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 <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 670
CURRICULUM AND METHODS FOR EARLY CHILDHOOD

COURSE DESCRIPTION

The course is designed to show current trends in curriculum organization, the effects of environment on learning and adapting curriculum content and methods to maturity level of the young child. Emphasis will be placed on designing individual educational programs for all children.

RATIONALE

How a society cares for and educates its children clearly reflects the worldview and core beliefs of any people. Therefore, it is imperative to look at all programs and practices through the lens of a Judeo-Christian view that clearly sees children as individuals created in the image of God. A major responsibility of the pre-school teacher and/or administrator is to develop curriculum that simultaneously meets the mission and goals of an organization and the children's physical, cognitive, emotional, developmental, and spiritual needs. The ability to evaluate and differentiate among various theories and practices is an essential component to experiencing success in early childhood education.

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. Blackboard recommended browsers

D. Microsoft Office

IV. **MEASURABLE LEARNING OUTCOMES**

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

A. Develop a theoretical framework that addresses one's personal academic and biblical pedagogy.

B.   Integrate professional and Christian principles while interpreting trends in early childhood education and developing programs for early childhood settings.

C.   Synthesize values concerning the nature of child development.

D.   Design, implement, and evaluate a meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

E.   Apply the concepts and inquiry tools of content areas including academic subjects.

F.   Explain the role of standards in the classroom and their impact on lesson planning.

G.   Evaluate the role media and technology play in children's lives.

H.   Integrate essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages differ from one's own.

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.   Discussion Board Forums (8)

There will be 8 Discussion Board Forums throughout this course. Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided topic for each forum. Each thread is to be 400 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 colleagues' threads. Each reply must be 200–250 words.

D.   Lesson Plans (2)

The candidate will practice aligning literacy and content standards and use these items to direct instructional planning. (MLO: D, E, F)

E.   Theoretical Framework Paper

This assignment will allow the candidate to become acutely aware of his/her pedagogical stance. The paper must include at least 5 references in addition to the course textbook and the Bible. A title and reference page is required in addition to the 5 pages of content. (MLO: A, B, C, D)

F.   Classroom Design PowerPoint

The candidate will design a PowerPoint presentation explaining how his/her pedagogical stance influences his/her classroom design. This presentation must be no more than 10–12 slides. There must be at least 5 references in addition to the course textbook and the Bible. (MLO: A, B, C, D, E, G)

G. Reflective Summary

The candidate will write a reflective summary about the Classroom Design PowerPoint assignment. The first paragraph must delineate what he/she learned from reading colleagues' comments/advice concerning his/her PowerPoint presentation, and the second paragraph must explain what the candidate learned about himself/herself through this assignment. Each paragraph must have at least 250 words. (MLO: A,B, C, D)

H. Tests (2)

Each test will be open-book/open-notes, contain 48 multiple-choice and essay questions, and have a 1 ½ hour time limit. (MLO: F, G, H)

I. Quiz

The quiz will be open-book/open-notes, contain 20 multiple-choice and essay questions, and have a 45-minute time limit. (MLO: F, G, H)

VI. **COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist		10
Discussion Board Forums (7 at 40 pts ea and 1 at 60 pts ea)		340
Lesson Plans (2 at 80 pts ea)		160
Theoretical Framework Paper		125
Classroom Design PowerPoint		75
Reflective Summary		40
Test 1	(Modules 1–3)	120
Test 2	(Modules 4–6)	120
Quiz		20
	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 Policy

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

D.   Disability Assistance

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

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 or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

EDUC 670

Textbook: Bredekamp, *Effective Practices in Early Childhood Education* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Bredekamp: chs. 2–3 1 presentation	Course Requirements Checklist Advising Guide Acknowledgement Class Introductions DB Forum 1	10 0 0 40
2	Bredekamp: chs. 8–9 1 presentation	DB Forum 2 Lesson Plan 1	40 80
3	Bredekamp: chs. 5–6 1 presentation	DB Forum 3 Test 1	40 120
4	Bredekamp: chs. 1, 7 1 presentation	DB Forum 4 Theoretical Framework Paper	40 125
5	Bredekamp: ch. 11 1 presentation 2 articles	DB Forum 5 Lesson Plan 2	40 80
6	Bredekamp: ch. 10 2 articles	DB Forum 6 Test 2	40 120
7	Bredekamp: ch. 12 1 presentation 1 article	DB Forum 7 Classroom Design PowerPoint Quiz	40 75 20
8	1 presentation	DB Forum 8 Reflective Summary	60 40
		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**.