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 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. **PREREQUISITES**

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](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 Office
D. Selected child-appropriate books and learning materials.

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.

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.

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.
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.

H. Tests (2)

Each test will be open-book/open-notes, contain 48 multiple-choice and essay questions, and have a 1-hour time limit.

I. Quiz

The quiz will be open-book/open-notes, contain 20 multiple-choice and essay questions, and have a 30-minute time limit.

VI. Course Grading and Policies

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (7 at 40 pts ea and 1 at 60 pts ea)</td>
<td>340</td>
</tr>
<tr>
<td>Lesson Plans (2 at 80 pts ea)</td>
<td>160</td>
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<tr>
<td>Theoretical Framework Paper</td>
<td>125</td>
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<tr>
<td>Classroom Design PowerPoint</td>
<td>75</td>
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<tr>
<td>Reflective Summary</td>
<td>40</td>
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<tr>
<td>Test 1 (Modules 1–3)</td>
<td>120</td>
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<tr>
<td>Test 2 (Modules 4–6)</td>
<td>120</td>
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<tr>
<td>Quiz</td>
<td>20</td>
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<td><strong>Total</strong></td>
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B. Scale

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
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<td>A-</td>
<td>940–959</td>
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<tr>
<td>B+</td>
<td>920–939</td>
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<td>B</td>
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<td>B-</td>
<td>870–889</td>
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<td>C+</td>
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<tr>
<td>F</td>
<td>0–729</td>
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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

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.
# COURSE SCHEDULE

**EDUC 670**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Morrison: chs. 4–5 1 presentation | Course Requirements Checklist  
MAT/MED Specialization Advising Guide Quiz  
MAT/MED Professional Advising Guide Quiz  
Class Introductions  
DB Forum 1 | 10  
0  
0  
0  
40 |
| 2           | Morrison: chs. 13–14 1 presentation | DB Forum 2  
Lesson Plan 1 | 40  
80 |
| 3           | Morrison: chs. 15–16 1 presentation | DB Forum 3  
Test 1 | 40  
120 |
| 4           | Morrison: chs. 1, 17 1 presentation | DB Forum 4  
Theoretical Framework Paper | 40  
125 |
| 5           | Morrison: chs. 2–3 1 presentation | DB Forum 5  
Lesson Plan 2 | 40  
80 |
| 6           | Morrison: chs. 9–10 1 presentation | DB Forum 6  
Test 2 | 40  
120 |
| 7           | Morrison: chs. 11–12 1 presentation | 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**.