Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ECHD/HUMS125 **Year: 2025-2026**

Course Title: Introduction to Early Childhood Education **Credit Hours: 3**

I. Course Description: This course focuses on the development of the whole child, stressing the importance of early childhood in a diverse society. An exploration of early childhood theory, including anti-bias education, combined with developmental appropriate practices reveal how early childhood educators can support children through intentional choices when communicating with parents, creating learning environments and planning meaningful experiences. Students connect theory to practice in a 20 hour field study experience in an early childhood classroom. Prerequisites: None. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. ECHD125 is the introductory course for all students in the Early Childhood A.A.S. and the Liberal Arts & Sciences, Early Childhood Education A.S. and is a pre-requisite for ECHD206, ECHD225, ECHD240, and ECHD242.
2. ECHD125 is the first course of four required to earn an Early Childhood Teaching Assistant Microcredential.
3. Students complete a mandatory 20 hour Field Study in an early childhood classroom at our childcare center. The Field Study cannot be scheduled until the required paperwork is submitted and the instructor recommends student for placement. Students must successfully complete the Field Study to pass the course.
4. The instructor should consider the 20-hour field study within the 3 credit designation for the class and adjust expectations for independent work accordingly.
5. Information documents for placement locations and mentor teachers as well as required weekly documentation of hours, self-assessments, and reflection forms are posted for instructors and colleagues at the TC3 Childcare Center in Sharepoint: *Department and Teams: Early Childhood Placements*.
6. Completed paperwork is shared with TC3 Childcare Center scheduler in Sharepoint prior to recommending student for placement hours.
7. Placements can be discontinued if a student does not attend scheduled hours, or follow childcare center policies.
8. Students may select and request approval of the instructor for off-campus sites for their field study. To receive approval, a student must have a mentor teacher in an approved classroom that will provide feedback and sign documentation of their hours. Students must provide their own transportation to an off-campus site.
9. If a student is unable to complete a placement, the instructor should be contacted immediately. Other options may not be available.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify and explain Developmentally Appropriate Practice (DAP), including how to set up a safe, healthy learning environment with family involvement.
2. Explain and identify the components of anti-bias education in an early childhood classroom, including how to select and utilize materials.
3. Identify theories of Vygotsky, Dewey, Piaget, Erikson, Montessori, Vivian Paley and Louise Derman Sparks in case studies of early childhood classrooms.
4. Observe, record and interpret children’s development in natural settings.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs – N/A

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. **For each ILO chosen, list the SLO to which it aligns.**

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Early Childhood A.A.S**.

PLO: Students will design and assess developmentally appropriate practices for children ages 0-8.

SLO 1: Identify and explain Developmentally Appropriate Practice (DAP), including how to set up a safe, healthy learning environment with family involvement.

SLO 4: Observe, record and interpret children's development in natural settings.

PLO: Students will practice professional standards developed by National Association of Education of Young Children.

SLO 4: Observe, record and interpret children's development in natural settings.

PLO: Students will communicate effectively taking into consideration audience and purpose

SLO 1: Identify and explain Developmentally Appropriate Practice (DAP), including how to set up a safe, healthy learning environment with family involvement.

SLO 4: Observe, record and interpret children's development in natural settings.

PLO: Students will locate, evaluate, and apply relevant information.

SLO 3: Identify the theories of Vygotsky, Dewey, Piaget, Erikson, Montessori, and Louise Derman Sparks in case studies of early childhood classrooms.

SLO 4: Observe, record and interpret children's development in natural settings.

PLO: Students will evaluate, and implement effective anti-bias instruction.

SLO 1: Identify and explain Developmentally Appropriate Practice (DAP), including how to set up a safe, healthy learning environment with family involvement.

SLO 2: Explain and identify the components of anti-bias education in an early childhood classroom, including how to select and utilize materials.

SLO 3: Identify the theories of Vygotsky, Dewey, Piaget, Erikson, Montessori, Vivan Paley and Louise Derman Sparks in case studies of early childhood classrooms.

SUNY General Education Competencies– N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **– N/A**
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Milestones of child development, individual differences, and the connection to the learning environment and developmental and learning theories relevant to the early childhood field.
2. Play-centered curriculum for building relationships and promoting learning in early childhood, aligning with Developmentally Appropriate Practices (DAP).
3. Supporting the development of early literacy throughout early childhood, including mathematizing and the importance of reading aloud to children as developmentally appropriate, using resources written by diverse authors.
4. Developmentally appropriate use of digital technology in the early childhood classroom.
5. Ethics and professional conduct of the Early Childhood Educator according to NAEYC standards.
6. The role of observation in a student and play centered early childhood classroom.
7. Communicating verbally and in writing appropriate to the audience and purpose, including with children, parents, and colleagues.

8. Intersectional identities and how privilege, or lack of privilege, impacts one's lived experiences.
9. How to address the four goals of Anti-bias Education (Identity, Diversity, Justice and Advocacy) in early childhood across developmental domains and ages.
10. Evaluating children's literature and selecting classroom materials to support anti-bias education in the classroom.
11. Exploring strategies for welcoming all families and children according to the principles of anti-bias education.
12. The relationship of family and community to the developing child, including issues of culture, diversity, and equity.
13. Identifying community resources relevant to the care and education of the children and families in their classrooms.
14. The role of advocacy in the profession of early childhood educators.
15. Current trends and issues of the profession. Examples: attempts to politicize early childhood classrooms, gun violence, and child care deserts.
16. The history of early childhood education, primarily from the Euro-American perspective, and current public policy and legislation in the US as it pertains to young children.
17. Development of a personal teaching philosophy based on exploration of theory, developmental appropriate practice, and time in an early childhood classroom.

VI. Methods of Assessment/Evaluation	**% Course Grade**
1. Assignments (e.g., Reading and documentary reflections, shared reading experiences for picture and chapter books, sharing children's literature, initial teaching philosophy)	35-40%
2. Practicum hours: participation, weekly documentation with reflection, and final project	20-30%
3. Application based quizzes and tests: Theorist case studies, anti-bias education and developmentally appropriate practice reading quizzes	20-35%
4. Attendance	0-10%

VII. Texts – ☒ Required/Strongly Recommended ☒ Used for more than one course (list courses)
Text # 2 is used in ECHD 225.

1. Gestwicki, Carol. *Developmentally Appropriate Practice Curriculum and Development in Early Education. (*6th edition*)*, Cengage Learning; 2017.
2. Derman-Sparks, Louise and Edwards, Julie Olsen. *Anti-Bias Education for Young Children and Ourselves*. (2nd edition). National Association of Young Children: Washington, DC, 2020.
3. Beloglovsky, Miriam, and Daly, Lisa. *Early Learning Theories Made Visible.* Red Leaf Press: St. Paul, MN, 2015.
These texts are **strongly recommended**, but if other texts are chosen they must follow NAEYC standards and guidelines.

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Compton, Michelle Kay, and Thompson, Robin Chappele. *Storymaking: The Maker Movement Approach to Literacy for Early Learners*. Redleaf Press: St. Paul, MN.
2. Cooper, Patricia. *The Classrooms All Young Children Need: Lessons in Teaching from Vivian Paley*. University of Chicago Press: Chicago IL, 2009.

3. Derman-Sparks, Louise and Ramsey, Patricia G. *What if all the Kids are White? Anti-Bias Multicultural Education with Young Children and Families.* Teachers College Press: Columbia University, New York, NY, 2006.
4. Erdman, Sarah & Colker, Laura. *Trauma & Young Children: Teaching* Strategies *to Support and Empower.* National Association for Education Young Children: Washington DC, 2020.
5. Fantozzi, Victoria. *Digital Tools for Learning, Creating and Thinking: Developmentally Appropriate Strategies for Early Childhood Educators.* National Association for the Education of Young Children: Washington DC, 2022.
6. Feeney, Stephanie and Freeman, Nancy K. *Ethics and the Early Childhood Educator: Using the NAEYC Code.* (3rd edition). National Association for the Education of Young Children, Washington DC, 2018.
7. Friedman, Susan, Bredekamp, Sue & Masterson, Marie, C. eds. *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through Age 8*. (4th ed). National Association for Education of Young Children: Washington, DC: 2021.
8. Lin, Grace. *Where the Mountain Meets the Moon*. Little, Brown Books for Young Readers: 2019.
9. Martinez, Miriam G, Yokota, Junko, Temple, Charles. *Thinking and Learning Through Children's Literature.* Rowman and Littlefield: New York, 2017.
10. Mooney, Carol Garhart. *Theories of Childhood: An Introduction to Dewey*, *Montessori, Piaget, and Vygotsky*. Redleaf Press: St. Paul, MN, 2000.
11. Nilsen, Barbara. *Week by Week Plans for Documenting Children's Development.* Cengage Learning: Boston MA, 2014.
12. Otto, Beverly. *Literacy Development In Early Childhood*: *Reflective Teaching for Birth to Age Eight.* (2nd Ed).Waveland Press Inc.: Long Grove Il, 2019.
13. Paley, Vivian. *Bad Guys Don't Have Birthdays*. University of Chicago Press: Chicago IL, 1988.
14. Paley, Vivian. *In Mrs. Tully's Room- A Childcare Portrait*. Harvard University Press: Cambridge MA, 2001.
15. Rosales, Allen C. *Mathematizing: An Emergent Math Curriculum Approach for Young Children*. Redleaf Press: St. Paul, MN, 2015.
16. Turruo, Angela Chan, Johnson Nicholas C., Franke, Megal L. *The Young Child and Mathematics.,* (3rd edition). National Association for the Education of Young Children: Washington, DC, 2021.
17. Wright, Wanya S. Cabell, Sonia Q, Duke, Nell K & Souto Manning, Mariana. *Literacy Learning for Infants, Toddlers, and Preschoolers: Key Practices for Educators*. National Association for the Education of Young People: Washington, DC, 2022.
18. Wurm, Julianne P. *Working in the Reggio Way: A Beginner's Guide for American Teachers*. National Association for the Education of Young Children: Washington DC, 2005.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual:

- *Raising of America: Once Upon a Time.* Directed by James Rutenbeck. California Newsreel with Vital Pictures, 2015. raisingofamerica.org
- *Raising of America: The Signature Hour.* Directed by Christine Herbes-Sommers. California Newsreel with Vital Pictures, 2015. raisingofamerica.org
- *Reject.* Directed by Ruth Thomas Suhr. Golden Rule Films, 2013.
- *Mickey Mouse Monopoly Disney, Childhood and Corporate Power*. Directed by Miguel Power. Media Education Foundation, 2001.

Electronic:

Bauerlin, Judi. *Montessori = Creativity Unleashed*. Ted Talk: January 26, 2015. https://youtu.be/EG3XeNti3Cw

Lin, Grace. *The Windows and Mirrors of your Children's Bookshelf***.** Ted Talk: March 18, 2016**.**
https://youtu.be/_wQ8wiV3FVo

https://www.naeyc.org/

https://www.earlychildhood.org/

https://www.earlychildhoodeducationandcare.com/bloggers/2020/6/5/top-early-childhood-education-podcasts

https://podcasts.apple.com/ng/podcast/how-preschool-teachers-do-it/id1405026486

Other: No resources specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.