

**International Baptist College**  
2150 E. Southern Avenue; Tempe. Arizona 85282

ED 524 | Curriculum Development | 3 hours  
Summer 2009 | Dr. Jerry C. Tetreau

## **COURSE SYLLABUS**

### **COURSE DESCRIPTION:**

A study of the biblical foundations for an educational curriculum with guidance in biblical research considering source, origin, end, and purpose; scope, sequence, balance, and development of existing curricula will also be analyzed.

### **RATIONALE:**

The purposes of the course follow:

1. To examine the theoretical dimensions of curriculum development and the roles of personnel who develop curriculum from the stating of the aims of education to the evaluating of instruction and curriculum.
2. To acquaint prospective and current school leaders with information and an understanding of the skills needed to design, develop, improve, and evaluate curriculum.
3. To help the College fulfill its stated educational objectives:
  - a. Students will demonstrate a lifestyle characterized by biblical stewardship and biblical values.
  - b. Students will develop a biblical worldview, which acknowledges God and His Word as the unifying center of all knowledge.
  - c. Students will learn to research, analyze, apply, and communicate persuasively, correctly, and clearly.
  - d. Students will acquire the knowledge, understanding, values, and skills necessary to fulfill their vocational calling.
  - e. Students will be encouraged to pursue seminary or graduate-level studies and lifelong learning.

### **PREREQUISITES:**

None

**COURSE OBJECTIVES: As the result of successfully completing this course, students will be able to do the following: (#'s 1 – 4, cognitive; #5, affective; #6 psycho-motor)**

1. Students will demonstrate knowledge of the basic vocabulary of curriculum development by creating a list of significant glossary terms.
2. Students will demonstrate understanding of the methodology of biblical research that includes a look at source, origin, end and purpose by responding to embedded questions on quizzes and tests.
3. Students will demonstrate application of mission, goals, scope and sequence by the designing of a course rationale and 8 to 10 intended learning objectives based on the information found in the *Course Design* text.

4. Students will develop the ability to analyze by completing a comparison of two textbooks on an approved subject.
5. Students will demonstrate a commitment to building curriculum on a biblical foundation by writing a 2 to 3 page paper on source, origin, end, and purpose.
6. Students will demonstrate skill in working on a committee by developing a curriculum guide for teaching a unit of study on Native American Western Art.

**COURSE WORK REQUIRED:**

1. Read the required pages from the course textbooks, and be prepared for daily quizzes on the reading and materials presented in class.
2. A research paper is to be written speaking to the source, origin, end, and purpose of an academic subject that is, or could be taught, in a Christian school.
3. Students are strongly encouraged to read multiple sources relevant to the topic of their research papers. At least half of the research material should come from journals or books in hand, as opposed to short and outlined presentations from on-line research.
4. A two to three page paper is required comparing two textbooks on an approved subject.
5. A course rationale is to be developed with 8 to 10 intended learning objectives on an approved subject area.
6. A curriculum guide is to be developed by an approved group; each member of the group is to be assigned a clearly defined portion of the work.

**PRE-ASSESSMENT:**

None

**METHOD OF INSTRUCTION:**

Lecture, class discussion, committee work, and research papers.

**LEARNING MATERIALS:**

**Textbooks:**

Glatthorn, A. A. (2000). *The principal as curriculum leader* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

Posner, G. and Rodnitsky, A. (2006). *Course design: A guide to curriculum development for teachers* (7<sup>th</sup> ed.). New York: Longman.

Van Brummelen, H. (2002). *Steppingstones to curriculum: A biblical path* (2<sup>nd</sup> ed.). Colorado Springs, CO: Association of Christian Schools International.

**Optional Materials:**

Haycock, R. C. (1993 reprinted 2005). *Encyclopedia of Bible truths for school subjects*. Colorado Springs, CO: Association of Christian Schools International.

Webster, N. (1980). *Webster's 1828 dictionary*. San Francisco: Foundation for American Christian Education.

**EXAMS:**

There will be a final exam in the course. It will consist of short answer questions like those given in daily quizzes and some essay questions to evaluate the practical benefit of the experiences related to completing the assignments given for this course.

**COURSE SCHEDULE:**

Monday	6/15	11:00	Course overview: introduction and syllabus
		1:00	The interface of theology, philosophy, methodology, content
		2:30	Discuss chapter 1 of <i>Steppingstones</i> (STPP) and Mission and goals
Tuesday	6/16	8:00	Discuss chapter 2 of STTP
		9:15	Institutional objectives vs. educational objectives
		10:30	<i>The Principal as Curriculum Leader</i> (PrinCL) Part I
		11:45	Scope and sequence
	Lunch		
		01:00	Discuss chapter 3 of STTP
		02:30	<i>Course Design</i> (CD), chapter 3
Wednesday	6/17	08:00	Discuss chapter 4 of STTP
		09:15	Discuss chapter 5 of STTP
		10:30	PrinCL, chapters 4, 5, 6, and 7
		11:45	Writing curriculum guides
	Lunch		
		01:00	<i>Course Design</i> (CD), chapter 4
		02:30	(CD), chapter 5
Thursday	6/18	08:00	Discuss chapter 6 of STTP
		09:15	Discuss chapter 7 of STTP
		10:30	Instructional activities, materials, and assessments
		11:45	PrinCL, chapters 8, 9, 10, and 11
	Lunch		
		01:00	(CD), chapter 6
		02:30	(CD), chapter 8
Friday	6/19	08:00	Discuss chapter 8 of STTP
		09:15	Discuss chapter 9 of STTP
		10:30	Committee work prior to field study trip, make assignments
		11:45	PrinCL, chapters 12 and 13
	Lunch		
		01:00	Field study trip
		02:30	Field study trip, re-evaluate assignments
Monday	6/22	08:00	PrinCL, chapters 14, 15, and 16
		09:15	Report (SOEP) Goals and objectives

Tuesday	6/23	08:00	Report (SOEP) Units, lessons, and textbooks
		09:15	Curriculum Writing
Wednesday	6/24	08:00	Report
		09:15	Report
Thursday	6/25	08:00	Review
		09:15	TBA
Friday	6/26	08:00	Final exam
		09:15	Final exam

### **BIBLIOGRAPHY:**

Haycock, R. C., 1993 (reprinted 2005), *Encyclopedia of Bible Truths*: Colorado Springs, ACSI  
 Oliva, P. F., 1982, *Developing the Curriculum*: Boston, Little, Brown and Company.  
 Rose, J. B., 1987, *A Guide to American Christian Education*: San Francisco, FACE

### **COURSE EVALUATION METHOD:**

Exam	25%
Glossary	10%
Quizzes	10%
Tests	10%
Paper (SOEP)	15%
Compare texts	10%
Course Rationale	10%
Committee Work	10%

### **MISCELLANEOUS MATTERS: (These are policies and procedures followed during the fall and spring semester; they will be subject to adjustment due to the brevity of our term.)**

#### **Late Work:**

Habitually being late is a sign of poor character. It is the desire of IBC to teach character as well as academic content. Thus, late work will be severely penalized. Eight to twelve points will be subtracted for each class day that an assignment is late. Any work missed because of an absence must be made up upon the student's return to class. The instructor is under no obligation to accept late work.

#### **Tardiness and Absences:**

Students who are tardy to class will receive demerits. Being tardy three times will equal one absence. Being tardy to class by more than fifteen minutes will be considered an absence. The student is permitted one absence for each credit hour without penalty. Each additional absence will reduce the student's final course grade by 2%. Being absent 25% of the classes will result in the loss of credit for the course.

#### **Incompletes:**

All course work is due at the conclusion of the semester; a student who has failed to complete the required assignments by that date will not receive credit for those assignments. If the student

wishes to have additional time to complete course work, it is his responsibility to request an extension. Any such requests must be submitted before the conclusion of the semester. The absolute deadline for late work, even with extensions, is 21 class days after the final day of the semester. No instructor is ever obligated to grant an extension.

**Spelling:**

The failure to edit one's spelling is a poor reflection upon the student, the school attended, and ultimately upon the Lord. Thus, each misspelled word on formal papers or projects will result in the reduction of the final grade for that assignment.

**Papers:**

All academic papers are to follow the International Baptist College Format and Style Guide attached below. Individual professors have the right to deviate from this guide where they deem necessary.

**Note:**

The instructor reserves the right to alter the course syllabus, schedule, or assignments at his or her discretion.