



Bethesda University

730 North Euclid Street, Anaheim, California 92801 Tel: (714)517-1945, Fax: (714)683-1440

EC 201 Curriculum in Early Childhood Education Spring 2015

Professor	
Class Hour: Tuesdays 12:30 - 3:00pm	Class Room: 205
Office: 304	Phone: 714-683-1214 (ECE office)
Office Hours/ Consultation: Tue, Thu, Fri at 9:00-3:30	E-mail: songjuahn@buc.edu
	Credit Unit: 3

A. Bethesda University Mission Statement

Bethesda University is a Christ-centered community of higher education preparing Korean/English speaking men and women with professional competence, academic excellence, and spiritual integrity to be servant leaders in the Church, community, and global society.

B. Relationship of Course to Bethesda University's Mission

Students will be learning how to design social and physical environments for educating young children. They will learn how to design curriculum and to manage classroom. After completing course students will be able to help local churches and child care programs to have developmentally appropriate curriculum for young children.

C. Course Description

Students will learn to equip, plan, and implement a developmentally appropriate curriculum and learning environment. They will explore techniques for practicing positive guidance, planning successful group experiences, and facilitating cultural diversity within the classroom setting.

D. Course Objectives & Student Outcomes

After completing this course, students will have achieved the following:

	Expected Student Outcomes	Assessment Used to Measure Outcomes
Spiritually	Develop biblical teaching principles.	Best Insight
Intellectually	Discuss the knowledge gained from the textbook reading and lecture.	Best Insight



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	Identify the strengths and weaknesses of various curriculum models. Apply the knowledge to planning process.	Classroom Design Daily Schedule Weekly plan
Socio-Emotively	Appreciate creativity in curriculum.	Best Insight Activity Plan
Vocationally	Design indoor and outdoor classrooms. Develop a daily schedule for preschoolers. Develop a weekly plan for pre-K class. Make two activity plans and teach two sessions of activities.	Indoor and Outdoor Classroom Design Daily Schedule Weekly Plan Activity Plan

E. Teaching/Learning Methods

- Textbook and handout reading
- Lecture
- Video clips
- Simulation
- Discussion
- Presentation
- Field Trip

F. Required Textbook(s)

No.	Title	Author	Publisher	Library code	Year
	The creative curriculum for preschool	Dodge, D. T., Colker, L. J., Heroman, C. & Bickart, T. S.	Delmar Thomson Learning	372.19 D644CP C.1 2008	2002, 2008
	유아교육과정	이기숙	교문사		2008

G. Recommended Reading and Other Course Resources (All reserved for reading)

Please, provide at least 5-10 recommended book on the subject and prioritize by importance and popularity. The library will try to buy those books if not already there.

No.	Title	Author	Publisher	Library code	Year
	Inspiring spaces for young children	Deviney, J., Duncan, S., Harris, S., Rody, M., & Rosenberry, L.	Gryphon House		2010
	How to raise an amazing	Seldin, Tim	DK Publishing		2006



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	child the Montessori way				
	<i>Designs for living and learning: Transforming early childhood environment</i>	Curtis, D. & Carter , M.	Redleaf Press		2003
	<i>The preschooler's busy book: 365 creative learning games and activities to keep your 3- to 6-year-old busy</i>	Kuffner, Trish.	Meadowbrook Press		1998
	<i>The complete resource book: an early childhood curriculum</i>	Schiller, P. & Hastings, K.	Gryphon house		1998
	<i>The giant encyclopedia of theme activities for children 2 to 5</i>	Charner, K.	Gryphon house		1993
	아이미소				
	기독교교육과정				

H. Course Calendar/Schedule, include the following

N	Date	Theme	Reading	Assignments
1	2/24	Introduction, My childhood story BUC Library tour		
Last Day to Request Add/Drop is Friday of First Week				
2	3/03	How children develop and learn		
3	3/10	The learning environment		Best Insight
4	3/17	The models of curriculum		
5	3/24	What children learn		Indoor & Outdoor Classroom Design
6	3/31	The teacher's role		
7	4/07	Easter Recess		
8	4/14	Yearly plan, Monthly plan, Daily schedule		
Last Day to Request Grade Withdrawal "W" is Friday of 8 th Week				
9	4/21	Weekly plan		
10	4/28	Special day plan		Activity Plan
11	5/05	Blocks, dramatic play, library		Activity Plan
12	5/12	Discovery, cooking, computers		Activity Plan
13	5/19	Art, Sand and water, outdoors,		Activity Plan
14	5/26	Music and movement		Activity Plan
15	6/02	The family's role		Weekly Plan
16	6/09	Evaluation		



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I. Assignments

- **Best Insight:** Write down one sentence of the best insight you got from the class or the text book. At the end of the semester revise the weekly writing and make it as a list of best insights of the class.
- **Classroom Design:** Design the indoor and outdoor classroom based on the knowledge you got from class discussion and textbook reading. You may use the floor plan of your house (if you are interested in Family Child Care Home). Or you may design the ideal preschool you want build in future.
- **Activity Plans:** Develop activity plans for each learning center. You will have two opportunities to present the activity in front of the class. Make enough copies for every student and professor. The presentation would be about 10 minutes per student.
- **Weekly plan:** Develop a weekly plan based on the monthly plan you turned in. Applying your knowledge about the developmental characteristics of particular age group, decide the theme of the week. The weekly plan will include the objectives and activities for circle time, small and large group and various learning centers.

J. Evaluation/Assessment Rationale for Grade Determination

1. Grade Assessment

Attendance and Participation	15%
Best Insight	10%
Classroom Design	20%
Activity Plans	20%
Presentation	15%
Weekly Plan	20%

2. Grade definition

A	Excellent
B	Good
C	Satisfactory
D	Poor
F	Failure

3. Grade scale

Letter Grade	Numeric Grade	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7



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C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	59 or below	0

K. Course Policies

1. Attendance, Preparation, and Participation:

Three or more absences will result in failing the class. Being late two times will be counted as one absence.

Cell phones should be turned off or silent so students can study without interruption.

Any student interrupts the class will be 1) warned and then 2) asked to leave the room, 3) and finally the grades will be affected.

2. Deadlines:

All course work is due on the dates assigned. Students who fail to submit assignments on time will be subject to the course's late grading policy. In all other cases and unless otherwise stated by the instructor, all course work is due by 4:00 p.m. on the last day of the semester.

3. Make-up work:

If students have excuses for absences, the person needs to notify the professor in advance and can turn in make-up work for the day.

4. Other policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Student Handbooks and Catalog.

Plagiarism and cheating are unacceptable. Plagiarism is defined as the use of someone else's ideas, arguments or other original material without acknowledging the source.

A grade of incomplete will only be awarded to students who cannot physically complete their course work by the last day of the semester due to an avoidable situation such as a serious illness. In such cases, students must provide valid evidence of their condition.

After a semester has ended it is no longer possible to request an incomplete.

Incompletes must first be approved by the Academic Affairs office. To apply for incomplete, students must fill out an incomplete-grade-request form and submit it to the office by December 5, 2014. After receiving approval from the office, the student must then obtain approval from his or her instructor.