



## HFST 2500

**Division:** Social and Behavioral Science

**Department:** Home and Family Studies

**Course:** HFST 2500

**Title:** Early Childhood Development

**Catalog Description:**

This course will focus on the fundamental principles of growth and development from conception through early and middle childhood. The study of the relevant theories and research in the biological, social, emotional and cognitive development of young children will also be included.

**General Education Requirements:** N/A

**Semesters Offered:** Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** HFST 1500 - Human Development or Instructor's permission required.

**Justification:**

This course is a required course for Early Childhood Education, Child Care Management majors and is recommended for Family and Consumer Science majors. It articulates to each of the four-year schools in the Utah Higher Education System except SUU. This course is also part of the curriculum for Utah State's Community Services and Human Development Degree being offered at Utah State University's Ephraim Campus.

**Student Learning Outcomes:**

Students will expand their knowledge of the major theories in the field of Human Development. Students will examine current research in the field of Human Development. Students will know the typical behavior for each of the developmental stages in Early Childhood. Students will know the cognitive, social and biological processes associated with development in Early Childhood. Students will be able evaluate behavior in Early Childhood from a historical and cultural context.

**Content:**

I. Theory and Research II. Foundations of Development III. Cognitive and Language Development IV. Personality and Social Development V. Contexts of Development  
a. The Family  
b. Peers, Media and Schooling  
c. Trends and Culture

**General Education Outcomes:**

- 4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media. The student will gather information from ten different sources on a social issue facing children and parents in Early Childhood. Five of these sources must be from professional journals.

8) Apply ethical reasoning to a variety of contexts.

Students will discuss the importance of ethics when working with young children and discuss what it means to be an ethical person.

**Key Performance Indicators:**

Research Paper: 10% Group Project: 5% Tests: 40% Observations: 10% Web Project: 5% Final Exam: 15% Reading Quizzes: 15% Percentages are approximate.

**Representative Text and/or Supplies:**

Berk, Laura. *Infants and Children: Prenatal through Middle Childhood*, Current Edition, Allyn and Bacon Publishing: Boston.

**Optimum Class Size:** 25

**Maximum Class Size:** 36

**Signatures:**

I hereby submit this course syllabus:

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Tracie Bradley, MEd, Associate Professor

I hereby find this course consistent with the goals and resources of the Home and Family Studies Department:

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Kim Cragun, MS, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

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Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)