

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ECHD 101 – INTRODUCTION TO EARLY CHILDHOOD

**Created By: MAUREEN P. MAIOCCO, Ed.D.
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**SCHOOL OF BUSINESS & LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT - EARLY CHILDHOOD
2006
Fall 2021**

- A. **TITLE:** Introduction to Early Childhood
- B. **COURSE NUMBER:** ECHD 101
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE:** No
- E. **GER CATEGORY:** 3
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **COURSE DESCRIPTION:**
 In this course, students will study the history, theories, and philosophies that form the foundation of Early Childhood 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 of parents, guardians, and early childhood educators have in fostering the well-being and development of young children birth-5 years.
- H. **PRE-REQUISITES:** None
CO-REQUISITE: None

I. STUDENT LEARNING OUTCOMES:

By the end of this course, the student will be able to:

PLO 2: Understand the sequence of typical milestones of development for children from infancy - 5 years in all developmental domains: cognitive, physical, language/communication, social/emotional, and self-help.			
SLO	PLO	GER	ISLO & Sub-Set
a. Describe and apply the basic stages of growth and development of children from birth to 5 years.	2	Knowledge of major concepts, models and issues of at least one discipline in the social sciences.	1 Communication [W] Written
b. Discuss major developmental theorists and theories applicable to the young child and the history of early care and education	2	Knowledge of major concepts, models and issues of at least one discipline in the social sciences.	1 Communication [W] Written
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	Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.	1 Communication [W] Written
d. Describe and apply key elements of developmentally appropriate practice, the importance of play-based environments, and intentional and purposeful teaching in early	2	Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development,	1 Communication [W] Written

care and education.		measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.	
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KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. APPLIED LEARNING COMPONENT: Yes
Classroom/Lab

K. TEXT:
Gordon, A.M. & Brown, K.W. (2017). *Beginnings & beyond: Foundations in early childhood education*. Clifton Park, NY: Cengage Learning

L. REFERENCES:
Berk, L. (2011). *Infants, Children, and Adolescents*. Pearson
Bredekamp, S. and Capple, C. (2010) *Developmentally appropriate practice in early childhood programs*. Washington. NAEYC
Garhart-Mooney, C. (2013). *Theories of Childhood, Second Edition: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. Redleaf Press
Harms. T., & Clifford, R.M. (2014). *Early Childhood Environment Rating Scale (ECERS-3)*. New York, NY: Teachers College Press

M. EQUIPMENT: University Supplied Equipment

N. GRADING METHOD: A-F

O. MEASUREMENT/CRITERIA/METHODS:

- 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
- e. High Quality Programs

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 [Political, Economic, Cultural]
- f. The expanding field of early childhood education

III. Types of Programs

- a. Nursery Schools
- b. Montessori
- c. Head Start
- d. Child Care Centers
- e. Employer-Sponsored
- f. Family Child Care
- g. Private
- h. Public – UPK
- i. Infant Care
- j. Toddler Care
- k. Preschool Care
- l. School Age 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, Design Elements
- b. Program Goals
- c. Inclusive
- d. General Requirements
- e. State Licensing
- e. Schedules, Routines, Continuity of Care
- f. Learning Centers

VI. The Teacher & Parent

- a. Teacher-Child Interactions
- b. Guiding Behavior
- c. Family & Community Relationships
- d. Communication, Trust, Collaboration

VII. Research, Trends

- a. Brain-Based Research
- b. Adult-Child Learning Theory

- c. Project Based Curriculum
- d. NAEYC Professional and Program Standards
- e. Developmentally Appropriate Practice [DAP]

MM January 2021