. His four questions are as relevant today as they were back then. Below are some links to what I consider worthwhile reading on the subject of curriculum. Be aware that some are more than a few years old, but that in no way diminishes their value.

Chapter 3 : Nursing Education Issues

Views the spectrum of opinions on curriculum issues as ranging from advocacy of measurable, programed, teacher-prepared objectives to advocacy of a flexible, limited, pupil-oriented framework. Also discussed are structuring the learning environment, existentialism vs behaviorism, process vs product.

Identify those who have the right to access student school records and why. Analyze the current laws in place protecting the privacy and confidentiality of individuals with disabilities. Moral Issues Explain the ethical decision making process. Interpret the laws concerning religion and public schools. Examine the ethical responsibilities that schools have toward stakeholders. Examine legal and ethical issues concerning federal grants. Discrimination and Equal protection Review the legal issues related to sexual harassment of students and staff. Identify different types of discrimination. Research the current legal framework affecting public, charter, and alternative schools. Defend the due process rights of teachers and students. Review the legal responsibilities and obligations of an educator under a contract. Policies and Politics Determine who has the decision making power and control over public schools. Identify how politics govern our education system. Differentiate between the liability and responsibility of districts, schools and teachers. Evaluate the responsibility of schools with respect to student safety. Academic Integrity Examine the significance of sound curriculum, instruction, and assessment standards in our schools. Describe ethical use of technology for instruction. Explain the difference between standards-based assessment and traditional grading systems. Identify how high stakes testing has impacted the education of all students. Tuition for individual courses varies. For more information, please call or chat live with an Enrollment Representative. Please ask about these special rates: For some courses, special tuition rates are available for current, certified P teachers and administrators. Please speak with an Enrollment Representative today for more details. For some courses, special tuition rates are available for active duty military members and their spouses.

Chapter 4 : EDCS Reflection 8: Current Issues and Trends in Curriculum Development

This paper discusses the issues and challenges in curriculum development for accounting education. The broad goals of accounting education are to expose to the students a broad knowledge of.

Professionals in these areas, whether educators, administrators, or curriculum specialists, pull from extensive knowledge and research in education to develop, implement, and assess innovative curricula, teaching methodologies, and pedagogies. The overall field of education, especially in the realm of curriculum development, is ever-evolving and innovative, and professionals devoted to the subject must know of current trends. First, we should distinguish it from the Common Core, a frequently expressed term in education today. The Common Core is a state standards initiative that details what K students should know in the areas of English and mathematics at the end of each grade level. The Common Core has been adopted by the majority of states in the U. The Common Core initiative is one example of an outcome of core curriculum development. Core curriculum development Core curriculum development is a facet of the field of curriculum and instruction. Professionals in this area work with governments, school districts, administrators, teachers, and students to analyze existing core curricula, develop new curricula, and evaluate outcomes. The core typically consists of those common courses required of all students within the realm of general education. Within the specialty of curriculum development, there are several trends: This a more regimented style of education that creates common standards for students across the learning spectrum. It has an internationally inspired benchmark whose intention is to prepare students for success in college and beyond. Within this curriculum, students move at a relatively fast and uniform pace to meet the objectives of a program. Consistent with this trend, many curricula emphasize digital teaching and learning in and out of the classroom. Numerous online programs exist to give educators and students access to materials, assignments, pedagogies, and online platforms to learn core and other subjects. In addition to enhancing traditional education, this trend further develops alternative education, distance education, and home education. In such programs, students work with advisors to design their courses of study, and teachers deliver more tailored and specialized curricula. However, more and more, educators are creating and implementing other curricula that emphasize the diverse needs of individuals. This is a trend that embraces alternative pedagogies such as Critical Pedagogy and other non-banking methods of education and assessment. And, as more companies emphasize collective creativity, skills in collaborative thinking and innovative implementation become critical. Accordingly, many schools are implementing curricula that teaches these newly vital skills. Teachers today use Creative Curriculum as a resource to enhance existing curricula or as a primary curriculum. Creative Curriculum also provides resources and coaching to parents and family members with infants, toddlers, and preschoolers. Using technology can better prepare students to work in industries heavily dependent on technology, and teachers can keep many students more engaged by employing relevant, innovative, and engaging technology in the classroom.

Chapter 5 : EDL Legal And Ethical Issues In Education Course - University of Phoenix

I feel the one major issue is the caliber of the teachers you are dealing with. Today where every single year demands a change in your patterns of teaching, we are in constant need of teachers who are innovative and can adapt to that change.

Current Issues and Trends in Curriculum Development Effective Planning of Curriculum Planning, a complex task, is the most important aspect of curriculum development. In fact, all stakeholders need to share their expertise in creating a curriculum based on high standards for student learning. Changes Brought About By Science and Technology Moving towards global competitiveness, the Philippines should re-conceptualize the policies and strategies of ICT in education towards life-long learning, and should continue to strengthen technology transfer in Science, Math and English. Also, there has to be a reflection of researches and advances in knowledge in curriculum development. Empowerment and Continuous Professional Development of Teachers This can be done through the promotion of professional development activities like reflective thinking, action research, and journal writing when confronted with problems in the classroom; exposure of teachers to the current trends in teacher education; involvement of teachers in the decisionâ€"making process particularly in curriculum change and in planning the curriculum; training effective trainers at pre-service and in-service levels who will train teachers; raising the awareness of candidate and actual teachers on the importance of professional development activities. Staff development of Curriculists The different parties involved in the development of the curriculum must undergo in-service training. They should be made fully aware of their role and responsibility in the curriculum development. Learners are faced with seven subject areas everyday. As a result, science and mathematics content cannot be completed in one school year. In addition to this, the scope and sequencing of education from elementary to secondary level have also been identified as design defects where there are content and skills gaps as well as overlaps and duplications. The overlap and duplication further aggravate the curriculum overload, and the gaps contribute to the production of half-baked elementary school graduates who are not entirely ready for secondary school, and of high school graduates who are half â€"baked for college education. Moreover, national examinations are focused on only five subject areas: English, Filipino, science, mathematics and social studies. Very few concepts are included from the other subject areas. Effective Implementation of the Curriculum design There has been massive training of schoolteachers and orientation of school heads and supervisors for the nationwide implementation of the curriculum; however, the training programme was not sustained at the regional and division levels; thus the poor school implementation. Too large classes , teacher availability for the specialized secondary subject areas and quality of instructional supervision further hindered curriculum implementation. Monitoring and Evaluation of Curriculum Implementation The monitoring and evaluation of curriculum implementation is not effectively done due to the great number of elementary schools. On the other hand, the secondary schools are rarely visited because supervisors are unable to provide technical assistance on specialized subject matter. At the regional level , supervisors are subject specialists, while those at the division level are mostly generalists. Establishment of Evaluation Procedures and Needs Qualified evaluators who are capable of using multiple techniques in assessing the process of evaluation and the learners are needed. This will determine the success of the evaluation procedures used.

Chapter 6 : Trends in Core and Creative Curriculum Development

Curriculum development is a problem solving process and it involves the consideration of the needs and problems for the improvement of the programs and the implementation of solutions and alternatives for learners and their contexts.

Jun 06, - Experts sitting in curriculum development boards in MOE Ministry of Education do not use academic resources properly for revising outdated sections of school textbooks. Someone might have a question that what is curriculum? I would say that while thinking about education, the most important idea that comes to mind is curriculum. Curriculum does not change in Afghanistan. In Afghanistan curriculum development is a static process. There are many reasons for the failure in developing proper curriculum. Some of them are discussed below: Issues in curriculum development Curriculum is outdated Firstly, the curriculum is outdated, which does not meet the local needs of Afghanistan society. As students from different parts of the world get difficult mathematical and scientific knowledge by activity-based learning, our students are forced to know scientific concepts through cramming. For example, in school textbooks there are many scientific and factual mistakes. Involvement of government officials Secondly, the involvement of government officers in the development of Afghani curriculum is proving harmful to our education system. Someone could suggest that the current process of curriculum development is based on a uniform policy for the whole country that has its particular aims and goals, but I think that it is not possible to apply national educational policy to different regions of the country with equality. For example, there are many underdeveloped areas of Afghanistan, where parents do not have adequate resources to send their children to schools. The drop-out rate from schools is high, because parents cannot afford the expense of education easily. Hence, a new educational policy has to be made by government officers for poor students, so that their problems of education can be solved. One way of doing this is to build schools, where students are allowed to study in evening time, and where books having basic knowledge about core subjects such as English, Mathematics, Science, Pashto , Dari and Islam as well as comparative studies are taught by trained teachers. Lack of academic research Thirdly, the problem that the process of curriculum development faces in Afghanistan is improper academic research for writing school textbooks. We can point out those experts sitting in the curriculum development boards use materials of their own choice for instruction in schools. I must say that most of the times the chosen content is not up to the mark. Daniel Tanner and Laurel N. Tanner and Tanner say that teachers, who are involved in bringing out educational change, accept and adopt the new ideas more quickly than those teachers who are not involved in carrying out change. Useful evidence suggests that in countries where well-educated teachers were not involved in the curriculum development process, they did not accept new changes in school textbooks. Result of weak academic skills of researchers With lack of academic skills in researchers responsible for designing curriculum for schools, the most important feature of curriculum, i. Students follow rote-learning process, because the content of their books does not match to their educational skills. In order to make students problem-solvers, I would argue that our books must contain questions that relate to problems we face in our daily life. By answering those questions, students will learn to solve issues in difficult situations. For example, while studying the concept of speed in science, students must be given questions related to real-life examples of speed such as speed of a car etc. MOE should have developed a curriculum that provides activity-based learning to students and gives problem-solving skills to them. Peace and prosperity are not impossible in Afghanistan, if our local and national leaders pay respect to their national interest!

Chapter 7 : Problems and issues of curriculum development in Afghanistan! | Pajhwok Afghan News

Issues in Curriculum Development. Curriculum Development Updates Faculty Focus Newsletter, Magna Publications This newsletter offers articles on issues such as developing lessons, assessing effectiveness of assignments, and general education issues in higher education.

Class meets on Thursdays CRN Curriculum often represents not only a configuration of particular interests and experiences, it also forms a battleground where different versions of authority, history, power relations, the present, and the future struggle to prevail. Thus this course wants to provide theories in general that not only confirms the voices of teachers and of subordinate groups in the student population, but also links the purpose of schooling to a transformative vision of the future. Students come to school with knowledge that they have already learned in their immediate surrounding relationships. Some of these experiences and cultural knowledge become dominant over others in social relations of power, creating a condition called hegemony. This course intends to challenge this kind of knowledge if it represents the cultural knowledge of elite that builds the legitimated curriculum of school, students from disenfranchised cultures need ways to critique these structures and express their own cultural identities. Schools frequently reproduce the culture at large, thus this course will offer alternative ways of viewing our practices. TED suggests a curriculum for the development of a critical consciousness in the everyday contexts of classrooms. This curriculum would focuses on personal and social transformation by enhancing critical thinking and by building a vision and hope of a better future via a language of critique. Teachers and students learn to confront the myths that hold them and others in oppression by identifying dominant and subordinate ways of living life. They learn to challenge old beliefs and practices and build new languages of liberation based on meaning, identity, and self-empowerment. The knowledge production process is based on a praxis of dialectics, as opposed to static development. The relationship between content and student reality is often reconstructed. By identifying the underlying assumptions of content areas, student realities can more easily be compared to those represented in the curriculum; content areas studied in school are not in and of themselves helpful to students in understanding their own realities. This would ultimately reconstruct the relationship between popular knowledge and knowledge as historically disciplined. Since this curriculum is guided by the knowledge of students, it must be reoriented frequently as students change their concepts of life. Freirean critical pedagogy is a basic instrument that schools can employ to organize their transformative actions and one from which students will directly benefit. In this sense, the conceptualization of the curriculum is constructed in a process that involves the participation of many stakeholders in the school community. This would lead to the comprehension that a curriculum is dynamic and can be reoriented frequently, according to new ways of reading the word and the world. The school ought to be transformed into local spaces privileged to receive, consider, and disseminate the culture and knowledge of marginalized communities for the purposes of deconstructing dominant ways of knowing and reconstructing a language of hope. The school would also validate its space as a center for participation and organization of the school community in conjunction with other social movements. This would create a new understanding of the political nature of schools and schooling. Since the world is socially constructed and shaped by human action or inaction, teachers and students ought to realize that the world can be reinvented. Thus, students are viewed as active participants in transforming the world, as opposed to passive recipients of secondhand knowledge. Again, their own stories and life histories become important, as they formulate their own interpretations and create knowledge. Teachers and students learn to change their views of themselves and their relation to the world. For teachers, teacher education programs should be models for the unlearning of old beliefs and practices that maintain hegemony. Both teachers and students need to learn the value of reflecting on their position in the here and now by looking critically at their current context, how it is influenced by the past, and how this would further build visions of the future. Teachers and students participate in the rewriting of the world and in the making of a new history revitalized by democratic and critical postmodern pedagogies. A curriculum centered on present social, economic, and historical conditions can begin a re-conceptualization of society. Education ought to be socially contextualized and

aware of power, as well as grounded on a commitment to an emancipatory world and history making. Students should understand that their temporal perceptions and beliefs are based on worlds that they, as well as the larger society, have made. In this context, knowledge and meaning are always new: They are constructed by the immediate interactions between teacher and student. For example, the teacher becomes a testament or witness to improvising changes in his or her lesson to connect students to the curriculum. Teaching ought to be extended by a concern with critical self- and social reflection. Teachers need to conceptualize a critical metaperspective on the hegemonizing processes of classroom conversation, classroom learning, and curriculum decisions that negate the social narratives of students. Through this reflexive process, students will gain a critical consciousness and a sociopolitical awareness of their school experience, asking whose interest it serves, and looking at the world through their own perspectives. Teaching ought to be committed to democratic and self-directed education. Students need to understand that they possess the right to speak, to disagree, to point out the opportunities for improvement that teachers can undertake, and to call for a renegotiation of the curriculum. In this way, students gain an ownership of their own education. Education ought to be concerned with diversity. In thinking in terms of race, class, and gender, differences are embraced as sites of creativity and critique in a multicultural society, thus allowing students the ability to conceptualize multiple perspectives and power relationships on issues of diversity acceptance and production as well as to build a sense of communal identity. Education ought to be committed to action. It ought to challenge passivity by constructing meaning and initiating action. Teaching needs to subvert the disposition toward inaction while it reinforces a notion of praxis. Education ought to be concerned with the affective dimension of human beings. Students need to learn that knowledge is created not only through reason, but through emotion and affective capacity. Drawing from feminist conceptions of passionate learning and connectedness, thinking ought to be developed both through emotion and logic. In classroom dialogues, emotional reflection must be encouraged. For example, students ought to be able to express anger at the ways that their own historical and knowledge has been omitted from mainstream curricula. The potential of this curriculum indicates values of consciousness to be cultivated in contemporary social life. Theories and practices related to educational change project the creation of a new conceptualization of life perceptions, in order to develop a permanent process of effective change conducive to the development of a better future. Therefore, personal and social transformations are based on new perceptions and conceptualizations and liberation to eliminate the root causes of problematic beliefs and passive behavior that are contained within the historical hegemony of the social order. For this reason, fundamental change occurs when ample participation begins at personal and micro levels and then grows to larger ones. This course curriculum principles indicates that this is possible by constructing the realization among people that they can be agents of their own history, where everyone is an ethical co-participant. This involves a change of mentality, which means unlearning old beliefs based on problematic ideologies. It should address specifics such as advance planning and goal orientation, instead of immediate gratification. In addition, the content of the course builds global awareness and interdisciplinary approaches allowing educators to bring into class their own academic interests, and work within a critical multicultural perspective. The course assists educators to engage specially disenfranchised young learners to integrate activities realistic to their historical, geographical, cultural, political, and economic backgrounds into emancipatory alternatives for social upper mobility and social justice. This course models and foster discussions about social issues that include personalized and moral values, citizenship, and problem posing approaches as additional means to build character, meaning, and social identities. Grades are assigned according to score points: This assignment requires library research. Please innumerate your number 1 choice to the 3rd. After approved student will send a digital version of this reading to the librarian claudiai utep. At the day of presentation student presenting is required to also submit a one page paper with one paragraph synopsis and another one for personal reflections of the reading. Submit it online, see guidelines details below. These lesson plans will be presented in class. As part of this assignment student will submit in writing detail steps of this lesson plan focusing on curriculum issues, social context of education, social justice, contextualized teaching; it needs to be critical to foster critical consciousness. It is expected to be a brilliant and innovative idea for teachers to use in the real world. It needs to be publishable and may be also submitted

to the freireanpedagogy criticalpedagogy. On this assignment student will write one page paper composed of one paragraph for synopsis of assigned reading of the week, and one paragraph for critical reflection of it as indicated below on weekly schedule. See blackboard for proper submission. Includes mandatory readings and critical summary reflections for the week and active participation at class sessions. One paragraph reflection is due for each reading of the week, except for those you will write one page paper. An open notebook test may be given at the end of semester and student will only be allowed to consult his or her own notes. Final Reflective Paper Guidelines 1. In a short paragraph describe in details a particular given schooling context, which calls for a breaking edge curriculum intervention. You may want to take into account: Then to find solutions to this case scenario using about thirteen 13 pages to explain how you would use several readings from our TED course to effectively address the particular needs described. Lastly, in a reflective manner discuss your personal view to show these principles, concepts, ideas you used impact your thinking and your reactions to it; feel free to add your own comments and reflections about it. Keep this third part to 1 and half to 2 pages maximum. Submit an interesting classroom design conducive to contextualized learning. It needs to be a model of lesson plan with any grade level that can be implemented in real schooling settings. Your lesson plan can cover a myriad of topics and approaches in education. It needs to show practical ideas, how-to frameworks, and its positive results in the classroom. It must be a model for other educators who can use this idea as resource and learning tool for their own planning and delivery of critical educational curriculum. The purpose of this exercise is to build a collection of teaching resources that expose theories and experiences of educators that value a democratic classroom. Article should be in APA format; 2. Theories used to prepare the lesson plan and classroom practice; 4. Description of the practice work or activities, how-to, results, etc. Grade level elementary, middle, or high school and subject area. Lesson plans should involve one or more of the following teaching strategies and components: Conscientization, Critical Thinking as a way of questioning reality, not higher order thinking; Deconstructing oppressive structures; Participatory democracy; Critical Pedagogy; Critical multiculturalism; Social justice: Equity, Access, Empowerment; Diversity: For instance, assignments are evaluated using best judgment and rationale criteria as follows: Directions for Logging into Blackboard online classroom participation: All our classroom assignments will be submitted online so follow this directions to Blackboard: Open Internet browser window with FireFox preferably 2.

Chapter 8 : Curriculum development

PILLARS OF CURRICULUM DEVELOPMENT INCLUDE A PHILOSOPHY, A MISSION, A SET OF VALUES AND A TIME FRAME Do and should philosophies differ across contexts?.

Chapter 9 : Curriculum, Curriculum Development, Issues and Planning

Section one contains information on the charge and procedures of the Curriculum Development Task Force and provides a brief history of federal involvement in curriculum development activities. Section two is a presentation and discussion of curriculum development issues, problems, and concerns emerging from task force interviews and readings.