Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

EDUC 771
CURRICULUM THEORY

COURSE DESCRIPTION
Addresses the theoretical constructs of the K-12 curriculum as related to the nature and function of curriculum, the curriculum development process, and curriculum evaluation procedures.

Note: 700 level courses are only for students enrolled in the Ed.S. or Ed.D. program

RATIONALE
The proper development and implementation of curriculum is not possible without a thorough understanding of the philosophical and theoretical perspectives that shape the process. Beginning with a thorough analysis of these perspectives, emphasis will then be given to the role each perspective plays in the curriculum development as well as the teaching and learning processes.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. RECOMMENDED RESOURCES


IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

V. **MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the candidate will be able to:

A. Assess the philosophical basis for the curriculum theories discussed in this course.
B. Analyze the major elements of the predominant curriculum perspectives.
C. Articulate a biblical theory for the philosophical development of curriculum.
D. Evaluate a core content curriculum.
E. Justify curriculum decisions in light of the relationship of the curriculum perspectives and a biblical worldview.
F. Explain theoretical and biblical issues to consider during a curriculum development process.
G. Provide a rationale for the values that schools should teach.
H. Justify the curriculum evaluation process as it relates to curriculum development and planning.

VI. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and lecture presentations
B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (5)

Throughout the course, the candidate will participate in five Discussion Board Forums with their classmates. The purpose of the discussion board is to construct and contribute to a community of learning. In preparation for each forum, the candidate will read the assigned prompt.

When the thread is due, the candidate will create a post based on the assigned prompt. When the reply is due, the candidate will reply to at least one classmate.

This course utilizes the Post-First feature in all Discussion Board Forums. This means the candidate will only be able to read and interact with the classmates’ threads after he or she has submitted the thread in response to the provided prompt. For additional information on Post-First, this is a tutorial: [Tutorial](#).

General Instructions - Thread
For the thread, the candidate will compose a response to the prompt. The thread must cogently address the prompt. The thread must be well supported with material. It must also meet the required word count of 200 words and be
submitted on time. Finally, the response should be free of grammatical errors and reflect appropriate standards of writing and citation styles.

The thread is due by 11:59 p.m. (ET) on Thursday of the assigned module/week.

General Instructions - Reply
The candidate will select one of the classmates’ threads and interact with the thoughts and ideas. The content of the reply must reflect excellent knowledge. The reply must also expand on the thread and relate issues to Scripture, biblical principles, and/or pertinent personal experience. Finally, the reply must meet the required word count of 100 words and be submitted on time.

The reply is due by 11:59 p.m. (ET) on Sunday of the assigned module/week, except for Module/Week 8. In Module/Week 8, the reply is due by 11:59 p.m. (ET) on Friday.

The instructor will grade the assignment by the rubric terms.

D. Philosophical Position Poster
The candidate will use a technological program to develop a one page poster. This poster will show how the candidate has been influenced by the philosophical positions of at least four of his/her teachers. The candidate will draw from specific teacher examples from the elementary school, middle school, high school, and college/university levels. The candidate will address the biblical worldview and use scriptural support. The instructor will grade the assignment by the rubric terms.

E. Curriculum and Biblical Perspectives Quiz
Using information from the readings and presentations, the candidate will complete a quiz on curriculum philosophies. The quiz will be open-book/open-notes, contain 20 multiple-choice questions, and have a 1-hour time limit.

F. APA Book Quiz
The candidate will use APA formatting in the EDUC 771 writing assignments. Using information from the APA book, the candidate will complete a quiz on the APA book content. The quiz will be open-book/open notes, contain 16 multiple choice questions, and have a 1 hour time limit.

G. Criteria List for Curriculum Decisions
The candidate will develop a set of criteria in list form that could be used by a curriculum search committee to justify and support a particular selection of a curriculum. The candidate will include every criteria item that should be considered in the selection of materials, across any or all grade levels. The candidate will address the biblical worldview and use scriptural support. The instructor will grade the assignment by the rubric terms.
H. Core Curriculum Quiz

Applying information from the Reading & Study material, the candidate will complete a quiz on core curriculum and standards. The quiz will be open-book/open-notes, contain 20 multiple-choice questions, and have a 1-hour time limit.

I. Textbook Evaluation Chart

The candidate will select an elementary or secondary textbook from his/her own resources or purchase 1 of the elementary or secondary textbooks available on MBS Direct. The candidate will analyze that textbook and complete the Textbook Evaluation Chart and respond to all questions underneath the chart. The candidate will address the biblical worldview and use scriptural support. The instructor will grade the assignment by the rubric terms.

J. Curriculum Development Quiz

Using information from the readings and presentations, the candidate will complete a quiz on curriculum development. The quiz will be open-book/open notes, contain 20 multiple-choice questions, and have a 1-hour time limit.

K. Values/Character Development Paper

The candidate will write a paper on a subject area and topic that might be taught in a chosen grade level. The candidate will identify character qualities or values/virtues that could be taught in conjunction with that topic. The candidate will explain and defend his/her choices for the qualities and suggest at least 3 activities that could be used to foster student understanding for those values, qualities, or virtues. The candidate will explain how the implied curriculum within the classroom or school might affect instruction. The candidate will address the biblical worldview and use scriptural support. The instructor will grade the assignment by the rubric terms.

L. Curriculum Change Plan

The candidate will outline, in detail, the steps and timeframe for a plan to change the total curriculum for any subject within an entire school system. This must be school-wide and set priorities for the issues being targeted. The candidate will describe, in an outline, what the plan would be to get the staff in the school system (parents, teachers, librarians, and administrators) to cooperate with and engage positively with a change in curriculum. The candidate will address the biblical worldview and use scriptural support. The Curriculum Change Plan must be submitted to both Blackboard and LiveText for grading. The instructor will grade the assignment by the rubric terms.

VII. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (5 at 20 pts ea)</td>
<td>100</td>
</tr>
</tbody>
</table>
Philosophical Position Poster 80
Curriculum and Biblical Perspectives Quiz 100
APA Book Quiz 20
Criteria List for Curriculum Decisions 100
Core Curriculum Quiz 100
Textbook Evaluation Chart 100
Curriculum Development Quiz 100
Values/Character Development Paper 100
Curriculum Change Plan 200

Total 1010

B. Scale
D- = 730–749   F = 0–729

C. LiveText Submission Policy
All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. Late Assignment Policy
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.

3. Assignments submitted two weeks late or after the final date of the course will not be accepted.

4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Limits of Confidentiality
Students are encouraged to share prayer requests and life concerns with the professor in this class. Not only will the professor pray for and care for students, but can guide students to appropriate University resources if desired.
However, in the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, victim or witness of a crime or sexual misconduct, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, notification of the appropriate program chair or online dean, or notification to other appropriate University officials. All reported information is treated with discretion and respect, and kept as private as possible.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## COURSE SCHEDULE

### EDUC 771


<table>
<thead>
<tr>
<th>MODULE/ WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>1</td>
<td>APA Publication Manual Knight: chs. 1–5 2 presentations 1 PDF 2 websites</td>
<td>Course Requirements Checklist Ed.S/Ed.D Advising Guide Quiz Class Introductions DB Forum 1 Philosophical Position Poster</td>
<td>10 0 0 20 80</td>
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<tr>
<td>2</td>
<td>Knight: chs. 6–10 4 presentations</td>
<td>DB Forum 2 Curriculum and Biblical Perspectives Quiz</td>
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<tr>
<td>3</td>
<td>APA Publication Manual Knight: ch. 11 Parkay et al.: ch. 2 2 presentations</td>
<td>APA Book Quiz Criteria List for Curriculum Decisions</td>
<td>20 100</td>
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<td>4</td>
<td>Parkay et al.: chs. 5–6 1 presentation 1 website</td>
<td>DB Forum 3 Core Curriculum Quiz</td>
<td>20 100</td>
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<tr>
<td>5</td>
<td>APA Publication Manual Parkay et al.: chs. 3–4 1 presentation</td>
<td>Textbook Evaluation Chart</td>
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<td>6</td>
<td>Parkay et al.: chs. 8–10 1 presentation</td>
<td>DB Forum 4 Curriculum Development Quiz</td>
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<tr>
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<td>APA Publication Manual Parkay et al.: ch. 1 1 presentation</td>
<td>DB Forum 5 Values/Character Development Paper</td>
<td>20 100</td>
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<tr>
<td>8</td>
<td>APA Publication Manual Parkay et al.: ch. 7 1 presentation</td>
<td>Curriculum Change Plan</td>
<td>200</td>
</tr>
</tbody>
</table>

**TOTAL** 1010

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.