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

MASTER SYLLABUS

ECHD 101 – INTRODUCTION TO EARLY CHILDHOOD

CIP Code: 13.03

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SCHOOL OF BUSINESS & LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT - EARLY CHILDHOOD
Fall 2024

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:** 7

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	7	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	7	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	7	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 care and education.	2	7	1 Communication [W] Written
GER 7 Describe major concepts and theories of at least one discipline in the social sciences; and demonstrate an understanding of the methods social scientists use to explore social phenomena.			

KEY	**Institutional Student Learning Outcomes** **[ISLO 1 – 5]**

ISLO #	ISLO & Subsets
1	**Communication Skills** Oral [O], Written [W]
2	**Critical Thinking** *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]*
3	**Foundational Skills** *Information Management [IM], Quantitative Lit,/Reasoning [QTR]*
4	**Social Responsibility** *Ethical Reasoning [ER], Global Learning [GL],* *Intercultural Knowledge [IK], Teamwork [T]*
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:
NAEYC (National Association for the Education of Young Children). 2022. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC.

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]