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 653
CURRENT ISSUES IN EARLY CHILDHOOD EDUCATION

COURSE DESCRIPTION

An examination of current standards and exploration of controversies related to early childhood education.

RATIONALE

During His earthly ministry, Jesus demonstrated the importance of early childhood education: "And they brought young children to him, that he should touch them: and his disciples rebuked those that brought them. But when Jesus saw it, he was much displeased, and said unto them, Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God" (Mark 10:13–14, KJV).

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 student will be able to:

A.   Analyze effective strategies for facilitating positive reciprocal relationships with children for teachers, families, and communities, including mutual respect, communication strategies, and nurturing the capacity of family members to serve as advocates on behalf of children.

B.   Describe strategies for planning, implementing, assessing, and modifying physical and psychological aspects of the learning environment to support physical, cognitive, and social as well as emotional well-being in children with a broad range of developmental levels, special needs, individual interests, and cultural backgrounds.

C.   Apply learning strategies that stimulate curiosity and encourage participation in exploration and play.

D.   Design curriculum experiences that facilitate learning goals in content areas and provide opportunities to acquire concepts and skills that are precursors to academic content taught in elementary school.

E.   Adapt tasks to the child's zone of proximal development and nurture children's development through experiences, relationships, and active engagement in play.

F.   Select materials/equipment, arrange physical space, and plan schedules/routines to stimulate and facilitate development.

G.   Describe collaboration with families, colleagues, and members of the broader community to construct learning environments that promote a spirit of unity, respect, and service in the interest of the common good.

V.   COURSE REQUIREMENTS AND ASSIGNMENTS

A.   Textbook readings and presentations

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 (7)

Discussion boards are collaborative learning experiences. Therefore, the candidate will write an analysis of the assigned case studies from the Ozretich et al. textbook. Your analysis will be supported by: reading material, current related sources, and Scripture; and pertinent, conceptual, or personal examples. The thread must be at least 400 words. The candidate will then read and reply with at least 250 words to at least 2 of his/her classmates. Initial thread must include at least two citations and references and responses must include at least one citation/reference.

D. Reading Summaries (7)

The candidate will write a summary of the reading from the Paciorek textbook. Each summary will be divided into 2 sections. The first section will be summaries of each of the articles in the unit and must be at least 400 words; the second section will be summaries of at least four Internet resources that are listed in the textbook at the end of the articles. Choose at least 1 website per article to summarize (with at least 4 Internet resources total in the summary). Your Internet resources summary must be at least 400 words. In both parts, you must critique the concepts presented through a biblical perspective as well as present unique connections between the reading materials. All summaries must be written in current APA format.

E. Issues Essay

The candidate will browse position statements on the National Association for the Education of Young Children (NAEYC) website (www.naeyc.org) and choose 1 position statement as the topic of his/her Issues Essay. There are 3 parts to this assignment:

1. Topic Approval

The candidate will submit the topic of the Issues Essay to the instructor for approval. This will be done through the discussion board. Every candidate must have a different topic for the Issues Essay. Topics will be approved on a first come, first served basis.

2. References

The candidate will have at least 3 references that help discuss the NAEYC position statement. This will be turned in as an annotated bibliography.

3. Submission

After completing the other parts of this assignment, the candidate will submit his/her completed Issues Essay. The 5-page essay must include a title page and an APA formatted reference page (which is not included toward the final page count) and will inform on an issue that is relevant to young children.

F. Reflection

A final course reflection will be written by the candidate as related to the School of Education's (SOE) Conceptual Framework. This reflection must be at least 400 words in current APA format.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 60 pts ea)	420
Reading Summaries (7 at 60 pts ea)	420
Issues Essay	
Topic Approval	20
References	20
Submission	100
Reflection	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

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. Disability Assistance

Students 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.

LIBERTY UNIVERSITY.

COURSE SCHEDULE

EDUC 653

MODULE/WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Ozretich et al.: Case 14 Paciorek: Unit 1 1 presentation	Course Requirements Checklist MAT/MED Advising Guide Quiz Class Introductions DB Forum 1 Reading Summary 1	10 0 0 60 60
2	Ozretich et al.: Case 3 Paciorek: Unit 2	DB Forum 2 Reading Summary 2 Issues Essay – Topic Approval	60 60 20
3	Ozretich et al.: Case 13 Paciorek: Unit 3 1 presentation	DB Forum 3 Reading Summary 3	60 60
4	Ozretich et al.: Case 23 Paciorek: Unit 4	DB Forum 4 Reading Summary 4	60 60
5	Ozretich et al.: Case 20 Paciorek: Unit 5 1 presentation	DB Forum 5 Reading Summary 5 Issues Essay – References	60 60 20
6	Ozretich et al.: Case 25 Paciorek: Unit 6	DB Forum 6 Reading Summary 6	60 60
7	Ozretich et al.: Cases 26–27 Paciorek: Unit 7 1 presentation	DB Forum 7 Reading Summary 7	60 60
8	None	Issues Essay – Submission Reflection	100 20
		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**.