

## Course Information

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### **Early Childhood Education**

FHS 2600-001

Fall 2025

## Course Section Information

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**Days:** Wednesdays

**Time:** 12:30-2:20

**Campus:** Taylorsville

**Classroom:** 194

## Course Description

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An introduction to the field of Early Childhood Education. The basics for shaping curriculum for young children are introduced. Observation and participation in a supervised lab experience (FHS 0010) is a key element of the course. It is recommended students complete FHS 1500 prior to taking this course.

Co-Requisite: FHS 0010

Semester: Fall & Spring

## Course Prerequisites/Co-requisites

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Even though this course has no required prerequisite courses, successful completion of ENGL 1010 or higher with a grade of C or better is strongly recommended.

## Textbooks, Readings, and Course Materials

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**Authors:** Authors: Sue Bredekamp

**Publication Date:** Publication Date: 2019-02-08

**Title:** Title: Effective Practices in Early Childhood Education

**ISBN:** ISBN: 9780135177372

**Authors:** Authors: Naeyc

**Publication Date:** Publication Date: 2021-08-01

**Title:** Title: Developmentally Appropriate Practice in Early Childhood

**Subtitle:** Programs Serving Children from Birth Through Age 8

**Edition:** Fourth Edition (Fully Revised and Updated)

**ISBN:** ISBN: 9781938113956

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Course Student Learning Outcomes

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- Students will explain the historical context and current application of developmental methods for preschool through third grade. Students will identify developmental periods from birth through age eight and implement lesson plans to develop cognitive skills of an assigned specific age group.
- Students will use the elements of effective communication to compare developmental theories of child development.
- Students will collect, analyze, and use a wide range of authentic assessments of children ages birth through age eight.
- Students will critically analyze contemporary educational practices, personal cultural and philosophical beliefs, and how these beliefs can impact classroom interaction with students of differing cultures or philosophies. Students will practice using appropriate curriculum choices in an early childhood educational setting with education and child development principles.

- Students will discuss the impact of current legislation and Utah childcare licensing rules. Students will explain methods to meet the cultural and linguistic needs of children.
- Students will participate in reflective thinking after the implementation of appropriate curriculum. Students will express an emerging professional identity and personal educational philosophy.

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Introduce Yourself</a>	Discussion	0
	<a href="#">Roll Call Attendance</a>	Assignment	100
	<a href="#">Tell us a Little About yourself...</a>	Discussion	5
8/26/25	<a href="#">* Lab Week 1</a>	Assignment	8
9/1/25	<a href="#">*Lab week 2</a>	Assignment	8
9/8/25	<a href="#">*Lab week 3</a>	Assignment	8
9/9/25	<a href="#">Child Care Licensing Rules Quiz</a>	Quiz	10
9/9/25	<a href="#">Child Care Rules</a>	Assignment	10
9/9/25	<a href="#">First Impressions</a>	Assignment	10
9/15/25	<a href="#">*Lab week 4*</a>	Assignment	8
9/22/25	<a href="#">*Lab week 5</a>	Assignment	8
9/23/25	<a href="#">Is it DAP Art</a>	Assignment	10
9/23/25	<a href="#">Portfolio: Anecdotal Records</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/23/25	<a href="#">Portfolio: Introduction of a Child form</a>	Assignment	5
9/24/25	<a href="#">Lesson Plan 1: ART</a>	Assignment	15
9/29/25	<a href="#">Lab week 6</a>	Assignment	8
9/30/25	<a href="#">Portfolio: Continuum of Early Literacy Learning</a>	Assignment	5
10/5/25	<a href="#">Quiz 1: Chapters 1, 2, 3, and 10</a>	Quiz	36
10/6/25	<a href="#">Lab week 7*</a>	Assignment	8
10/7/25	<a href="#">DAP and NAEYC</a>	Assignment	10
10/13/25	<a href="#">*Lab week 8</a>	Assignment	8
10/14/25	<a href="#">Portfolio: Art Work Samples</a>	Assignment	5
10/14/25	<a href="#">Self Evaluation Plan 1: ART</a>	Assignment	15
10/14/25	<a href="#">Art Plan Implementation</a>	Assignment	6
10/14/25	<a href="#">Portfolio: Scientific Inquiry Observation</a>	Assignment	5
10/15/25	<a href="#">Lesson Plan #2: Literacy</a>	Assignment	15
10/15/25	<a href="#">LITERACY Plan Implementation</a>	Assignment	6
10/20/25	<a href="#">*Lab week 9</a>	Assignment	8
10/21/25	<a href="#">Portfolio: Science Work Samples</a>	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
10/21/25	<a href="#">Reading a Book</a>	Assignment	10
10/22/25	<a href="#">In person Brigrance Screening 2</a>	Assignment	20
10/27/25	<a href="#">*Lab week 10</a>	Assignment	8
10/28/25	<a href="#">Portfolio: Social Studies Work Samples</a>	Assignment	5
11/2/25	<a href="#">Quiz 2: Ch 12-15</a>	Quiz	40
11/3/25	<a href="#">*Lab week 11</a>	Assignment	8
11/4/25	<a href="#">Nature Deficit Disorder</a>	Assignment	10
11/4/25	<a href="#">Portfolio: Literacy Work Samples</a>	Assignment	5
11/4/25	<a href="#">Portfolio: Technology Work Samples</a>	Assignment	5
11/4/25	<a href="#">Self Evaluation Plan 2: LITERACY</a>	Assignment	15
11/5/25	<a href="#">Lesson Plan 3: MATH</a>	Assignment	15
11/10/25	<a href="#">*Lab week 12</a>	Assignment	8
11/11/25	<a href="#">Portfolio: Language Work Samples</a>	Assignment	5
11/11/25	<a href="#">Portfolio: Physical Health Work Samples</a>	Assignment	5
11/11/25	<a href="#">Theory Comparison</a>	Assignment	20
11/14/25	<a href="#">Math Plan Implementation</a>	Assignment	6

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
11/17/25	<a href="#">*Lab week 13</a>	Assignment	8
11/18/25	<a href="#">Lesson Plan 4: GROUP</a>	Assignment	15
11/18/25	<a href="#">Portfolio: Math Work Samples</a>	Assignment	5
11/18/25	<a href="#">Self Evaluation Plan 3: MATH</a>	Assignment	15
11/23/25	<a href="#">quiz 3- ch 4, 5, 6</a>	Quiz	36
11/24/25	<a href="#">Lab week 14</a>	Assignment	0
11/25/25	<a href="#">Portfolio: Functional Assessment of behavior</a>	Assignment	5
11/28/25	<a href="#">Group Plan Implementation</a>	Assignment	6
12/1/25	<a href="#">Lab week 15*</a>	Assignment	8
12/2/25	<a href="#">Personal Teaching Philosophy</a>	Assignment	20
12/2/25	<a href="#">Self Evaluation Plan 4- GROUP</a>	Assignment	15
12/8/25	<a href="#">Lab week 16</a>	Assignment	8
12/9/25	<a href="#">Language Learning</a>	Assignment	10
12/9/25	<a href="#">Literacy Evaluation (Rate a room for Literacy)</a>	Assignment	5
12/10/25	<a href="#">Child Portfolio</a>	Assignment	68
12/14/25	<a href="#">Professional Portfolio</a>	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
12/16/25	<a href="#">quiz 4- ch 7, 8, 9, and 11</a>	Quiz	43

## Coursework & Assignment Descriptions

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Class Assignments: 30% of final grade

Assignments are an important component of your depth of understanding. Written responses will challenge your beliefs and create a forum for personal growth and insight. Assignments are to include information from the text, discussion points from class, and personal insights and opinions. Assignments are graded on a ten-point scale. In order to receive full credit, assignments must be on time (see note below) and well thought out using proper English grammar, spelling and punctuation. Points will be deducted for incomplete responses to assignment questions. Each paper needs to contain the following information: your name, the class section and the title of the assignment. All assignments are to be typed and must be one to two double-spaced typed pages (300-500 words), 12 point font (note: a "full page" does not include your headings and title), unless otherwise noted. Due dates are listed on canvas. NOTE: To receive full credit, assignments must be submitted IN CANVAS by the due date (see course calendar) and completed in a professional, competent manner and meet the criteria in your assignment rubric. (Lesson plans and a few other assignments will be submitted in hard copy. These assignments in Canvas will indicate if a hard copy is required.) Assignments turned in after the start due date will be penalized at the rate of five points per day. Assignments submitted after two days will receive 0 points. Work may be submitted before the scheduled due date for full credit.

Quizzes: 20% of final grade

There will be four quizzes given during this semester, each carrying equal weight. Late quizzes are granted with prior permission and will have 5% deducted from the final score. Late quizzes must be made up within one week of scheduled quiz date. The only exception is the final quiz, which must be taken on the final quiz date.

Required Lab Experience: 35% of final grade

This is one of four FHS courses at SLCC requiring lab school participation. You must arrange immediately to attend a weekly 1 hour 50 minutes lab at Eccles Lab School on the Redwood campus. If you are unable to attend lab 1 hour 50 minutes each week, you must withdraw from this course or request an off-site lab. 35% of your final grade is based on lab participation. If you do not successfully complete your lab work, you will automatically receive an 'E.' Your lab grade will be based on your lab attendance, your performance in the lab and your lab assignments. As with class assignments, assignments must be on time (see note below) and well thought out using proper English grammar, spelling and punctuation. Points will be deducted for incomplete responses to assignment questions. Each paper needs to contain the following information: your name, the class section and the title of the assignment. All assignments are to be typed and must be one to two double-spaced typed pages, 12-point font (note: a "full page" does not include your headings and title), unless otherwise noted. Due dates are listed on the course calendar. NOTE: To receive full credit, assignments must be submitted IN CANVAS on the due date (see course calendar) and completed in a professional, competent manner and meet the criteria in your assignment rubric. (Lesson plans and a few other assignments will be submitted in hard copy. These assignments in Canvas will indicate if a hard copy is required.) Assignments turned in after due date will be penalized at the rate of five points per day. Assignments submitted after two days will receive 0 points. Work may be submitted before the scheduled due date for full credit.

When working on your lab assignments, notify the lab teacher at the start of your lab so that s/he is aware of your needs and time requirements. The lab experience will augment your classroom learning and will provide a setting for you to apply the skills learned in class. Please be mindful that an important mission of your lab site is to provide services to the children, which means that their needs must sometimes come before yours.



IMPORTANT NOTE: If you are going to miss a scheduled lab time, you must contact the lab coordinator (Katie Jensen) before your scheduled lab time (801-957-4666). Failure to contact Katie will result in an unexcused absence. (An unexcused lab absence results in FAILURE of this class. Please see your lab syllabus for complete details.) When you call in, tell Katie your name, scheduled time, and when you will come in to make up your lab time. Missing a rescheduled lab carries the same penalties as missing a regular lab period.

## Lesson Plans

You will have the opportunity to create 4 lesson plans, implement them with the children in the lab school and complete a reflective evaluation of your experience. Your first lesson will be focusing on art. You will submit your written lesson plan week 5, then implement the activity during week 7, finally you will turn in a reflection week 8.

## Lab Point Scale

Attendance/Participation in 14 ELS labs	8 possible points per time	112 points
First Impressions Assignment	10 possible points	10 points
2 Brigrance Assessments	20 possible points	20 points
Lesson Plan (4)	15 possible points per plan	60 points
Lesson Plan Evaluations (4)	15 possible points per evaluation	60 points
Total Lab Experience Points (30% of final grade)		262 points

Child Portfolio: 12% of final grade

Professional Portfolio: 3% of final grade

Personal Teaching Philosophy). Detailed instructions can be found on the canvas assignment page.

## Grading Scale

## Final Grade Distribution

Grade:	A	A-	B+	B	B-	C+
Percent:	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%
Grade:	C	C-	D+	D	D-	E
Percent:	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

## Course Grading Policies

### Late Assignments (Again!)

Assignments turned in after due date will be penalized at the rate of 10%. Plagiarism

Plagiarism is taking credit for another person's words, works, and ideas or failing to

acknowledge that person's words, works, and ideas. If you borrow from someone else, you must give that person credit through proper citations. All information that is not common knowledge must be both cited and referenced. Any information that is not common knowledge that is not cited and referenced is considered plagiarism. Contact me if you have any questions on this. I use an online plagiarism detection service within Canvas (CopyLeaks); cumulative matches of greater than 20% (excluding the bibliography and assignment instructions) will not be accepted and a score of zero (0) will be given for the assignment. Generative artificial intelligence (AI) software is a rapidly emerging tool that students may be interested in using. If doing so, SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so. See these format guidelines <https://libguides.slcc.edu/ChatGPT/Citations> Links to

an external site. The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in course failure. For more information, see

[http://www.slcc.edu/policies/docs/Student\\_Code\\_of\\_Conduct.pdf](http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf) Cell Phone and Laptop Usage

Please refrain from using cellular phones, headphones, and audio devices during class time. This includes text messaging. You may use your laptops or tablets during class lecture, as long as it is used for class note-taking.

### Extra Credit

The requirements for earning a good grade in this course have been outlined above. Frequently, students who have not met the posted timelines and/or other requirements for the course will ask if they can do extra credit. There are no extra credit assignments available for this course.

### Incomplete Policy

In very rare circumstances, a student may be awarded a grade of "Incomplete" (I). All of the following conditions must be met in order to receive an "Incomplete" (I) grade: 1. The student cannot continue in class because of circumstances beyond their control (such as serious illness, death in the family, or change of employment). The student must supply proper documentation; 2. The student must be passing the course at the time of the incomplete grade request; and 3. The student must have completed a substantial portion of a course before the incomplete is given. Requests not meeting all three of these criteria will be declined.

### Engagement Plan

- I will respond to email within 24 to 48 hours. I will offer feedback on major assignments within [insert your timeline]. The best way to contact me is through

[the Canvas Inbox] as I will prioritize this method over other modes of communication. If you needed a more immediate response, text me an email alert.

- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.
- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

## How to Navigate to Canvas

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This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## How to Succeed in the Course

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To be successful in this course, you must have access to Canvas (where this course is "housed"). You must have:

The regular use of a computer with internet access  
A web browser such as Internet Explorer or Firefox  
Access to SLCC's email and Canvas

A readiness to learn

For successful college learning experiences, you must be a self-motivated learner and be able to maintain a workable time management system. I have provided the framework for the course, however, it is your responsibility to follow the course calendar and meet posted due dates. Occasionally, your computer, the server, the connection or some other

part of the internet fails. For this reason, it is wise to refrain from submitting work at the last minute and you may want to identify another computer to use in case of an emergency.

TIME COMMITMENT: This is a 3-credit hour course. A “credit hour” is the amount of time (including classroom time, if applicable) that each class is expected to take: 3-credit hour courses are expected to take you 135 total hours during the semester. (See

[http: /www.slcc.edu/policies/docs/c4s02-10.pdf](http://www.slcc.edu/policies/docs/c4s02-10.pdf), p. 4.) This 15-week course breaks down into a weekly commitment of 9 hours per week. After class and lab time your additional commitment is approx. 5 hours per week.

## Course Content Advisory

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Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Transfer, Certification, Licensure, and Employment Information

The Family and Human Studies program (AS & AAS) alone does not lead to professional licensure in the State of Utah. Professional licensure requirements vary from state-to-state. Here is one suggested website for researching state licensure requirements: License Finder sponsored by the U.S. Department of Labor. If you have difficulty finding the licensure requirements for your state or intended profession, please contact your academic advisor or SLCC's state authorization coordinator for help.

## Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to

access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

# Early Childhood Education

FHS - 2600 001

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)