

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.

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 PURCHASES

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 Office

IV. 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.

V. 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. 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.

g. 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.

h. 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.

i. 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.

j. 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.

k. 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.

VI. COURSE GRADING AND POLICIES

a. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 20 pts ea)	100
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

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. Style Guidelines

All assignments for this course are to be formatted in accordance with the latest edition of the APA style manual. Supplemental writing aids are available via the [Online Writing Center](#).

d. Extra Credit

No additional “for credit” assignments will be permitted beyond those given in the course requirements stated above.

e. Course Changes

Course requirements are subject to change by the administration of the University at any time with appropriate notice.

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. LiveText Submission Policy

- g. 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.

COURSE SCHEDULE

EDUC 771

Textbooks: APA, Publication Manual of the American Psychological Association (Current).
 Knight, *Philosophy & Education: An Introduction in Christian Perspective* (2006).
 Parkay et al., *Curriculum Leadership* (2014).

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