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 672
CURRICULUM DEVELOPMENT (ELEMENTARY/SECONDARY)

COURSE DESCRIPTION
A study of the construction, organization and function of the curriculum. Special attention is given to objectives, sequence, major problems and recent developments in each school program area.

RATIONALE
Curriculum design and generation is a function of school personnel as a part of the accreditation and program validation process. The models and theories are translated into a working document that affords the best opportunity for implementation in a school setting.

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

II. REQUIRED RESOURCE PURCHASE
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 with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the candidate will be able to:
A. Incorporate a biblical foundation for curriculum development.
B. Apply the elements of the curriculum development cycle to the design of a prototype document.
C. Articulate his/her philosophy of education, the role of the school, and the role of the instructional leader in the development of the curriculum.
D. Analyze the standards that form the basis of the curriculum.
E. Create an annual scope and sequence.
F. Create a detailed semester-long pacing guide.
G. Analyze how curriculum development could be processed in schools.

V. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Textbook readings, assigned websites, and lecture presentations
B. Course Requirements Checklist
   After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
C. Class Introduction
   In Module/Week 1, candidates will participate in an “introductions” discussion forum. The introduction thread will include a picture of the candidate alone and general biographical information about the candidate.
D. Discussion Board Forums (7)
   Each candidate will complete 1 Discussion Board Forum per week during Module/Weeks 2–8 for a total of 7 forums. These assignments will be approached as a classroom discussion, in which the candidate posts his or her own thread (300 words) and replies to the comments of 2 others in the course (150 words each). This interaction is informal, much like a verbal discussion, but will be entered politely and with correct punctuation and grammar, although APA format is not required.
E. Biblical Foundations Paper
   In Module/Week 1, the candidate will write a 4–5-page paper in APA style, explaining how his/her personal biblical worldview impacts his or her beliefs and opinions about curriculum development. This paper will include the candidate’s beliefs about the roles of the teacher, learner, society, government, church, and family in the development of the curriculum.
F. Demographic, Mission, Vision, Values, and Goals
   Using the definitions and the template included in Blackboard, the candidate will articulate the demographic description (1 page), mission statement (1 page), vision (1 page), values (1 page), and goals (1 page) for the school being studied or the simulated school (if the candidate is not presently employed in a school setting). Each candidate will explain how the information they have provided will impact the development of the curriculum for the school they are describing.
G. National, State, and Other Published Standards Document
   For this assignment, the candidate will choose 1 grade cluster (PK–2, 3–5, 6–8, or 9–12) and 1 content area (English, math, science, etc.). Using available resources, the candidate will research the national, state and other available published standards (such as the Core Knowledge Curriculum of E.D. Hirsch) for this grade cluster/subject area and create a document that lists the standards by grade level for each of the 3 resources used.
H. Standards Document
The candidate will choose 1 grade level from his or her research of the national, state, and published standards document (Module/Week 3) and conduct an in-depth analysis of the standards for that grade from each of the 3 areas (national, state, and other published standards). The candidate will write a paper that discusses, in detail, the similarities and differences in the 3 sets of standards. The candidate will also discuss the strengths and weaknesses of each set of standards, and consider how a curriculum developer might combine the best standards from each resource to produce an “ideal” curriculum. The paper will be 5–10 pages.

I. Scope and Sequence
The candidate will choose 1 set of standards (national, state, or other published standards) for 1 grade level from his/her standards paper and fill in the template provided to map the objectives and skills that will be taught and tested in the chosen content area for 1 school year.

J. Pacing Guide
The candidate will create a pacing guide for 1 semester. Using the same content area/grade level for which he or she created the scope and sequence, a more detailed map that lists the standards to be taught DAILY for an entire semester will be created. The candidate must include time for pre- and post-assessments and the document must reflect school holidays and some “flexible time” to account for interruptions such as school events or inclement weather days.

K. Objective Maps
Using the template provided, the candidate will write out his or her plan for teaching the content area standards for the first nine-week period on the Horizontal Map submitted. Each standard is represented by 1 Objective Map, and there are typically 5 or more standards to cover in a nine-week period. Therefore, the candidate can expect to submit 5 or more Objective Maps.

L. Benchmark Assessment
Candidates will design a benchmark assessment to measure the content taught on their Module/Week 7 Objective Map. The questions will measure students’ attainment of the content AND will mirror the standardized assessments of their state in format and style.

VI. COURSE GRADING AND POLICIES
A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Class Introductions</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (7 at 10 pts. ea.)</td>
<td>70</td>
</tr>
<tr>
<td>Biblical Foundations Paper</td>
<td>100</td>
</tr>
<tr>
<td>Demographic, Mission, Vision, Values, and Goals</td>
<td>100</td>
</tr>
<tr>
<td>National, State, and Other Published Standards Document</td>
<td>100</td>
</tr>
<tr>
<td>Standards Document</td>
<td>124</td>
</tr>
</tbody>
</table>
B. Scale

D- = 730–749   F = 0–729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. 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 course 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.

E. Disability Assistance

Candidates with a documented disability may contact the Liberty University Online 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.
# COURSE SCHEDULE

## EDUC 672

<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>Posner: ch. 1</td>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
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<td>1 presentation</td>
<td>Class Introductions</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>Biblical Foundations Paper</td>
<td>100</td>
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<tr>
<td>2</td>
<td>Posner: ch. 2</td>
<td>Demo., Mission, Vision, Values, &amp; Goals</td>
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<td></td>
<td>2 presentations</td>
<td>Discussion Board Forum 1</td>
<td>10</td>
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<tr>
<td>3</td>
<td>Posner: ch. 3</td>
<td>NSOP Standards Document</td>
<td>100</td>
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<td></td>
<td>3 presentations</td>
<td>Discussion Board Forum 2</td>
<td>10</td>
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<tr>
<td>4</td>
<td>Posner: ch. 4 &amp; Appendix A</td>
<td>Standards Document</td>
<td>124</td>
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<td>Discussion Board Forum 3</td>
<td>10</td>
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<td>5</td>
<td>Posner: ch. 5 &amp; Appendix B</td>
<td>Scope and Sequence</td>
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<td>1 presentation</td>
<td>Discussion Board Forum 4</td>
<td>10</td>
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<td>6</td>
<td>Posner: ch. 6 &amp; Appendix C</td>
<td>Pacing Guide</td>
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<td>Discussion Board Forum 5</td>
<td>10</td>
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<td>7</td>
<td>Posner: ch. 7 &amp; Appendix D</td>
<td>Objective Maps</td>
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<td>Discussion Board Forum 6</td>
<td>10</td>
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<td>8</td>
<td>Posner: ch. 8</td>
<td>Benchmark Assessment</td>
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<td>1 presentation</td>
<td>Discussion Board Forum 7</td>
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<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
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DB = Discussion Board Forum  Demo. = Demographic  
NSOP = National, State, and Other Published

**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.