

Vanguard University
Early Childhood Education

**INFANT/TODDLER
ECED 109**

Student Syllabus

Vanguard University's Educational Targets & Goals

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
 - develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
 - celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
- other professionals to promote children's positive development and to support their families.

Early Childhood Education Student Learning Outcomes

Student Learning Outcomes – BA Degree, Early Childhood Education

Standard 1. Promoting Child Development and Learning

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

Standard 2. Building Family and Community Relationships

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

*“And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God.”
Colossians 1:10*

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

*“But it is the spirit in a man, the breath of the Almighty that gives him understanding.”
Job 32:8*

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

"I give you sound learning, so do not forsake my teaching." Proverbs 4:2

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

Standard 6. Becoming a Professional

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

Supporting Skills – BA Degree, Early Childhood Education

Vanguard University Core Student Learning Outcomes

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
5. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

Online Participation Policies & Procedures

Online Participation:

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.

- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

Expectations for Assignments:

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Professors may extend due dates in some instances. The student must contact the professor to request an alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

COURSE DESCRIPTION

This course is an overview of the characteristic needs of infants and toddlers birth through age three. Appropriate learning environments and routine experiences will be discussed. Social, cognitive, physical, and sensory motor behavior patterns will be applied in theory and through observation in relation to the environment. A focus on the development of curriculum in meeting the individual needs of the children and the role of the teacher in facilitating growth through play experiences will be emphasized.

LEARNING OUTCOMES

Students will:

- analyze the various developmental stages and needs
- establish criteria for optimum learning environments specific to basic needs and routines
- examine play experiences as the primary avenue for learning and stimulation
- identify sensory motor developmental milestones necessary for learning
- identify cognitive and brain development as it relates to basic growth patterns
- recognize behavior patterns as it relates to bonding and attachment
- define curriculum development for infant toddler programs
- identify individual differences in addressing the unique needs of each child
- identify essential elements in the role of the teacher, ratio requirements
- Integrate spiritual concepts into the daily program and routine
- Provide social experiences while meeting the emotional needs of each child
- examine ways of fostering language development and addressing language delays
- identify milestones in prenatal development and the birthing process
- examine ways to manage behavior and deal with emerging emotions
- identify health and safety concerns in providing quality care for infants and toddlers
- describe infant and toddler core concepts from a biblical perspective

TEXTS AND MATERIALS

Required Texts:

Witter, S. Donna & Petersen, H. Sandra. (2010) *Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach* (2e). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Recommended Texts:

Cloud, Henry & Townsend, John. (1991) *Raising Great Kids, Parenting With Grace and Truth*. Grand Rapids, Michigan: Zondervan Publishing House.

Copple, Carol & Bredekamp, Sue. (1999) *Developmentally Appropriate Practice in Early Childhood Programs*. Washington DC: National Association for the Education for Young Children.

Hendrick, Joanne. (1998) *Total Learning, Developmental Curriculum for the Young Child* (5th ed) Columbus, Ohio: Prentice Hall.

Jackman, Hilda L. (2005) *Early Education Curriculum: A Child's Connection to the World* (3rd ed) Clifton Park, NY: Thomson Delmar Learning.

Recommended Early Education Websites:

Association of Christian School International – www.acsi.org

National Child Care Information and Technical Assistance Center – www.nccic.org

National Association for the Education of Young Children – www.naeyc.org

Prekindergarten Learning and Development Guidelines – www.cde.ca.gov/sp/cd/re/prekguide.asp

Zero to Three – www.zerotothree.org

Recommended Websites for Bible Resources:

Bible Gateway, a searchable online Bible resource – www.biblegateway.com

Crosswalk.com – www.crosswalk.com

Blue Letter Bible – www.blueletterbible.org

STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

The following criteria will be used in determining online students' grades:

Assignment/Grading	Points	Date Due
Discussions	300 points	Weeks 1 - 5
Importance of Bonding Paper	75 points	Week 1
Nature vs. Nurture Paper	75 points	Week 2
Lesson Plan Project	125 points	Week 3
Research Survey Project	100 points	Week 4
Final Project	175 points	Week 5

TOTAL POINTS: 100% = 1000 points

VANGUARD UNIVERSITY'S GRADING SYSTEM

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

STUDENT ASSIGNMENTS

WEEK ONE

Assigned reading: Chapters: 1 & 2

Quiz for week 1

Weekly Discussions

Week 1 Assignment – Written paper on the Importance of Bonding

WEEK TWO

Assigned reading: Chapters: 3, 4, 5, & 6

Quiz for week 2

Weekly Discussions

Week 2 Assignment - Written paper on Nature vs. Nurture

WEEK THREE

Assigned reading: Chapters: 7, 8, 9, & 10

Quiz for week 3

Weekly Discussions

Week 3 Assignment – Lesson Plan project

WEEK FOUR

Assigned reading: Chapters: 11, 12, & 13

Quiz for week 4

Weekly Discussions

Week 4 Assignment – Survey project

WEEK FIVE

Assigned reading: Chapters: 14, 15, & 16

Quiz for week 5

Importance of Bonding Assignment Rubric (75 points) (1a, 4a)

The purpose of this assignment is to develop researching skills, to gain insight on the topic given, to critically evaluate the different views of the articles researched, to develop understanding and knowledge on the topic, and develop skills in writing a research paper.

The paper must include the following:

- A review of 4 articles on the importance of bonding for infants and toddlers
- A separate summary of each of the 4 articles
 - Here are two questions to ask to help you summarize the articles:
 - What does this article say about the importance of bonding?
 - What is the main point of this article trying to communicate about bonding?
- A critique of the articles in your own words and your own personal conclusions on the topic.

The paper must be written in the following order:

- Title page
 - School Name
 - Class Name
 - Assignment Title
 - Student's Name
- Introduction – important concepts on bonding and the need for infant bonding, include a brief description of the articles chosen (10 points)
- Summary and critique of each article highlighting the names of each article (40 points)
- Personal views and conclusions on the topic (15 points)
- Bibliography: Author, (Last name, first name), name of article, periodical, volume #, date (10 points)

Nature Vs. Nurture Assignment Rubric (75 points) (4a)

The purpose of this assignment is to develop researching skills, to gain insight on the topic, to critically evaluate the different views of the articles researched, to develop a clear understanding and knowledge on the topic, and develop skills in writing a research paper.

Guidelines for completing the assignment:

- Find 4 articles on the debate of nature vs. nurture (heredity vs. environment) on a child's development
- Summarize the articles asking the following two questions:
 - What are the articles saying about nature vs. nurture?
 - What is the main point each article is trying to communicate?
- Critique the articles in your own words and write your own personal conclusions on the topic

The paper must be written in the following order:

- Title page
 - School Name
 - Class Name
 - Assignment Title
 - Student's Name
- Introduction: Broad views and concepts on nature and nurture and description of articles chosen on the topic (10 points)
- Summary and critique of each article highlighting the titles of each (40 points)
- Personal views and conclusions on the topic (15 points)
- Bibliography: Author, (Last name, First name), name of article, periodical, volume #, date (10 points)

Lesson Plan Project Assignment Rubric (125 points) (1b, 5a)

You will prepare and develop a mini sample of your curriculum by providing a philosophy description, daily schedule, and a one-week lesson plan from a developmental perspective for a toddler program. Meeting the minimum criteria support a B grade. Not being complete in any of the areas will result in a C grade. An A grade is for exceptional work.

The paper must be written in the following order:

- Title page including:
 - School Name
 - Class Title
 - Assignment Name
 - Student's Name
- Philosophy description: A full-page description of your philosophy of how young children learn and what is essential for a toddler program (20 points)
- Daily schedule: A written daily schedule of activities for toddlers (15 points)
- One-week lesson plan (follow the Sample Table) and include the following: (80 points)
 - Must include developmental goals and objectives
 - Must include a theme
 - Choose a balance of developmental activities that reflect the age group of toddlers
 - Learning outcomes (skills) from the activities planned
- Describe in what way this lesson plan will help you to achieve your curriculum goals for toddlers (10 points)

Sample Weekly Lesson Plan – Fun in the Sun

Development	Monday Activity	Tuesday Activity	Wednesday Activity	Thursday Activity	Friday Activity
Physical – Small Muscle	Building Sand castles with shovels and pales				
Physical – Large Muscle	Gardening: Watering, pushing wheel barrels, raking				
Creative	Finger paint Suns				
Socio – Emotional	Plant seeds together				
Cognitive & Language	Counting flowers in the garden				
Spiritual	Make Crosses for the garden				
Learning Outcomes List 6 skills	<ul style="list-style-type: none"> -Spatial concept -Sensory -Sharing -Language -Nature Science -God’s Words 				

Infant Feeding Survey Project Assignment Rubric (100 points) (4a)

Week 4 – Infant Feeding Survey Project (100 points)

Students will research and conduct a survey of infant feeding practices that are beneficial to infant growth and development.

Guidelines for completing the Assignment:

- Research articles discussing the area of feeding and routines. Look at articles that talk about infant feeding – schedule and self-demand feeding.
- Using your research, develop a questionnaire on feeding practices. The questions should ask for information based on the parental experience not so much their opinion.
- Develop a minimum of 10 questions.
- Survey 20 people for your project (please submit the survey with your paper)
- Collect the data and summarize the information.
- Write a conclusion using your questions and survey results.
 - What did you find from your survey that was consistent with your research?
 - What was your overall impression of your findings?
 - What was a surprise to you?
 - What did you expect?
 - How does this impact the infant?

The paper must be written in the following order:

- Title Page including:
 - School Name
 - Class Title
 - Assignment Name
 - Student's Name
- Introduction (10 points)
- Research information: summary of survey data that you collected in comparison with the articles you researched (40 points)
- Conclusion: comparison of your beliefs on infant feeding practices with others' beliefs (15 points)
- Bibliography (10 points)
- Submit the survey questionnaire (25 points)

***** Please submit just the questionnaire with the percentages for each response. For example, if the question addresses feeding practices – breast feeding vs. bottle feeding and your survey reveals that 10 parents breast fed their infants and 10 parents bottle fed their infants, you put 50% for breast feeding and 50% for bottle feeding.**

Final Project Assignment Rubric (175 points) (4b)

In a quality Infant Program, the major goal is a whole-child approach to growth and development of infants. In this context, **identify 5 major areas of development in a Relationship-Based Curriculum** that you think are crucial for whole-child development for infants between 10 months and 18 months of age.

Project Write Up includes the following:

- Title Page Including
 - School Name
 - Class title
 - Assignment Name
 - Student's Name
- Introduction on whole-child approach to growth and development during infancy (25 points)
- Explanation of the following for each identified developmental area: (25 points for each identified developmental area – 25 x 5 = 125 points)
 - Include the name of the developmental area and explain the need and importance for it supported by scientific evidence
 - Plan an activity that develops age appropriate skills in this area in the following order:
 - Name of the activity
 - Purpose
 - Materials needed
 - Procedure
 - Time needed and times repeated
 - Learning skills achieved
- Describe your personal and professional skills achieved through this project (15 points)
- Bibliography: Author, (last name, first name), name of article, periodical, volume #, date (10 points)

Grading Rubric for Written Assignments

	Superior	Good	Does Not Meet Expectations	Total Points
	Exceeds requirement of length, and APA format.	Meets minimum requirement of length, and APA format.	Does not meet minimum requirement of length, and APA format.	0-__ Points
Integration of Material		Meets minimum requirement for content and required elements.	Does not meet requirement for content and required elements.	0-__ Points
Integration of Biblical Worldview	Formation According to Guidelines	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet minimum requirement for integration of Biblical worldview that utilizes scripture.	0-__ Points
Personalized Application and Reflection	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-__ Points
				Total Points: