

EARLY CHILDHOOD B.A.

Program Learning Outcomes

Promoting Child Development and Learning

Students prepared in the Early Childhood Education degree program build a research-based understanding of child development and learning in the context of a Biblical worldview of early education. They use their understanding and knowledge of the young learner's characteristics, needs, and multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, challenging, and Christ-honoring for each child.

Key elements

- Knowing and understanding, from the perspective of a Biblical worldview, young children's needs and characteristics, from birth through age 8.
- Knowing and understanding the multiple interacting influences on children's development and learning.
- Using research-based, Biblically-grounded knowledge of child development to create learning environments that are healthy, respectful, supportive, challenging, and Christ-honoring for each child.

Building Family and Community Relationships

Students prepared in the Early Childhood Education degree program understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower parents in their God-given role as their child's primary educator, and to involve all families in their child's development and learning. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

Key elements

- Knowing about and understanding diverse family and community characteristics, integrating a Biblical vision of inclusiveness and God's love for all people.
- Supporting and empowering families, communities, and churches through respectful, reciprocal, responsive relationships, honoring Christ and the God-given role of the family.
- Involving families, communities, and churches in young children's development and learning.

Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in the Early Childhood Education degree program understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observation, documentation, and other effective assessment strategies responsibly, in

partnership with families and other professionals, to positively influence the development and learning of every child, uniquely created by God.

Key elements

- Understanding the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- Understanding and practicing responsible assessment to promote positive outcomes for each child, uniquely created by God, including the use of assistive technology for children with disabilities.
- Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in the Early Childhood Education degree program understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use Christ-honoring relationships and supportive interactions as the foundation for their work with young children and families. They know, understand and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families to promote each child's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

Key elements

- Understanding Christ-honoring relationships and supportive interactions as the foundation of their work with young children and families.
- Knowing and understanding developmentally effective strategies and tools for early education, including appropriate uses of technology.
- Using a broad repertoire of developmentally appropriate teaching/learning approaches.
- Reflecting on their own practice to promote positive outcomes for each child, giving evidence of Christ's love for each child and family.

Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Early Childhood Education degree program use their knowledge of academic disciplines and learning in the context of a Biblical worldview to design, implement, and evaluate experiences that promote Christ-honoring development and learning for each and every young child, uniquely created by God in His image. Students understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging, and Christ-honoring curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements

- Understanding content knowledge, resources, and a Biblical worldview in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts, mathematics; science; physical activity, physical education, health and safety; and social studies.
- Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- Using their own knowledge, appropriate early learning standards, God's Word, and other resources to design, implement, and evaluate developmentally meaningful, challenging, Christ-honoring curriculum for each child.

Becoming a Professional

Students prepared in the Early Childhood Education degree program identify and conduct themselves as members of the early childhood education profession. They know and use Biblical principles, ethical guidelines, and other professional standards related to early childhood education practice. They demonstrate Christ-like behavior, honoring young children and the institution of the family. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources, in accordance with Biblical principles. They are informed advocates for sound educational practices and policies for the benefit of the children and for the glory of God.

Key elements

- Identifying and involving oneself with the early childhood field.
- Knowing about and upholding Biblical principles, ethical standards and other early childhood professional guidelines.
- Engaging in continuous, collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource.
- Integrating knowledgeable, reflective, and critical, Biblical worldview perspectives on early education.
- Engaging in informed advocacy for young children, the early childhood profession, and the glory of God.

Requirements

| Code | Title | Units |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| | General Educational Core Requirements (https://catalog.vanguard.edu/interdisciplinary-offerings/general-education/) ¹ | 34 |
| | Early Childhood Major Requirements | 39 |
| | General Electives ¹ | 47 |
| Total Units | | 120 |

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Students must complete a total of 120 units to receive the Bachelor of Arts degree. Please refer to catalog and consult with program advisor on which courses will meet General Education Core and Elective Requirements.

Early Childhood Major Requirements

| Code | Title | Units |
|--------------------------------------|-------------------------------------------------------------------------|-----------|
| ECED Major Core Requirements: | | 30 |
| ECED-300 | Guiding the Young Child's Behavior | |
| ECED-301 | Infant and Toddler: Development and Theory | |
| ECED-305 | The Exceptional Child and the Inclusive Classroom | |
| ECED-316 | STEM/STEAM: Math for the Young Child | |
| ECED-322 | STEM/STEAM: Science for the Young Child | |
| ECED-327 | STEM/STEAM: Arts and Creative Learning for the Young Child | |
| ECED-405 | Advanced Curriculum Design and Development in Early Childhood Education | |
| ECED-430 | Lang/Lit for Young Child Multi. Comm. | |
| ECED-460 | Advanced Practicum I | |
| ECED-499 | Capstone for Early Childhood Education Bachelor of Arts Degree | |
| ECED Major Electives: | | 9 |
| Total Units | | 39 |

Course Sequences

Disclaimer: The courses listed in this sequence are planned, but course offerings are subject to enrollment minimums. This plan is provided as a guide for students to plan courses in either the certificate or BA programs in Early Childhood. Vanguard University requires that students complete a minimum of 120 units of required course work as outlined on the Requirements tab in order to receive a Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Science in Nursing degree. It is the student's responsibility to confirm with the department the course availability and remaining degree requirements before enrolling in courses. If applicable, please note the footnotes at the bottom of the page for additional information related to courses listed in a particular term. Questions, contact the School for Professional Studies.

FALL TERM COURSES

Choose one course from each module (three 5-week courses or two 8-week courses). Students may begin their program in any module.

| Code | Title | Units |
|-----------------------------------------|---------------------------------------------------------------|-------|
| Fall Module 1 Courses: | | |
| Lower Division (5 Week Courses): | | |
| ECED-101 | Child Growth and Development | 3 |
| ECED-109 | Infant/Toddler Development | 3 |
| ECED-121 | Administration of Early Childhood Education Programs I | 3 |
| ECED-135 | Health, Safety and Nutrition for the Young Child | 3 |
| ECED-139 | Adult Supervision and Mentoring | 3 |
| Upper Division (8 Week Courses): | | |
| ECED-316 | STEM/STEAM: Math for the Young Child ¹ | 3 |
| ECED-338 | Advanced Administration of Early Childhood Education Programs | 3 |



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|----------|----------------------------------------------------|---|
| ECED-430 | Lang/Lit for Young Child Multi. Comm. ¹ | 3 |
| ECED-460 | Advanced Practicum I ¹ | 3 |

| Code | Title | Units |
|------|-------|-------|
|------|-------|-------|

Fall Module 2 Courses:**Lower Division (5 Week Courses):**

| | | |
|----------|---------------------------------------------------------|---|
| ECED-103 | Child, Family and Comm/Social | 3 |
| ECED-123 | Administration of Early Childhood Education Programs II | 3 |
| ECED-126 | Teaching in a Diverse Society | 3 |
| ECED-137 | Observation and Assessment | 3 |
| ECED-150 | Spiritual Formation of Young Children | 3 |

Upper Division (8 Week Courses):

| | | |
|----------|-------------------------------------------------------------------------------------------------------------------|---|
| ECED-306 | Exceptional Children: Teaching Language Arts, Math and Science for Students With Severe Disabilities ¹ | 3 |
| ECED-322 | STEM/STEAM: Science for the Young Child | 3 |
| ECED-401 | Infant/Toddler: Curriculum and Practicum | 3 |
| ECED-465 | Advanced Practicum II | 3 |
| ECED-499 | Capstone for Early Childhood Education Bachelor of Arts Degree ¹ | 3 |

| Code | Title | Units |
|------|-------|-------|
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Fall Module 3 Courses:**Lower Division (5 Week Courses):**

| | | |
|----------|-----------------------------------------------------|---|
| ECED-106 | Intro to Curriculum for the Young Child | 3 |
| ECED-108 | Principles and Practices of Teaching Young Children | 3 |
| ECED-132 | Early Childhood Education Practicum | 3 |
| ECED-160 | Infant/Toddler: Curriculum and Practicum | 3 |

SPRING TERM COURSES

Choose one course from each module (three 5-week courses or two 8-week courses).

| Code | Title | Units |
|------|-------|-------|
|------|-------|-------|

Spring Module 1 Courses:**Lower Division (5 Week Courses):**

| | | |
|----------|--------------------------------------------------------|---|
| ECED-101 | Child Growth and Development | 3 |
| ECED-109 | Infant/Toddler Development | 3 |
| ECED-121 | Administration of Early Childhood Education Programs I | 3 |
| ECED-135 | Health, Safety and Nutrition for the Young Child | 3 |
| ECED-139 | Adult Supervision and Mentoring | 3 |

Upper Division (8 Week Courses):

| | | |
|----------|-------------------------------------------------------------------------|---|
| ECED-301 | Infant and Toddler: Development and Theory ¹ | 3 |
| ECED-327 | STEM/STEAM: Arts and Creative Learning for the Young Child ¹ | 3 |
| ECED-330 | Early Foundations for Moral and Character Development | 3 |
| ECED-460 | Advanced Practicum I ¹ | 3 |

| Code | Title | Units |
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Spring Module 2 Courses:**Lower Division (5 Week Courses):**

| | | |
|----------|---------------------------------------------------------|---|
| ECED-103 | Child, Family and Comm/Social | 3 |
| ECED-123 | Administration of Early Childhood Education Programs II | 3 |
| ECED-126 | Teaching in a Diverse Society | 3 |
| ECED-137 | Observation and Assessment | 3 |
| ECED-150 | Spiritual Formation of Young Children | 3 |

Upper Division (8 Week Courses):

| | | |
|----------|-----------------------------------------------------------------------------|---|
| ECED-300 | Guiding the Young Child's Behavior ¹ | 3 |
| ECED-305 | The Exceptional Child and the Inclusive Classroom ¹ | 3 |
| ECED-340 | Transitional Kindergarten Programs | 3 |
| ECED-465 | Advanced Practicum II | 3 |
| ECED-499 | Capstone for Early Childhood Education Bachelor of Arts Degree ¹ | 3 |

| Code | Title | Units |
|------|-------|-------|
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Spring Module 3 Courses:**Lower Division (5 Week Courses):**

| | | |
|----------|-----------------------------------------------------|---|
| ECED-106 | Intro to Curriculum for the Young Child | 3 |
| ECED-108 | Principles and Practices of Teaching Young Children | 3 |
| ECED-132 | Early Childhood Education Practicum | 3 |
| ECED-141 | Introduction to Transitional Kindergarten Programs | 3 |

SUMMER TERM COURSES

Choose one course from each module (three 5-week courses or two 8-week courses).

| Code | Title | Units |
|------|-------|-------|
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Summer Module 1 Courses:**Lower Division (5 Week Courses):**

| | | |
|----------|--------------------------------------------------------|---|
| ECED-101 | Child Growth and Development | 3 |
| ECED-109 | Infant/Toddler Development | 3 |
| ECED-121 | Administration of Early Childhood Education Programs I | 3 |
| ECED-135 | Health, Safety and Nutrition for the Young Child | 3 |
| ECED-139 | Adult Supervision and Mentoring | 3 |

Upper Division (8 Week Courses):

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|----------|---------------------------------------------------------------|---|
| ECED-345 | STEM/STEAM: Technology and Engineering for the Young Child | 3 |
| ECED-350 | Ministering to Parents and Families | 3 |
| ECED-425 | Functional Assessment and Evaluation for Exceptional Learners | 3 |
| ECED-460 | Advanced Practicum I ¹ | 3 |

| Code | Title | Units |
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Summer Module 2 Courses:**Lower Division (5 Week Courses):**

| | | |
|-----------------------------------------|--------------------------------------------------------------------------------------|---|
| ECED-103 | Child, Family and Comm/Social | 3 |
| ECED-123 | Administration of Early Childhood Education Programs II | 3 |
| ECED-126 | Teaching in a Diverse Society | 3 |
| ECED-137 | Observation and Assessment | 3 |
| ECED-150 | Spiritual Formation of Young Children | 3 |
| Upper Division (8 Week Courses): | | |
| ECED-405 | Advanced Curriculum Design and Development in Early Childhood Education ¹ | 3 |
| ECED-410 | Leadership and Advocacy in Early Childhood Education | 3 |
| ECED-420 | Principles of Applied Behavior Analysis: Autism | 3 |
| ECED-465 | Advanced Practicum II | 3 |
| ECED-499 | Capstone for Early Childhood Education Bachelor of Arts Degree ¹ | 3 |

| Code | Title | Units |
|------|-------|-------|
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Summer Module 3 Courses:**Lower Division (5 Week Courses):**

| | | |
|----------|-----------------------------------------------------|---|
| ECED-106 | Intro to Curriculum for the Young Child | 3 |
| ECED-108 | Principles and Practices of Teaching Young Children | 3 |
| ECED-132 | Early Childhood Education Practicum | 3 |
| ECED-200 | Fundamentals of Early Childhood Education | 3 |

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This course is required in for the BA in Early Childhood.