

**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 not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 571 CURRICULUM FUNDAMENTALS**

#### **COURSE DESCRIPTION**

An introduction to basic concepts and issues related to curriculum design, development, change and evaluation.

#### **RATIONALE**

Administrators and teachers are responsible for the planning and implementation of curriculum that best meets student needs and fosters maximum growth. In order to make educationally sound decisions and to implement decisions in a manner that is productive for students, educators must know the parameters, advantages, and disadvantages of the various curriculum models and must analyze the research data which supports or discredits those conclusions.

#### **I. PREREQUISITES**

To be taken the semester directly before student teaching or during student teaching.

#### **II. REQUIRED RESOURCE PURCHASE**

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer & Internet access (broadband recommended)
- B. Microsoft Word and Microsoft PowerPoint  
(Microsoft Office is available at a special discount to Liberty University students.)
- C. Access to the Liberty University library (link found in Blackboard) and other available resources in your local school or public library. The teacher candidate will need to access multiple resources in completing the curriculum project.

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the teacher candidate will be able to:

- A. Utilize the mission statement by developing a plan for designing, developing, and evaluating a curriculum.
- B. Access the Liberty University library and other available resources and utilize multiple resources to develop curriculum that is current, accurate, and meets necessary standards and is meaningful and engaging for K-12 learners.
- C. Use current research and evaluate the considerations necessary for meeting the needs of diverse populations in traditional curriculum approaches.

- D. Use a provided checklist to analyze and reflect on his/her curriculum project and provide evidence.
- E. Demonstrate mastery of the vocabulary, concepts, and principles associated with curriculum design and processing in testing exercises.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes

- B. Course Overview Quiz

The purpose of the quiz is to test the candidate's understanding of the syllabus and course requirements. The candidate can review a list of questions before taking the Course Overview Quiz. The list of questions is listed in Module/Week 1. After the candidate has read the list of questions, he/she can take the quiz.

- C. Class Introductions

In Module/Week 1, candidates will participate in an introductions discussion forum. The candidate's thread will be graded on the introduction, personal information, a picture of the candidate alone, and demonstration of professionalism.

- D. Discussion Board forums (4)

This course includes 4 Discussion Board forums . Each discussion is to be completed in 2 parts: 1) a thread to the instructor's prompt by Thursday night of the week assigned, and 2) a reply to at least one classmate's thread by Sunday night of the week assigned. Replies should be substantive furthering discussion in a professional way.

- E. Curriculum Project

The curriculum project consists of several graded steps in the course. Candidates will complete the assignment based on their licensure track (Elementary/SPED or Secondary). The directions and samples for the Curriculum Project and the assignments listed below can be found in the Syllabus and Assignment Instructions folder. The complete Curriculum Project is due in Module/Week 8. Some parts of this assignment will be graded as follows:

1. Curriculum Essentials Assignment

This assignment consists of creating: a mission statement using the template provided, a simplistic character education plan, and a standards assignment. Detailed directions are listed in the course. The Curriculum Essentials Assignment is due by the end of Module/Week 3.

2. Horizontal Mapping Assignment

Candidates will configure a "map" that displays "when" and "how long" certain standards (content or skills) will be taught in the grade level for which he/she chooses for the Curriculum Project. The candidate will need to review state standards for his/her grade level in English, Mathematics, etc. The Elementary/SPED track will create a map for 18 weeks (90 days), and the Secondary track will create a map for 36 weeks (180 days). The assignment will be graded on organization, all core content area, and standard number and short title of skill. Do not use spreadsheet software, but instead use the table format in Microsoft Word. The assignment is due by the end of Module/Week 5.

3. Sample Curriculum Planning Charts

The candidate will produce a shorter version of the Curriculum Project for the instructor to grade. Elementary/SPED candidates will submit a legend and 3 days of curriculum following the sample. Secondary candidates will submit a legend and 2 weeks of curriculum following the sample. The purpose of this assignment is for the instructor to give the candidate feedback before submitting the official Curriculum Project. The assignment should be created in a Word document using the table feature but there is no specific template. The project is due in Module/Week 5.

4. Resource List

The candidate will compile a list of at least 25 diverse resources that were used or cited during the Curriculum Project. Do not use only websites. The list must be presented in APA format. The Resource List will be turned in with the Curriculum Project in Module/Week 8.

5. Self-Analysis & Evidence of Curriculum Requirements

The candidate will list five ways in which the following elements are incorporated into the Curriculum Project: integration, fine arts, health, PE and movement, character education, diversity and accommodations, critical thinking and problem solving activities, active learning experiences, involvement of the mission statement, technology, collaboration and assessment. The Self-Analysis will be due by the end of Module/Week 8.

F. Tests (4)

Tests will cover material in the Oliva text. These are open-book tests, and will be timed at 2 hours and 45 minutes. Tests are due by the end of Module/Week 2, 4, 6 and 8.

**VI. COURSE GRADING AND POLICIES****A. Points**

Class Introductions	30
Course Overview Quiz	20
Discussion Boards (4 at 25 pts ea)	100
Curriculum Essentials Assignment	100
Horizontal Mapping Assignment	50
Sample Curriculum Planning Charts	50
Self-Analysis & Evidence of Curriculum Reqs.	100
Resource List	50
Curriculum Project	300
Tests (4 at 50 pts ea)	200
<b>Total</b>	<b>1000</b>

**B. Scale**

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889  
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779  
 D- = 730–749 F = 729 and below

**C. Late Assignment Policy:**

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receives a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

**D. Disability Assistance**

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

**VII. BIBLIOGRAPHY**

Cornett, C. (2006). *Creating meaning through literature and the arts: An integration resource for classroom teachers* (3rd ed.) Upper Saddle River, NJ: Pearson Education, Inc.

Van Brummelen, H. (2002). *Stepping stones to curriculum: A biblical path* (2nd ed.) Colorado Springs, CO: Purposeful Design Publications.

(Recommended for those seeking Elementary, SPED, or Secondary degrees.)

## ***COURSE SCHEDULE***

### **EDUC 571**

Textbooks: Oliva, *Developing the Curriculum* (2008).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Oliva: chs. 1 & 2 1 presentation	Course Requirements Checklist	0
		MAT/MED Advising Guide Quiz	0
		Class Introductions	30
		Course Overview Quiz	20
<b>2</b>	Oliva: chs. 3 & 4 1 presentation 7 weblinks	Discussion Board Forum 1	25
		TEST 1	50
<b>3</b>	Oliva: chs. 6–8 4 presentations 1 document	Curriculum Essentials Assignment	100
		Discussion Board Forum 2	25
<b>4</b>	Oliva: chs. 5–7 & 15 3 presentations 1 document	Discussion Board Forum 3	25
		TEST 2	50
<b>5</b>	Oliva: chs. 9 & 10 1 presentation	Horizontal Mapping Assignment	50
		Sample Curriculum Planning Charts	50
<b>6</b>	Oliva: ch. 11 4 presentations	TEST 3	50
<b>7</b>	Oliva: chs. 14 & 15	Discussion Board Forum 4	25
<b>8</b>	Oliva: chs. 12 & 13 3 presentations	TEST 4	50
		Self-Analysis & Evidence	100
		Resource List	50
		Curriculum Project	300
<b>TOTAL</b>			<b>1000</b>

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.