

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 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 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/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

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.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Research Journal Readings (MLO: B, C, E)

- 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 introduction discussion board forum that includes professional personal information.

- E. Discussion Board Forums (MLO: B, C, E)

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 (MLO: A, B, C, D, E)

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 instructions and samples for the Curriculum Project and the related project steps can be found in the Course Guides and Assignment Instructions folder. Parts of this project will be completed as follows:

1. Curriculum Essentials Project

This template project includes a mission statement, a simplistic character education plan, and standards comparison and integration.

2. Horizontal Mapping Project

The candidate will configure a map that displays when and how long standards (content or skills) will be taught in the grade level for which he/she chooses for the Curriculum Project. The candidate will review state standards for his/her grade level. 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).

3. Sample Curriculum Planning Charts Project

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 final Curriculum Project.

4. Curriculum Project 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.

5. Curriculum Project Resources

The candidate will compile at least 25 diverse professional resources in APA format in the reference section at the end of the Curriculum Project.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Course Overview Quiz	50
Discussion Board Forums (4 at 50 pts ea)	200
Curriculum Essentials Assignment	100
Horizontal Mapping Assignment	100
Sample Curriculum Planning Charts	100
Self-Analysis & Evidence of Curriculum Reqs.	100
Curriculum Project Resources	50
Curriculum Project	300
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policies

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Policy Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, and the Ph.D. in Higher Education Administration, are not required to submit assignments to LiveText.

D. Disability Assistance

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

VII. BIBLIOGRAPHY

- Baehr, J. (2017). The varieties of character and some implications for character education. *Journal of Youth and Adolescence*, 46(6), 1153-1161. Retrieved from <https://link-springer-com.ezproxy.liberty.edu/article/10.1007%2Fs10964-017-0654-z>
- Davis, B. (2018). On the many metaphors of learning and their associated educational frames. *Journal of Curriculum Studies*, 50(2), 182-203. doi:10.1080/00220272.2017.1330423
- Davis, E. A., Palincsar, A. S., Smith, P. S., Arias, A. M., & Kademian, S. M. (2017). Educative curriculum materials: Uptake, impact, and implications for research and design. *Educational Researcher*, 46(6), 293-304. doi:10.3102/0013189X17727502
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- Marco-Bujosa, L. M., McNeill, K. L., González-Howard, M., & Loper, S. (2017). An exploration of teacher learning from an educative reform-oriented science curriculum: Case studies of teacher curriculum use. *Journal of Research in Science Teaching*, 54(2), 141-168. doi:10.1002/tea.21340
- Reichenberg, O. (2018). Student behavioral disengagement, peer encouragement and the school curriculum: A mechanism approach. *Educational Studies*, 44(2), 147-166. doi:10.1080/03055698.2017.1347491

- Siuty, M. B., Leko, M. M., & Knackstedt, K. M. (2018). Unraveling the role of curriculum in teacher decision making. *Teacher Education and Special Education, 41*(1), 39-57. doi:10.1177/0888406416683230
- VanTassel-Baska, J. (2017). Curriculum issues: What makes differentiated curriculum work? *Gifted Child Today, 40*(1), 62-63. doi:10.1177/1076217516675905
- Vos, P. H. (2018). Learning from exemplars: Emulation, character formation and the complexities of ordinary life. *Journal of Beliefs & Values, 39*(1), 17-28. doi:10.1080/13617672.2017.13932

COURSE SCHEDULE

EDUC 571

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	3 research journal readings 1 presentation 1 website	Course Requirements Checklist Advising Guide Acknowledgement Class Introductions Course Overview Quiz	10 0 0 50
2	3 research journal readings 1 presentation	DB Forum 1 Curriculum Essentials Project	50 100
3	3 research journal readings 1 presentation	Horizontal Mapping Project	100
4	3 research journal readings 1 presentation	Sample Curriculum Chart Project	100
5	3 research journal readings 1 presentation	DB Forum 2	50
6	3 research journal readings 1 presentation	DB Forum 3	50
7	3 research journal readings 1 presentation	Curriculum Project Curriculum Project Evidence Curriculum Project Resources	300 100 50
8	3 research journal readings 1 presentation	DB Forum 4	50
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**.