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 871
INVESTIGATIONS IN CURRICULUM CHANGE

COURSE DESCRIPTION
Review and evaluation of theories, models, and strategies for change; recognition and use of this knowledge as a practical guide to problem solving.

RATIONALE
Research in specific areas of academic interest is necessary for professional growth. For this course these specific areas of research will focus on curricular and leadership related issues at either the K–12 or college and university level with specific emphasis on how these impact the realm of educational leadership. Specifically the question of how leadership is related to teaching and learning as related to constructs in the realm of curriculum will be addressed.

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. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Word
D. The Holy Bible

IV. MEASURABLE LEARNING OBJECTIVES
Upon successful completion of this course, the candidate will be able to:
A. Identify and explain the philosophical theories and traditional models to curriculum.
B. Evaluate and discuss social forces that impact curriculum planning with an understanding of what curriculum will best prepare learners for future challenges.
C. Analyze and evaluate learning styles and learning theories as they relate to curriculum development.
D. Trace the curriculum development process and differentiate between the various approaches to curriculum development.

E. Compare and contrast the interrelationships between curriculum implementation and instruction.

F. Evaluate and discuss the role of technology in curriculum development.

G. Define the educational leader’s role in curriculum evaluation and relate it to the assessment of learning.

H. Identify and evaluate criterion for the review of literature.

I. Write a review of literature that critically examines the state of the field in curriculum change and educational leadership in one’s area of interest and written from the perspective of a high school, middle school, or elementary school instructor or administrator, or a higher education instructor or administrator or other leadership position.

J. Classify and explain the leadership principles utilized in leadership and curriculum leadership roles.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

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 (4)

Discussion boards are collaborative learning experiences. Therefore, throughout the course the candidate will answer the instructor’s prompt for 4 different Discussion Board Forums in a thread. The candidate will then substantially reply to at least 2 other classmates’ threads. Discussion Board Forums will be graded upon the quality of the content and the length of the thread and the response posts. The thread must be between 450–500 words and the reply posts must be between 100–150 words.

D. Article/Chapter Assessments (4)

The candidate will write 4 Article/Chapter Assessments throughout the course. The candidate will provide critical analysis, assessments, critiques, and applications to various chapter readings, articles, and websites sources. Each assignment will be between 2–3 pages written in proper APA format. The assignment must include a title page and reference page (no abstract is required and paper length does not include the title page or reference page).

E. Leadership Scripture Assessments (2)

Leadership traits and practices will be examined in light of scriptural insight and understanding. The candidate will review appropriate instructor notes and assigned Scripture readings. The candidate will demonstrate understanding of leadership principles and scriptural insight along with practical application to
current or future leadership roles. Both assignments must be between 1–2 pages, not counting the cover or reference pages, and written in proper APA format.

F. Evaluation of Literature Review

The candidate will locate a dissertation of interest and provide an evaluation of the dissertation’s literature review. Specific guidelines as to the various elements that a good literature review should contain and be evaluated upon will be provided. This assignment is intended to familiarize the candidate with the various elements of an effectively written literature review.

G. Synthesis Paper

The candidate will complete a paper regarding the assigned textbook readings. The synthesis will provide thoughtful analysis, insight, understanding, and application of topics reviewed, written in proper APA format. The Synthesis Paper must be between 4–5 pages, not counting the cover or reference pages.

H. Synthesis Presentation

The candidate will create a PowerPoint presentation regarding the assigned textbook readings. The synthesis will provide thoughtful analysis, insight, understanding, and application of topics reviewed. The end result must be a 30–45-minute presentation.

I. Literature Review

The candidate will write a review of literature focusing on curriculum and/or curriculum leadership issues. This paper must be between 10–15 content pages, not including cover page, abstract page, and reference page – all of which are required. This assignment must be written in proper APA format and must incorporate headings and subheadings as much as possible.

VI. 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 (4 at 25 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Article/Chapter Assessments (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Leadership Scripture Assessments (2 at 25 pts ea)</td>
<td>50</td>
</tr>
<tr>
<td>Evaluation of Literature Review</td>
<td>100</td>
</tr>
<tr>
<td>Synthesis Paper</td>
<td>125</td>
</tr>
<tr>
<td>Synthesis Presentation</td>
<td>125</td>
</tr>
<tr>
<td>Literature Review</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
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</tbody>
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B. Scale

- A = 960–1010
- A- = 940–959
- B+ = 920–939
- B = 890–919
- B- = 870–889
- C+ = 850–869
- C = 820–849
- C- = 800–819
- D+ = 780–799
- D = 750–779
- D- = 730–749
- F = 0–729
C. LiveText Submission Policy

All LiveText assignments must be submitted to LiveText in order for the candidate to receive credit for them in Blackboard.

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. Disability Assistance

Candidates with a documented disability may contact the Liberty University Online 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 871**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Parkay et al.: ch. 1  
Instructor’s Notes  
2 presentations  
1 article       | Course Requirements Checklist  
Ed.S Advising Guide Quiz  
Ed.D Advising Guide Quiz  
Class Introductions  
DB Forum 1  
Article/Chapter Assessment 1 | 10  
0  
0  
0  
25  
50 |
| 2           | Parkay et al.: ch. 2  
Scripture Reading  
Instructor’s Notes  
3 presentations  
1 article       | DB Forum 2  
Article/Chapter Assessment 2  
Leadership Scripture Assessment 1 | 25  
50  
25 |
| 3           | Parkay et al.: ch. 3  
Instructor’s Notes  
2 presentations  
1 article       | Evaluation of a Literature Review | 100 |
| 4           | Parkay et al.: ch. 4  
Instructor’s Notes  
2 presentations  | DB Forum 3  
Synthesis Paper | 25  
125 |
| 5           | Parkay et al.: ch. 5  
Instructor’s Notes  
2 presentations  | DB Forum 4  
Article/Chapter Assessment 3 | 25  
50 |
| 6           | Parkay et al.: ch. 6  
Instructor’s Notes  
3 presentations  | Article/Chapter Assessment 4  
Leadership Scripture Assessment 2 | 50  
25 |
| 7           | Parkay et al.: ch. 7  
Instructor’s Notes  
2 presentations  | Synthesis Presentation | 125 |
| 8           | Parkay et al.: chs. 8, 9, or 10 (depending upon school-level curriculum of interest) | Literature Review | 300 |

**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.