

Vanguard University
Early Childhood Education

**ADMINISTRATION OF EARLY EDUCATION
PROGRAMS I**

ECED 121

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 covers the application of basic principles for the establishment, operation, supervision and evaluation of a preschool/childcare program. This includes an overview and history of early childhood education programs, philosophy development, licensing standards, and assessment of management techniques. Christian philosophy will be integrated. This meets the minimum licensing course requirement for operating a licensed childcare program.

LEARNING OUTCOMES

Students will:

- Recognize the various types of ECE programs and philosophies
- Identify the mission of Christian Early Education
- Assess community need for licensed childcare programs
- Analyze the various leadership and communication styles
- Learn to examine the observation and assessment needs of the staff
- Identify the financial needs of the program in budget planning
- Apply principles of designing and equipping the center appropriately
- Establish criteria for recruiting and hiring quality staff
- Examine state licensing standards and policies
- Describe grouping and enrolling techniques for the center
- Identify state and federal ADA requirements and inclusion of special needs children
- Analyze record keeping procedures
- Define ways of connecting with the community and its resources
- Determine food services and required nutritional standards
- Research required health and safety standards including playground regulations

TEXTS AND MATERIALS

Texts

Required Texts:

Sciarra, Dorothy and Dorsey, Anne (2007). *Developing and Administering a Child Care and Education Program* (7th edition). Clifton Park, NY: Thomson Learning.

Keeler, Debbi, *Open Hearts, Open Doors*, ACSI Southern California Regional Office.

Recommended Reading:

Association of Christian Schools International (2007). *Director's Manual*. Colorado Springs: Purposeful Design.

Title 22 Regulations (for Licensing of Child Care Centers).

Resources

Recommended Early Education Websites:

- The National Resource Center for Health and Safety in Child Care
<http://www.healthykids.us>
- Center for Nutrition Policy and Promotion
WWW.USDA.GOV/CNPP/

Recommended Websites for Bible resources:

- Bible Gateway – a searchable online Bible resource
<http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible
<http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations
<http://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
Quizzes	150 points	Weeks 1-5
Philosophy Paper	150 points	Week 2
Director Interviews	150 points	Week 3
Final Project	250 points	Week 5
Discussion Participation	300 points	Weeks 1-5
TOTAL POINTS:	100% = 1000 points	

VANGUARD UNIVERSITY'S GRADING SYSTEM

<u>Percentages</u>	<u>Points</u>	<u>Grade</u>	<u>Significance</u>	<u>GPA</u>
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

- Introduce yourself to the class and instructor in the Discussion Forum found in the welcome block of your course homepage
- Familiarize yourself with the course and complete two tasks:
- Read the syllabus and complete the *Confirmation of Reading Class Syllabus and CDP Policies* by clicking the link on the course homepage
- Complete the *How to Submit an Assignment* task by clicking the link on the course homepage
- Text reading: Chapters 1, 2
- *Open Hearts, Open Doors* reading: pages 41-51
- Take week 1 quiz
- Discussion Forum Postings

WEEK TWO

- Text reading: Chapters 3, 4
- *Open Hearts, Open Doors* reading: pages 11-20
- Take week 2 quiz
- Discussion Forum Postings
- Select final project topic and email instructor with your choice
- Philosophy Paper

WEEK THREE

- Text reading: Chapters 5,6
- Take week 3 quiz
- Discussion Forum Postings
- Director Interviews

WEEK FOUR

- Text reading: Chapters 7,8
- Take week 4 quiz
- Discussion Forum Postings

WEEK FIVE

- Text reading: Chapter 9
- Take week 5 quiz
- Discussion Forum Postings
- Final Project

Quizzes (30 points each)

Instructions for taking weekly quizzes:

- Quizzes can be accessed by clicking the “Quizzes” link on the left menu and then clicking on the appropriate week.
- Quizzes are open book.
- Quizzes are available Wednesday through Sunday of each week and can be taken anytime during that window of availability.
- Each quiz can only be taken one time.
- The deadline for completing weekly quizzes is Sunday, 11:59 p.m. (Pacific Time).

Philosophy & Foundations Assignment Guidelines (150 points) (1a)

Instructions for the assignment:

The purpose of this assignment is to help you think through your own unique philosophy in regards to the nurturing and development of young children. You will need to utilize research to substantiate your ideas. You may use class textbooks, educational trade books, school manuals/handbooks, ACSI resources, NAEYC resources, and other credible, educational websites. Please write the paper using APA-style citations within the body of your paper. Please include the following in your paper:

- Title Page
- Your overall philosophy of how young children grow and develop. What are the important components?
- A mission statement specific to your overall philosophy. If you were to write your own mission statement for a program that embraces your overall philosophy, what would it be? A mission statement is brief and clear.
- Your school vision: What is your vision for children in each of the six developmental categories: social, emotional, physical, creative, cognitive, spiritual
- List the desired outcomes you would like to see in a program that you supervise. Please list at least 10 outcomes, and be as specific as possible. Philosophy, mission, vision and outcomes.
- Include a references page at the end of the paper.
- Overall page count for this assignment is 3-5 pages.

Director Interviews Assignment Guidelines (150 points) (3c)

Instructions for the assignment:

Please interview a director that is not at your school site and who does not supervise you.

- Please call and make an appointment
- Tour the school
- Interview the director
- Write a summary of your visit using the following format:
 - Title Page (include also the date of the interview)
 - School Information
 - Name of school
 - School Address and Phone Number
 - Description of the school
 - Type of program
 - Licensed capacity
 - Class structure
 - Funding
 - Tuition rates
 - Overall impression of the school including program and facility
 - Interview with the director
 - Educational background and experience
 - How he/she became a director
 - Job satisfaction
 - Most enjoyable aspect of directing
 - Greatest challenges
 - Necessary skills for which he/she was least prepared
 - Advice for a new director
 - How he/she creates a positive climate
 - How he/she motivates staff
 - Which leadership qualities are most valuable for a director
 - How this director utilizes computers for word processing, database, publications, and finances
 - Overall impressions of the interview and director
 - Overall impressions of the climate of the school
 - What did you learn from this director that you might use to motivate staff? Would this be a program that you would choose to put your child in? Why or why not?

To receive an “A” grade on this assignment, you will need to do two interviews with two different directors at 3 pages each.

Final Project (250 Points) (4b)

Instructions for the Assignment:

For your final project, you will have the choice of two topics/projects. The second week, you will choose your topic/project and email the instructor your choice. You are free to change topics until the third week. After week three, students will not be able to change their topic. The final project is worth 300 points.

Topic/Project Choices:

1. School Improvement Plan for a Current Preschool
2. Start-Up Budget and Plan for a New Preschool

School Improvement Plan for a Current Preschool (4b)

Your project is to develop a plan to improve the quality of a current preschool and/or childcare center. The school/center you choose can be where you are currently employed – or an existing program where you know the director – but are not employed there. Your goal is to both identify areas of opportunity for change/growth/improvement as well as to create tools, timelines, and suggestions for resolving problems and raising quality to the next level. Please include the following:

- Title page
- Introduction to the project that includes the school's philosophy, mission, and student outcomes. Also discuss the overall benefits of school improvement and quality assurance.
- A staff survey that you have created to determine any problems, needs, or areas of opportunity for growth
- A parent survey that you have created to determine any problems, needs, or areas of opportunity for growth. The staff survey and parent survey should be different – as you would ask different questions of each group.
- A checklist or form that you can use for observing classrooms and staff as they interact with children.
- Use the above checklist/form to observe at least two classrooms (you may choose to observe more classrooms) in the school you are working with.
- Write a summary of the results of your observations: the problems, needs, and areas of opportunity for improvement. Please identify the three most crucial needs for improvement and discuss why you believe these issues should be resolved and improved.
- A timeline and plan of action for resolving the issues you have identified.

- A summary of the financial requirements for making the necessary improvements.
- Write a conclusion to your project that summarizes how you expect this school to be a Godly example in the community it serves. How do you see the school making a difference in the spiritual climate of the community it serves?

The page count for this project is open-ended. The project grade is based on all the components being included and covered in a thorough manner.

Start Up Budget and Plan for a New Preschool (4b)

Your project is to develop a budget and plan for a new preschool and/or childcare center opening in the next school year. This preschool/center can include an infant/toddler component or specifically focus on preschool children, ages 2-5. The building already exists but you will need to determine how to use the space. The new center/school has an outdoor play area, a completely furnished kitchen, 5 rooms that could be used as classrooms (each has its own bathroom) as well as an entrance reception lobby with adult bathroom. You will need to plan how you're going to utilize the rooms/areas as well as purchase equipment (cabinets are already installed) for each room and area of your preschool/center, including the outdoor environment.

Please include the following:

- Title page
- Summary page describing your school vision, philosophy, and mission. If you have a specific program focus for the school – please share that, as well. Examples of unique program focus would be: a Montessori environment, a second language immersion, a fine arts focus, a science focus, etc.
- A description of the school/center layout.
- What is the licensed capacity of your center, and what age groups will it serve?
- Describe how you plan to utilize each of the five rooms. Please include the following:
 - What will happen in each room? How do you want it to look and feel?
 - What equipment will you need to purchase?
 - What supplies/materials will you purchase? Include basic supplies such as paper, paints, etc.
- Describe the plan for your outdoor play area. Include a description of your philosophy of outdoor environments and how your outdoor area will benefit children.
- What outdoor equipment and supplies will you purchase?
- List supplies, materials and equipment needed in the office area.
- Will you create a staff lounge/area for the center? If so, where will it be and what will it look like? What equipment/materials would you purchase?
- If you are not including a staff lounge/area, why?

- How do you intend to finance your start-up plan?
- Create a summary sheet of all costs in each category mentioned in this list with a grand total. You may create an Excel sheet for this and attach it separately or you may create a table inserted into your paper.
- Write a conclusion to your project that summarizes how you expect your school to be a Godly example in the community it will serve. How do you see your school making a difference in the spiritual climate of the community you will serve?

Grading Rubric – final project

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	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	Exceeds requirement for content and required elements.	Meets minimum requirement for content and required elements.	Does not meet requirement for content and required elements.	0-__ Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	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:

