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

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. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
Click on the following link to view the required resource(s) 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 Requirements Checklist
   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. 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.

D. Class Introductions
   Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in an introductions Discussion Board Forum. The candidate’s thread will be graded on the introduction, personal information, a picture of the candidate alone, and demonstration of professionalism.

E. Discussion Board Forums (4)
   Discussion boards are collaborative learning experiences. Therefore, each discussion is to be completed in 2 parts: 1) a thread to the instructor's prompt, and 2) a reply to at least 2 classmate’s thread. Replies should be substantive, furthering discussion in a professional way.

F. Curriculum Project
   The curriculum project consists of several graded steps in the course. The candidate will complete the assignment based on his/her licensure track (Elementary/SPED or Secondary). The directions and samples for the Curriculum Project and the assignments listed below can be found in the Course Guides and Assignment Instructions folder. 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.

   2. **Horizontal Mapping Assignment**
      The candidate 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. The candidate must not use spreadsheet software, but instead use the table format in Microsoft Word.

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.

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 current APA format. The Resource List will be turned in with the Curriculum Project.

5. Self-Analysis & Evidence of Curriculum Requirements

The candidate will list 5 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.

G. Tests (4)

Tests will cover material in the Oliva text. These are open-book/open-notes tests, and will be timed at 2 hours and 45 minutes.

VI. COURSE GRADING AND POLICIES

A. Points

| Course Requirements Checklist | 10 |
| Class Introductions | 30 |
| Course Overview Quiz | 20 |
| Discussion Board Forums (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

Total 1010

B. Scale

D- = 730–749  F = 0–729

C. LiveText Submission Policies

Assignments that are to be submitted to LiveText must be submitted there to receive credit. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

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 of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

VII. Bibliography

Colorado Springs, CO: Purposeful Design Publications.

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

**EDUC 571**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
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<tr>
<td>1</td>
<td>Oliva: chs. 1–2</td>
<td>Course Requirements Checklist</td>
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<td>MAT/MED Advising Guide Quiz</td>
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<td>3 presentations</td>
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<td>Curriculum Project</td>
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<tr>
<td></td>
<td></td>
<td>Test 4</td>
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**Total** 1010

DB = Discussion Board

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