LIBERTY UNIVERSITY

Online · School of Education · Graduate Education

Curriculum Fundamentals

EDUC-571

CG   Section 8WK   11/08/2019 to 04/16/2020   Modified 02/04/2020

🖥 Course Description

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

Requisites

    Prerequisites

    None

    Note: To be taken the semester directly before student teaching or during student teaching

◎ 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.

.ıll 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.

📘 Course Resources

Required Resource Purchase

[www.LiveText.com (http://www.LiveText.com)](http://www.LiveText.com) membership: This is a website for portolio development and the submission of major course assignments. Please note: Your one-time LiveText subscription purchase lasts for a period of 5 years and is required for all candidates seeking licensure. LiveText is required in the following Virginia state-approved, licensure programs: *M.A.T. in Elementary Education, M.A.T. in Middle Education, M.A.T. in Secondary Education, M.A.T. in Special Education, M.Ed. Reading Specialist, M.Ed. Math Specialist, M.Ed. Administration & Supervision, M.Ed. in Curriculum & Instruction – Gifted Education,* and *M.Ed. in Curriculum & Instruction – Early Childhood Education.*

Disclaimer: The above resource provides information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in this resource.

Recommended Resource

American Psychological Association. *Publication manual of the American psychological association* (Current ed.)*.* Washington, DC: Author.

Additional Materials for Learning

A. Computer & Internet access
B. Microsoft Word and Microsoft PowerPoint
C. Blackboard [recommended browsers (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelp.blackboard.com%2FLearn%2FStudent%2FGetting_Started%2FBrowser_Support&data=02%7C01%7Cnkemper%40liberty.edu%7C2a5c04f2d3d44981db5f08d747651012%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637056371692316636&sdata=TbMinhyHsThWlGY5WKqckAgXmC0fMZ2e5qmCg27IZ%2BM%3D&reserved=0)](https://nam04.safelinks.protection.outlook.com)
D. 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.

☱ Course Assignments

Research Journal Readings (MLO: B, C, E)
Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

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.

Class Introductions

Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in an introduction discussion board forum that includes professional personal information.

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.

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 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:

Curriculum Essentials Project

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

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).

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.

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.

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.

✔ Course Grading

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

🏛 Policies

Late Assignment Policy

Course Assignments, including discussion boards, exams, and other graded assignments, should be submitted on time.

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 after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.

3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion board threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition.   For more information about ODAS and the accommodations process, including how to request an accommodation, please visit https://www.liberty.edu/online/online-disability-accommodation-support/ (https://www.liberty.edu/online/online-disability-accommodation-support/). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the Student Disability Grievance Policy and Procedures (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the attendance policy can be found in the Academic Course Catalogs (https://www.liberty.edu/index.cfm?PID=791). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" (Failure for Non-Attendance (https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

Grading Scale

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

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Add/Drop Policy

The full policy statement and procedures are published in the Policy Directory (https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the

Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at http://www.liberty.edu/index.cfm?PID=19155.

📅 Schedule

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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	300
		Curriculum Project Evidence	100
		Curriculum Project Resources	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**.