Curriculum Design
A High Level View

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Session Objectives

• Define what a curriculum is and what it is not
• Differentiate macro-level and micro-level influences on a curriculum
• Discuss the key principles in developing a curriculum
• Outline strategies to review the effectiveness of a curriculum
Definition

Etymology

- From the Latin word “currere,” a race or a course of a race
- In educational parlance, curriculum represents a course of study
Types of Curriculum

Explicit Curriculum
- Concerns learning opportunities that are overtly taught and stated or printed in documents typically drawn from standards, policies, and related guidelines

Implicit Curriculum
- May be intended or unintended but is not stated or written down and can also be considered a hidden curriculum

Null Curriculum
- Refers to what students do not have the opportunity to learn

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How would you describe your program’s curriculum?

Explicit, Implicit, and Null

Curricular Influences
Physical Therapy Curriculum

Macro-Level Influences  Micro-Level Influences

Key Principles
Ralph W. Tyler

Tyler RW. Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1949

Tyler’s Four Fundamental Questions

1. What educational purposes should the school seek to attain?
2. What educational learning experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?
Tyler’s Four Fundamental Questions

Program Philosophy and Goals
1. What educational purposes should the school seek to attain?

Educational Experiences
2. What educational learning experiences can be provided that are likely to attain these purposes?

Organization
3. How can these educational experiences be effectively organized?

Tyler’s Four Fundamental Questions

Evaluation

4. How can we determine whether these purposes are being attained?
Curriculum Evaluation

Evaluation Data

Sources

Examples
Questions and Comments

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