Our Framework

The ECFS program believes, “it’s in our DNA,” when it comes to early childhood and family studies. The DNA double helix structure represents the blueprint for our overall program and serves as a metaphor to describe our program’s conceptual framework. The backbone of our program is our students, and teaching, learning and service make-up the bases of our program as we strive toward student success. The “bases” work together in a three-way partnership between the faculty, advisor and student to ensure we are meeting the teaching and learning needs of our students. These bases are held together by our commitment to teaching and learning to produce strong early childhood professionals that mirror our commitment to our college motto of being, “A Point of Pride in the Community.”

The first “base” is teaching. Teaching is student-centered, and the program is meeting strengths, interests and needs of all students and diverse communities. Second is the learning, “base.” Within the program, a team of faculty and staff are committed to student learning. The team respects each student’s unique learning style, and helps foster growth in a rapidly changing early childhood and family studies profession that promote child development and learning. A transformative sense of pride is illustrated through students that are trustworthy, able to assess family needs to incorporate best practices in teaching and learning, and are responsive to a diverse family and community that foster strong family and community partnerships. Last is the service “base.” SPC ECFS students are service oriented and servant leadership is emphasized.