



SANFORD COLLEGE OF EDUCATION

BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION

Give Children a Foundation for Learning

Early childhood education is focused on working with children ages eight and younger. As play is so important at these ages, much of early childhood learning is centered on play. As an early childhood educator, candidates will use play and other learning tools to address the physical, intellectual, language, emotional, and social needs of children.

The Bachelor of Arts degree in Early Childhood Education (BAECE) will ground candidates in philosophies and practices needed to be effective. The program is based on current theory, contemporary perspectives, and sound research. Through coursework, field experiences, and reflection, candidates will gain knowledge, skills, and dispositions to design appropriate learning environments, adapt curricula to students, and develop teaching strategies and techniques to improve learning outcomes in young children.

Program Highlights:

- Entire program can be completed online
- Develop positive relationships with young children and learn effective motivation strategies and techniques
- Develop oral, written, and technological skills for communicating with families and very young children
- Create environments that are healthy, respectful, and supportive
- Use observations, documentation, and other assessments to improve development and learning
- Understand the ethical, legal, and professional standards of early childhood education

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MAJOR IN EARLY CHILDHOOD EDUCATION

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The Bachelor of Arts degree in Early Childhood Education (BAECE) has been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC) and the Child Development Associates National Competency Standards (CDA). The completion of the BAECE degree program meets the educational requirements needed for the Child Development Associates National Licensing program and meets the requirements of the State of California Child Development Permits.

Non-residents of California, military personnel or their dependents, and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State- or country-specific coursework, in addition to the BAECE degree program, may be required to obtain a permit, license or credential necessary for employment. Candidates assume the responsibility for determining and meeting these requirements.

The program is based on a conceptual framework of current theory, contemporary perspectives, and sound research findings. Focus is on knowledge, attitudes, skills, practice, reflection, and field experiences needed to become efficient, competent, and effective professionals in the field of Early Childhood Education. Emphasis is on designing appropriate learning environments, individual and adaptive curricula, and instructional strategies and techniques to maximize learning outcomes. Topics demonstrated, both in writing and discussion, provide a broad-based foundation of child development in the areas of familial and socio-cultural influences on learning and brain development, parent empowerment, peer cooperation and collaboration, early cognition, emerging literacy (listening, speaking, reading and writing), ongoing participant observation and appropriate developmental screening assessments, child advocacy, law and ethics, and, most importantly, play as pedagogy.

Background Check

Agencies/schools collaborating with the Sanford College of Education to provide field experience often require a background check and TB clearance prior to acceptance of a student into their facility. Candidates who do not have a Certificate of Clearance will not be able to attend the field experience component of the course and, therefore, will be unable to complete their program of study. Any fee or cost associated with background checks and TB testing is the responsibility of the student.

Note: ALL ECE prefix courses require a field experience in an approved setting. An approved setting is working with children from birth to age 5 in a **general education, inclusive setting**. Recommended sites are Early Head Start, Head Start, CA Preschools, Transitional Kindergarten (TK), and NAEYC accredited sites.

Students may be required to provide proof of current DTAP, MMR, and Flu vaccinations in order to complete their field work per SB792. Any fee or cost associated with this requirement is the responsibility of the student.

Arkansas Bachelor of Arts in Early Childhood Education Disclosure

Enrollment in the Bachelor of Arts in Early Childhood Education offered by National University may require Arkansas applicants/students to pursue teacher/administrator licensure in California and then earn an Arkansas educator or school administrator license by reciprocity. The State of Arkansas has additional course requirements in order to earn an Arkansas license in the program area or a similar program area, and Arkansas applicants/students must check the website for information on Arkansas reciprocity: <http://www.arkansased.gov/divisions/educator%20effectiveness/educator-licensure>

Washington Bachelor of Arts in Early Childhood Education Disclosure

Eligibility for initial educator certification in Washington is based on a completion of a state-approved educator preparation program. This program is intended to lead to licensure in California. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/future-educators/becoming-a-teacher-in-washington/out-of-state-transfers> for more information. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Identify essential concepts, inquiry tools, and structure of content areas and resources for early childhood education.
- Develop oral, written, and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.

- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in early childhood education.
- Create positive relationships and supportive interactions with young children.

Degree Requirements

To receive a Bachelor of Arts in Early Childhood Education degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(4 courses; 18 quarter units)

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|---------|---------------------------------|
| ECE 201 | The Growing Child: Zero to 8 |
| ECE 210 | Child, Family, School and Comm. |
| ECE 211 | Diversity: Development & Ed. |
| HED 220 | Health, Nutrition and Safety |

Requirements for the Major

(12 courses; 54 quarter units)

| | |
|---------|--|
| ECE 464 | Ethical and Legal Issues |
| ECE 330 | Early Cognition <i>Prerequisite: ECE 201, ECE 210, HED 220 and ECE 211</i> |
| ECE 312 | Infant and Toddler Care <i>Prerequisite: ECE 330</i> |
| ECE 410 | Early Language and Literacy <i>Prerequisite: ECE 330</i> |
| ECE 415 | Designing Emergent Curriculum <i>Prerequisite: ECE 330</i> |
| ECE 420 | Nature, Numbers and Technology <i>Prerequisite: ECE 330</i> |
| ECE 430 | Play as Pedagogy <i>Prerequisite: ECE 330</i> |
| ECE 440 | Observing, Assessing & Plannin <i>Prerequisite: ECE 330</i> |
| ECE 443 | Children with Special Needs <i>Prerequisite: ECE 330</i> |
| ECE 445 | Strategies: Guiding Behaviors <i>Prerequisite: ECE 330</i> |
| ECE 452 | Partnering With Families <i>Prerequisite: ECE 330</i> |
| ECE 450 | Academic Seminar/Field Experie <i>Prerequisite: Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.</i> |

Upper-Division Electives

(4 courses; 18 quarter units)

Candidates must choose **four (4)** elective courses from the following:

| | |
|---------|--------------------------------|
| ECE 435 | Music, Movement, Drama, Dance |
| ECE 446 | Literature and Young Children |
| ECE 451 | Infant/Toddler Observe/Assess |
| ECE 453 | Infant/Toddler Curriculum |
| ECE 454 | Infant/Toddler Experiences |
| ECE 460 | Program Administration |
| ECE 461 | Leadership and Supervision |
| ECE 462 | Financial Mgmt & Resources |
| ECE 465 | Trauma-Informed Practice |
| ECE 466 | Planning Physical Environments |