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 210
EARLY CHILDHOOD EDUCATION FUNDAMENTALS

**COURSE DESCRIPTION**

Designed to introduce a candidate to the field of early childhood education; an overview of child development and learning, family relationships, assessment of young children, developmentally effective approaches to early childhood education, and how to use content knowledge to build a meaningful curriculum.

**RATIONALE**

It is essential for early childhood programs to hire teachers who are specially prepared to work with young children. This course focuses on meeting the specific needs of young children in the early childhood setting. Our professional responsibility and spiritual mandate is to minister to the needs of young children at their developmental level. Jesus said, “Let the little children come to me and do not hinder them, for to such belongs the kingdom of heaven” (Luke 18:16).

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](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

IV. **MEASURABLE LEARNING OUTCOMES**

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

A. Integrate Christian and professional principles.
B. Demonstrate professional growth by utilizing information literacy skills to locate and use appropriate professional literature, organizations, and resources.
C. Investigate the influence of historical individuals and events in the field of Early Childhood Education.
D. Discuss and analyze current issues in the field of early childhood education.
E. Connect the developmental needs of children to characteristics of quality programs for young children.

F. Identify strategies for educating children with diverse family backgrounds and special needs.

G. Identify strategies for guiding children’s behavior in the early childhood setting.

H. Utilize tools of observation and evaluation in the early childhood setting.

Program Learning Outcomes are available: http://www.liberty.edu/index.cfm?PID=25658

V. Course Requirements and Assignments

A. Textbook readings and video presentations (MLO C,D,E,F,G,H) (PLO 1, 2, 3, 4, 5, 6, 7)

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1. (MLO A,B) (PLO 1, 7)

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be 250 words and demonstrate course-related knowledge as supported by the text, the Bible, or other reliable sources. A minimum of one citation and reference in APA format is required for each post. In addition to the thread, the candidate is required to reply to 2 other classmates’ threads. Each reply must be 100 words and contribute content to the conversation. (MLO A, B, C, D, E, F, G, H) (PLO 1, 2, 4, 5, 6, 7)

D. Field Experience and Summaries (2)

The candidate will make appointments with two early childhood programs to observe a classroom for five hours (total of 10 hours) and summarize their findings. (MLO A, E, F, G, H) (PLO 1, 4, 5, 7)

1. Field Experience Plan: The candidate will identify the setting and method for fulfilling a minimum of 2 field observations in an early childhood setting with a Field Experience Plan.

2. Field Experience Summary (2): After completing the required field observations, the candidate will prepare a 2-3 page summary analyzing his/her experience at each site, using the grading rubric as a guide. A field experience verification, signed by the classroom teacher, is required for each experience.

3. Each candidate is responsible for completing the Background Check and Fingerprinting as needed through the Liberty University School of Education approved background check vendor. Only the approved vendor
will be accepted. Questions regarding this process should be directed to EDbackground@liberty.edu.

- Candidates taking this course for the Preschool Certificate are not required to purchase the background check.
- Candidates taking this course to receive the A.A. or B.S. degree in Early Childhood should purchase the background check.
- Any candidate seeking a field placement in a school must purchase the background check.

E. Early Childhood Project

The Early Childhood Project must include practical classroom applications that could be used in the early childhood setting. The introduction (a 3-page Microsoft Word document) and the PowerPoint must be submitted through LiveText. (MLO A, B, E, F) (PLO 1, 2, 3, 6, 7)

1. Early Childhood Plan: The candidate will indicate the topic, format, and proposed scholarly resources for the project.

2. Early Childhood Introduction Paper: The candidate will provide a very brief paper with a title page, a one page introduction of the project, and a reference page that includes all the references used in the project. The introduction will indicate the intended audience/use for the project, explain how the project aligns with 2010 NAEYC professional preparation standards, and explain which standard(s) he/she is targeting.

3. Early Childhood Project: The project will be a 10–15-slide PowerPoint presentation of a practical classroom application that has been preapproved. The text, the Bible, and 2 additional scholarly sources must be used to create the project with appropriate APA citations and a complete reference list in APA format. The project must be clearly connected to the 2010 NAEYC professional preparation standards, which must be clearly stated and referenced.

F. Quizzes (7)

The candidate will take 7 open-book/open-note quizzes throughout the course. Each quiz contains 10 multiple choice or true/false questions. The questions will be based on the text, videos and other assigned resources. Each quiz has a 1-hour time limit. (MLO B, C, D, E, F, G, H) (PLO 1, 3, 4)

G. Final Exam

The candidate will complete a Final Exam that consists of 50 multiple-choice questions covering all chapters assigned in the text. The exam has a time limit of 2 hours. The exam is open-book/open-notes and must be completed the first time it is launched. (MLO B, C, D, E, F, G, H) (PLO 1, 3, 4)

VI. COURSE GRADING AND POLICIES

A. Points
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Forums (4 at 50 pts each)</td>
<td>200</td>
</tr>
<tr>
<td>Field Experience Project</td>
<td>50</td>
</tr>
<tr>
<td>Field Experience Plan</td>
<td>50</td>
</tr>
<tr>
<td>Field Experience Summary (2 at 100 pts each)</td>
<td>200</td>
</tr>
<tr>
<td>Early Childhood Project</td>
<td>30</td>
</tr>
<tr>
<td>Early Childhood Plan</td>
<td>30</td>
</tr>
<tr>
<td>Early Childhood Intro Paper and PowerPoint</td>
<td>120</td>
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<tr>
<td>Quizzes (5 at 40 pts each + 2 at 50 pts each)</td>
<td>300</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. **Scale**

A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. **LiveText Submission Policy**

The Early Childhood Project must be submitted to LiveText in order to receive credit for it. This is both a program assessment and student portfolio matter. Its importance extends beyond this single course.

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 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

F. **Failure for Non-Attendance (FN) Policy**
Students who initially attend their course(s) but eventually quit attending will be failed for non-attendance and will be assigned a grade of FN. Non-attendance is determined in the following cases:

- The student ceases making submissions to their online course
- The student ceases communicating with their professor regarding the course for a period of 21 consecutive days or longer, and does not request a withdrawal before the 22nd day.

G. Plagiarism and Academic Dishonesty Policy

[Liberty University Code of Honor for Online Undergraduate and Graduate Students]

All assignments for this course are to be completed by the student enrolled in the course. The student is responsible for knowing and adhering to the code of honor. Any violation of this code will result in a grade of “F” for the course and possible further discipline as indicated in the above linked document.
**COURSE SCHEDULE**

**EDUC 210**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gordon &amp; Browne: ch. 5 Teaching as a Profession</td>
<td>Course Requirements Checklist</td>
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<td>Class Introductions</td>
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<td></td>
<td></td>
<td>Field Experience Plan</td>
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<td></td>
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<td>Quiz 1</td>
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<tr>
<td></td>
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<td>Quiz 2</td>
<td>50</td>
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<tr>
<td>3</td>
<td>Gordon &amp; Browne: chs. 6-7 Observation, Assessment &amp; Guidance</td>
<td>DB Forum 2: Guidance</td>
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<td>Quiz 3</td>
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<td>4</td>
<td>Gordon &amp; Browne: ch. 3 Defining the Young Child</td>
<td>Field Observation Report 1</td>
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<td>Quiz 4</td>
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<td>5</td>
<td>Gordon &amp; Browne: ch. 4 Developmental and Learning Theories</td>
<td>DB Forum 3: Child Development &amp; DAP</td>
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<td>Early Childhood Plan</td>
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<td>Quiz 5</td>
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<td>Gordon &amp; Browne: ch. 9 Creating Environments</td>
<td>Field Observation Report 2</td>
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<td>Gordon &amp; Browne: ch. 10 Curriculum</td>
<td>DB Forum 4: Curriculum &amp; Programs</td>
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<td>Quiz 7</td>
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<td>8</td>
<td>Gordon &amp; Browne: ch. 8 Partnering with Families</td>
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<td></td>
<td></td>
<td>Final Exam</td>
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</table>

**Total** 1010

DB = Discussion Board
NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.