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 <u>not</u> 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.   Blackboard recommended browsers

     D.   Microsoft Office

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. (MLO: A, B, C, D, E)

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). (MLO: A, B, C, D, E, F)

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. (MLO: G, J)

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. (MLO: H)

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. (MLO: A, B, C, D, E, F, G)

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. (MLO: A, B, C, D, E, F, G)

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. (MLO: J)

VI.   **COURSE GRADING AND POLICIES**

A.   Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 25 pts ea)	100
Article/Chapter Assessments (4 at 50 pts ea)	200
Leadership Scripture Assessments (2 at 25 pts ea)	50
Evaluation of Literature Review	100
Synthesis Paper	125
Synthesis Presentation	125
Literature Review	300
Total	**1010**

A.   Scale

A = 960–1010   A- = 940–959   B+ = 920–939   B = 900–919   B- = 880–899

C+ = 860–879   C = 840–859   C- = 820–839   D+ = 800–819   D = 780–799

D- = 760–779   F = 0–759

B.   LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

C.   Disability Assistance

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

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

EDUC 871

Textbook: Parkay et al., *Curriculum Leadership* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Parkay et al.: ch. 1 Instructor's Notes 2 presentations 1 article	Course Requirements Checklist Advising Guide Acknowledgement Class Introductions DB Forum 1 Article/Chapter Assessment 1	10 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**.