

## Curriculum Theory

### EDUC-771

CG Section 8WK 11/08/2019 to 04/16/2020 Modified 02/04/2022

### Contact Information

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See detailed faculty information in Canvas.

### Course Description

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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.

#### Requisites

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](https://catalog.liberty.edu/) (<https://catalog.liberty.edu/>).

### Rationale

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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.

### Course Learning Outcomes

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Upon successful completion of this course, the student 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 components of 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. Justify the curriculum evaluation process as it relates to curriculum development and planning.
- H. Provide a rationale for the values that schools should teach.
- I. Identify information and issues in curriculum theory.

### Course Resources

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Click on the following link to view the required resource(s) for the term in which you are registered: [Liberty University Online Bookstore](https://bncvirtual.com/liberty/) (<https://bncvirtual.com/liberty/>).

#### Additional Materials for Learning

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Canvas [recommended browsers](https://community.canvaslms.com/docs/DOC-10720-what-are-the-browser-and-computer-recommended-browsers) (<https://community.canvaslms.com/docs/DOC-10720-what-are-the-browser-and-computer-recommended-browsers>)

## ☰ Course Assignments

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### Textbook readings and lecture presentations/notes

### Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations \(https://www.liberty.edu/institutional-effectiveness/student-expectations/\)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the student will complete the related checklist found in the Course Overview.

### Discussions (4)

Discussions are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each discussion. Each thread must be 300 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to the threads of at least two classmates. Each reply must be 200 words. (CLO: D, F, I)

### Curriculum Change Plan

In this six-part project, the candidate will develop a curriculum change plan and provide a presentation that describes the plan to their selected stakeholders. Throughout each part of the project, the candidate must set priorities for the targeted issues, consider digital trends and technology, address the biblical worldview, and use scriptural support. The instructor will grade the project by each Part's rubric terms.

#### Curriculum Change Plan: Part 1 - Research Matrix

In Part 1 of this project, the candidate will research and select a topic for their curriculum change plan. The candidate's selected topic will become the focus for all the following parts of the Curriculum Change Plan. This assignment will also lead the candidate through essential preliminary research for the following parts of their Curriculum Change Plan.

The candidate must identify at least fifteen scholarly resources on their selected curriculum change plan topic that have been published within the last five years. The textbook, reputable websites, journal articles, and other books are all acceptable sources. The candidate will then follow the provided template to complete this part of the project. (CLO: I)

#### Curriculum Change Plan: Part 2 - Philosophies and Models for Change

In Part 2 of the Curriculum Change Plan, the candidate will explore the influence of educational philosophies and models on curriculum and develop ideas for their curriculum change plan. The candidate will articulate some of the main philosophies and models that are applicable to their curriculum change plan. These considerations are essential for the candidate's theoretical understandings of the Curriculum Change Plan.

The candidate will discuss curriculum philosophies or models, the focus philosophy or model, and hidden/implied curriculum in six pages, not including the title page or references section. The candidate is to use complete, error-free sentences, at least six scholarly resources, at least two in-text citations from the textbook, and at least one Bible verse to support their claims. The candidate should cite and attribute all information correctly in all needed locations and use correct APA formatting for the entire assignment, including all in-text citations and references. (CLO: A, B, H, I)

#### Curriculum Change Plan: Part 3 - Core Decisions

In Part 3, the candidate will examine and develop the core curriculum decisions for their Curriculum Change Plan. The candidate will discuss the goals and standards, organization, and evidence for their plan in six pages, not including the title page or references section. The candidate should use complete, error-free sentences and include at least six scholarly resources to support their claims. The candidate must also use at least two in-text citations from the textbook and one Bible verse to support their claims. The candidate should cite and attribute all information correctly in all needed locations and use correct APA formatting for the entire assignment, including all in-text citations and references. (CLO: D, E, F, I)

#### Curriculum Change Plan: Part 4 - Approaches to Implementation

In Part 4, the candidate will explore specific goals/objectives, classification systems, and evidence-based instructional models and develop a clear plan for essential Curriculum Change Plan implementation considerations. The candidate will develop three specific objectives based on their knowledge of domains of learning, identify how their objectives align with a selected classification system, and describe and reflect on the instructional model that they plan to use for their Curriculum Change Plan.

This part of the project should be six pages, not including the title page or references section. The candidate should use complete, error-free sentences and include at least six scholarly resources to support their claims. The candidate must also use at least two in-text citations from the textbook and one Bible verse to support their claims. The candidate should cite and attribute all information correctly in all needed locations and use correct APA formatting for the entire assignment, including all in-text citations and references. (CLO: C, E, F, I)

#### **Curriculum Change Plan: Part 5 - Textbook and Digital Resource Chart**

In Part 5, the candidate will evaluate one textbook or digital resource for their Curriculum Change Plan. The candidate will connect their textbook or digital resource information to their overall curriculum evaluation plan. These analyses are essential for the soundness of the curriculum change plan. The candidate will also reflect on how the selected textbook or digital resource supports curriculum plan assessments and overall objectives. The candidate should follow the provided template.

The Assessment and Curriculum Evaluation parts of the template should be at least six pages long, not including the title page, chart, or references section. The candidate should use complete, error-free sentences and include at least six scholarly resources to support their claims. The candidate must also use at least two in-text citations from the textbook and one Bible verse to support their claims. The candidate should cite and attribute all information correctly in all needed locations and use correct APA formatting for the entire assignment, including all in-text citations and references. (CLO: F, G, I)

#### **Curriculum Change Plan: Part 6 - Stakeholder Presentation**

The candidate will use the previous parts of this project to develop a detailed technology-based presentation about his/her curriculum change in a manner useful to potential stakeholders. In this presentation, the candidate will discuss the steps and time frame for a plan to change the total curriculum for any school, grade level, or subject. The candidate will describe a plan to get school system stakeholders (parents, teachers, librarians, administrators, etc.) to cooperate and to engage positively with a change in curriculum.

The candidate's presentation should have at least 17 slides or sections and avoid grammatical and spelling errors. The candidate is expected to develop a presentation that is organized and viewer-friendly, uses correct APA formatting, and follows the presentation order provided in the assignment instructions. (CLO: E, F, I)

## **Curriculum Reflection**

In this assignment, the candidate will reflect on the topic of curriculum planning and consider the curriculum influences in their life. It is important that the candidate examine their position on these topics, in order to have awareness of their curriculum theory preferences and curriculum decisions.

The entire assignment should be at least two pages long, not including the title page or references section. Use complete, error-free sentences. Use at least two scholarly resources to support the claims. Use at least one in-text citation from the textbook. Use at least one Bible verse to support your claims. Cite and attribute all information correctly in all needed locations. Use correct APA formatting for the entire assignment, including all in-text citations and references. (CLO: C, I)

## **Quizzes (2)**

The candidate will complete two quizzes in this course. Each quiz will cover the textbook material for the assigned Module: Week. The quiz will be open-book/open-notes, contain 10 multiple-choice questions, and have a one hour time limit. (CLO: I)

## **✓ Course Grading**

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Course Requirements Checklist	10
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Discussions (4 at 50 pts ea)	200
Curriculum Change Plan	
Curriculum Change Plan: Part 1 - Research Matrix	100
Curriculum Change Plan: Part 2 - Philosophies and Models for Change	100
Curriculum Change Plan: Part 3 - Core Decisions	100
Curriculum Change Plan: Part 4 - Approaches to Implementation	100
Curriculum Change Plan: Part 5 - Textbook and Digital Resource Chart	100
Curriculum Change Plan: Part 6 - Stakeholder Presentation	150
Quizzes (2 at 50 pts ea)	100
Curriculum Reflection	50
<b>Total</b>	<b>1010</b>

## Policies

### Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

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 after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

### Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

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](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) ([https://www.liberty.edu/media/1226/Liberty\\_University\\_Discrimination\\_Harassment\\_and\\_Sexual\\_Misconduct\\_Policy.pdf](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf)) or the [Student Disability Grievance Policy and Procedures](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf) ([http://www.liberty.edu/media/8021/Disability\\_Grievance\\_Procedures.pdf](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf)).

## Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2BAnd%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2BAnd%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0>) can be found in the [Academic Course Catalogs](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0>)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

## Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes) (<https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes>).

## Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <http://www.liberty.edu/index.cfm?PID=19155> (<http://www.liberty.edu/index.cfm?PID=19155>).

## Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

## Schedule

When	Topic	Notes
<b>Course Overview</b>	Student Acknowledgements	Course Requirements Checklist Advising Guide Acknowledgement
<b>Module 1: Week 1</b>	Learn	Read: 2 items  Watch: 1 item  Explore: 1 item
	Apply	Discussion: Definitions of Curriculum
<b>Module 2: Week 2</b>	Learn	Read: 1 item  Watch: 3 items  Explore: 2 items
	Apply	Curriculum Change Plan: Part 1 - Research Matrix Assignment  Discussion: Curriculum and Stakeholders
<b>Module 3: Week 3</b>	Learn	Read: 2 items  Watch: 4 items  Explore: 1 item
	Apply	Curriculum Change Plan: Part 2 - Philosophies and Models for Change Assignment  Quiz: Curriculum Models and Philosophies
<b>Module 4: Week 4</b>	Learn	Read: 2 items  Watch: 3 items  Explore: 2 items
	Apply	Curriculum Change Plan: Part 3 - Core Decisions Assignment  Discussion: Core Curriculum Decisions
<b>Module 5: Week 5</b>	Learn	Read: 1 item  Watch: 3 items
	Apply	Curriculum Change Plan: Part 4 - Approaches to Implementation Assignment  Curriculum Reflection Assignment

When	Topic	Notes
<b>Module 6: Week 6</b>	Learn	Read: 2 items Watch: 3 items
	Apply	Curriculum Change Plan: Part 5 - Textbook and Digital Resource Chart Assignment Quiz: Curriculum Evaluation
<b>Module 7: Week 7</b>	Learn	Read: 5 items Watch: 3 items
	Apply	Curriculum Change Plan: Part 6 - Stakeholder Presentation Assignment
<b>Module 8: Week 8</b>	Learn	Read: 2 items Watch: 1 item
	Apply	Discussion: Reflection