COURSE OUTLINE

ECHD 101 – INTRODUCTION TO EARLY CHILDHOOD

REVISED BY: MAUREEN P. MAIOCCO, Ed.D.

SCHOOL OF BUSINESS & LIBERAL ARTS
EARLY CHILDHOOD
Originated: JULY 2002
Reviewed: Spring 2015
A. **TITLE:** Introduction to Early Childhood

B. **COURSE NUMBER:** ECHD 101

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE:** No

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall

G. **HOURS OF LECTURE:** Three hours of lecture per week.

H. **CATALOG DESCRIPTION:**

An overview of the history, theories, and philosophies that form the foundation of Early Care and Education. All aspects of development (physical, cognitive, social-emotional, and communication) are presented and studied within an ecological context (family, community, culture, society). Specific emphasis is placed on understanding the various roles/responsibilities early childhood educators have in fostering the well-being and development of young children birth-5 years. Three hours lecture per week.

I. **PRE-REQUISITES:** None

J. **GOALS:**

Upon completion of this course, the student will be able to:

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<th>Course Objective</th>
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| a. Describe and apply the basic stages of growth and development of children from birth to 5 years. | 1-Communication  
2-Crit. Thinking  
3-Prof. Competence |
| b. Discuss major developmental theorists and theories applicable to the young child and the history of early care and education | 1-Communication  
2-Crit. Thinking |
| c. Apply the systems approach to studying and understanding children in the context of the family, community, society, environment and culture in which the child lives. | 2-Crit. Thinking  
3-Prof. Competence |
| d. Describe and apply key elements of developmentally appropriate practice, the importance of play-based environments, and intentional and purposeful teaching in early care and education. | 1-Communication  
2-Crit. Thinking  
3-Prof. Competence  
4-Inter-Intrapersonal |
K. TEXT:

L. REFERENCES:

Web Sites:
[http://www.naeyc.org/](http://www.naeyc.org/) (National Association for the Education of Young Children website)
[http://www.ocfs.state.ny.us/main/becs](http://www.ocfs.state.ny.us/main/becs) (NYS Office of Children and Family Services – Child Care Regulations website)

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A-F

O. MEASUREMENT/CRITERIA/METHODS:
- Chapter quizzes
- Individual and group class projects/presentations
- Written assignments
- Exams

P. DETAILED TOPICAL OUTLINE:

I. What is Early Care and Education?
   a. The field
   b. The profession
   c. The need in our society
   d. The importance of early care and education

II. The History of Early Care and Education
   a. The origins of the early childhood profession
   b. Major historians, theorists, and philosophies in ECE
   c. Influences from abroad
   d. American influences
   e. Interdisciplinary influences
f. The expanding field of early childhood education

III. Types of Programs
   a. Nursery schools
   b. Montessori
   c. Head Start
   d. Child Care

IV. Defining the whole-child
   a. Physical Development
   b. Social Development
   c. Emotional Development
   d. Cognitive Development
   e. Language Development

V. The Environment
   a. Planning, Set-up
   b. Program Goals
   c. Inclusive
   d. General requirements
   e. Schedules, routines

VI. The Teacher
   a. Teacher-Child interactions
   b. Guiding behavior
   c. Family & community relationships
   d. Communication

VII. Research, Trends
    a. Brain-based research
    b. Adult-child learning theory
    c. Project based curriculum
    d. Developmental learning