

I. Course Description:

Principles of Curriculum Development is designed to introduce the student to the fascinating study of the curriculum process—from design to implementation. The student will learn about curriculum evaluation, structure, scope, sequence, and purpose of any curriculum.

II. Course Objectives

1. The students will reaffirm the centrality of Biblical truth in the discussion on curriculum development, implementation, and assessment.
2. The students will develop a deeper understanding and appreciation of the complexity of the curriculum development process.
3. The students will analyze and evaluate selected course curricula in light of principles and concepts discussed in class.
4. The students will prepare a curriculum proposal on a subject of their choice.

III. Course Textbooks

Required Texts:

Ford, *A Curriculum Design Manual for Theological Education* (Wipf & Stock, 2003), ISBN: 1592441610.

Recommended Texts for Additional Study:

Carey, *Systematic Design of Instruction*, 7th ed. (Allyn & Bacon, 2007), ISBN: 0205585566.

IV. Evaluation of Student Performance

1. **Class Attendance** – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability** – Everyone is expected to read assigned material before each lecture. Each lecture has assigned reading accountability questions or topics for discussion. A one page, double spaced response is required for each question or topic.
3. **Research Assignments:**

Assignment 1: Students will take notes from the lectures and submit them with the other assignments. Although I offer latitude in format and content, allow for one page per lecture (double spaced). Title this assignment EDUC 3302 LECTURE NOTES.

Assignment 2: Students will review **two** sample curricula. Each review will be 3-4 pages in length, double-spaced for a **total of 6-8 pages**, and follow the research and submission requirements outlined in the school catalog. If in doubt, address questions to the professor before proceeding. **Online students may reduce this assignment to 4-6 pages.**

Assignment 3: Students will prepare a curriculum proposal for a subject of their choice. Details for this submission will be given later in the course. **Online students may omit this assignment.**
4. **Course Exams** – There will be no course quizzes or examinations. Final grade will determined based on attendance and results of research projects.

5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.

7. **Scoring Rubric**

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Assignment Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Class 1 – Introduction

Course objectives, readings, assignments, purpose of the course.

Class 2 – What is Curriculum?

Reading Component– Ford, Chapters 1&2.
What is the Biblical perspective on curriculum?
A one page, double spaced response is required.

Class 3 – Design Versus Plan?

Reading Component –.Ford, Chapter 3.
Describe in detail the difference between curriculum planning and curriculum design. **A one page, double spaced response is required.**

Class 4 – Types of Curriculum

Reading Component – Ford, Chapter 4.
Describe the hierarchical progression from institutional through departmental curriculum development. **A one page, double spaced response is required.**

Class 5 – Purpose of Curriculum

Reading Component – Ford, Chapters 7&8.
What is the institutional aspect of curriculum development, and how does specific department curriculum depend on institutional goals and objectives? **A one page, double spaced response is required.**

Class 6 – Writing Curriculum

Reading Component – Ford, Chapter 9.
What is the context of curriculum writing? Provide examples from the text to support your response.
A one page, double spaced response is required.

Class 7 – Curriculum Scope

Reading Component – Ford, Chapter 5.

How is the scope of the curriculum related to the context? Does scope play an important role at the department level? **A one page, double spaced response is required.**

Class 8 – Guide to Curriculum Development

Reading Component – Class handout.

Describe the curriculum development process from start to finish. **A one page, double spaced response is required.**

Class 9 – Evaluating and Using Curriculum

Reading Component – No additional reading assignment.

Be prepared to discuss the various approaches to evaluating commercial curriculum products. **A one page, double spaced response is required.**

Research Component – **Assignments are due.**

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

Learning Center Students: LC Location, Campus Prof. Name, Class # & Name, Student Name
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)

5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).