



## HFST 2600

**Division:** Social and Behavioral Science

**Department:** Home and Family Studies

**Course:** HFST 2600

**Title:** Introduction to Early Childhood Education

**Catalog Description:**

This course presents an overview of current philosophies, teaching techniques and curriculum found in early childhood programs. The historical roots of early childhood programs will be examined, as well as current political issues and the ethical conduct of early childhood professionals.

**General Education Requirements:** N/A

**Semesters Offered:** Fall

**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:**

The field of Early Childhood Education is changing. Interest in readiness, universal preschool, early academics, and standards and assessment for the early years brings excitement and challenge to the profession. The possibilities for early childhood education professionals are endless and exciting. Pre-professionals benefit from the in-depth study of professionalism, theory, diversity, family-centered practice, developmentally appropriate practice, and technology applied to teaching and learning. This course is articulated with similar courses in the Utah System of Higher Education to include CHFAM 2600 at Weber State University, EDEC 2600 at Utah Valley State College, FAML 2600 at College of Eastern Utah, ECED 3910 at Southern Utah University and FCS 2600 at Dixie State College.

**Student Learning Outcomes:**

As a result of taking this course, students will be able to:

- Define Early Childhood Education and explain the varying dimensions of professionalism in the early childhood field
- Identify figures from the past who have influenced early childhood education
- Analyze and discuss approaches to early education that have been influential
- Define "Developmentally Appropriate Practice" and become familiar with ways to implement it in teaching
- Describe the influence of the Federal and State Governments on Early Education
- Define child care and explain its importance in our culture today
- Discuss methods of providing the best education for children with special needs
- Describe approaches for guiding behavior in the early childhood setting
- Discuss the significance of and implementation of parent, family and community involvement
- Discuss the trends in multicultural education
- Examine the role of technology in early childhood education

This course will include:

- Becoming an Early Childhood Professional
- Current Early Childhood Issues and Trends
- Observation and Assessment in the Early Childhood Setting
- Foundations of Early Childhood
- Theories of Early Childhood Applied to Teaching and Learning
- Programs and Services for Children and Families
- The New World of Early Childhood Education
- Meeting the Special Needs of Young Children

**General Education Outcomes:**

5) Apply a cultural and historical awareness to a variety of phenomena.

Through their reading as well as class discussions students will understand how early childhood education has evolved through time and culture. Current early childhood practices will be better understood through a study of their historical and cultural foundations. Exam essay questions, class discussion, and a significant term paper will assess outcomes.

8) Apply ethical reasoning to a variety of contexts.

Text readings, class discussion, and a significant term paper will address ethical dilemmas in a variety of contexts. Students will respond to specific scenarios individually, in small groups and during class discussion. Assessment will occur through class discussion, peer interaction, and instructor feedback.

**Key Performance Indicators:**

Assessment for this course includes:

- Exams: Approximately 35% of final grade
- Term Paper: Approximately 20% of final grade
- Participation: Approximately 10% of final grade
- ECE Interview: Approximately 20% of final grade
- In-class Assignments: Approximately 15% of final grade

**Representative Text and/or Supplies:**

- Morrison, George S. *Early Childhood Education Today* ( current edition). New Jersey: Prentice Hall

**Optimum Class Size:** 24

**Maximum Class Size:** 35

**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)