Course Discipline and Number: ECHD/HUMS 125   **Year: 2023-2024**
Course Title: Introduction to Early Childhood Education   **Credit Hours: 3**

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 accommodations. All course materials are available in alternate formats upon request.

Course Description

This course focuses on the functioning of the total child, stressing the importance of early childhood education in a diverse society. Emphasis is placed upon the need to understand child growth and development, developmentally appropriate practices, positive guidance, and the importance of working with families. The students use observational worksheets in natural settings. Educational philosophy, legislation, public policy concerning the young child, and an overview of child care services are also discussed. The New York State Common Core standards will be discussed. Students will be required to spend 20 hours of observation and participation in an early childhood setting throughout the semester. **Prerequisites:** Prior completion or concurrent enrollment in ENGL 099 and RDNG 099 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

ECHD 125 is the introductory course for all students in the Early Childhood Degree Program. ECHD 125 is a prerequisite for ECHD 206, 225, and 242. Co-requisite courses are ECHD 240 and 110. ECHD 125 is also listed as HUMS 125, an elective in the Human Services Program. ECHD 125 is the first course of the three courses needed from TC3 to earn a CDA (Child Development Associate) credential.

Basic Skills/Entry Level Expectations

Writing: W1   Prior completion or concurrent enrollment in ENGL 099 if required by placement testing.
Math: M0   Course requires very little or no math.
Reading: R1   Course may be taken concurrently with RDNG 099.

Course Goals

1. Students will have a practical understanding of the development of young children between the ages of 0-8 living in a diverse, multicultural society like the US
2. Students will have an understanding of Developmentally Appropriate Practice (DAP), including how to set up a safe, healthy learning environment and family involvement.
3. Students will have an awareness of public policies and legislation in the US as it pertains to young children
4. Students will have information on how to identify and describe child care programs and the caregiver's/teacher's role in a diverse society

5. Students will have information about the history of early childhood education (mostly from the Euro-American perspective) and how to identify developmental and learning theories relevant to the early childhood field
6. Students will have opportunities to develop analytical writing, problem-solving, critical thinking, reflection, public speaking and technological skills
7. Students will have some understanding of observation as a child study skill and some practice in observing, recording, and interpreting children's development in natural settings and thereby applying theoretical knowledge to child care situations

Course Objectives/Topics

Objective/Topic	# Hours
Students should recognize the milestones of child development, individual differences and the connection to the learning environment	9 Hours
Students should be able to explain the relationship of family and community to the developing child	4.5 Hours
Students should be able to identify community resources relevant to the care and education of the young	4.5 Hours
Students should state goals, benefits and uses of assessment in early childhood	4.5 Hours
Students should recognize and describe appropriate curriculum for building relationships and promoting learning in early childhood	13.5 Hours
Students should identify trends and issues of the profession through the perspectives of a variety of disciplines	4.5 Hours
Students should utilize technology in learning	4.5 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others.	The planned curriculum for ECHD 125 supports this goal through the use of assignments that require students to read textbooks, take part in planning and carrying out activities that represent educational practice developmentally appropriate for young children as well as representing and reflecting through writing accumulated knowledge and reaction to learning experiences presented in the college classroom environment. An example of this type of assignment presented in ECHD 125 is as follows. Students are introduced to the concept of both-and thinking as they complete assigned reading in the textbook, Foundations of Early Childhood Education by Janet Gonzalez-Mena. This type of thinking is an approach to decision–making that involves arriving at a solution that considers potentially conflicting elements. The elements inherent in development, individual differences and cultural traditions are discussed throughout the course.

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live. ➢ Students will understand that their actions have social, economic and environmental consequences.	The curriculum carried out in ECHD 125 is guided by the goals of social/global awareness. Students are assigned specific reading and writing that provide opportunities to gain the necessary skills to understand the consequences of their actions and the way in which lives are shaped by the work in which one engages. Assignments consider encouraging students to practice these skills in preparation for the work they will enter as they leave the college experience. In addition to the described reading and writing assignments, students work with materials and ideas prevalent in early childhood classrooms that represent the historical and current theory and practice of early childhood education. Students in the early childhood program observe early childhood classrooms. Students also take on the role of teacher as they practice carrying out lessons with their peers. These activities complement and enhance the learning provided in the college classroom setting. This type of experience allows the student to observe and reflect on the influence of the world with all its complexities on the educational experience for a young child as well as consider the impact and influence a teacher/caregiver brings to that educational experience. The following example illustrates the type of assignment carried out by a student enrolled in ECHD 125. Students read about an anti-bias focus in a required textbook for the course, Foundations of Early Childhood Education, by Janet Gonzalez-Mena. This is an activist approach that values and celebrates diversity. The approach challenges students to promote equity in a broad range of tropics that includes gender, race, culture, language, and ability. This introduction to early childhood provides students the opportunity to contemplate the way in which diversity is a relevant topic related to early childhood education.

Instructional Methods

This course will be taught as a survey and as a seminar; students will be expected to participate actively in discussions and other class activities. There will be a variety of experiential in-class exercises to help students learn as well as mini-lectures, small group work, discussions, oral presentations, early childhood program visitations, service learning assignments, interviews, video films, writing assignments, in-class writing assignments, Internet searches, participation in electronic communication and quizzes.

Methods of Assessment/Evaluation

Method	% Course Grade
Current Issues written and oral report	10%
Parenting Interview	5%
New York State Common Core Standards assignment	5%
One (1) program visitation report + Program observations	20%
Three (3) announced quizzes + unannounced quizzes	20%
Class participation (attendance) + reflections	15%
Small group work	5%
Professional Portfolio	10%
Early Childhood Club attendance (Service Learning Project) + written report	10%

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Text(s)

<u>Developmental Profiles: Pre-birth through Twelve</u>, Allen, K. Eileen and Lynn R. Marotz, newest edition:
   BOTH TEXTS ARE REQUIRED

<u>oundations. Early Childhood Education in a Diverse Society</u>, Gonzales-Mena, Janet, 2nd edition, © 2001:
   BOTH TEXTS ARE REQUIRED

Bibliography

Bredekamp, Sue & Copple, C. eds. (© 1997). Developmentally Appropriate practice in early childhood programs. Washington, DC: NAEYC.

Bredekamp, Sue, & Rosegrant, T. (series & vol. Eds.). (© 1992, 1995). Reaching potentials: Vol. 1 & Vol. 2. Transforming early childhood curriculum and assessment. Washington, DC: NAEYC.

Chang, H. N., Muckelroy, A., et al (© 1996). Looking In, Looking Out: Redefining child care and early education in a diverse society. San Francisco, CA: California Tomorrow.

Cohen, D. H., Stern, V., and Balaban, N. (© 1997). Observing and recording the behavior of young children. (4th ed.). New York, NY: Teachers College Press.

Copley, J. V. (© 2000) The young child and mathematics. Washington, DC: NAEYC.

Copley, J. V. ed (© 1999). Mathematics in the early years. Washington, DC: NAEYC.

Carter, M. and Curtis, D. Training teachers: A harvest of theory and practice. St. Paul, MN: Redleaf Press.

Carter, M. and Curtis, D. The visionary director: A handbook for dreaming, organizing, and improvising in your center. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. Reflecting children's lives: A handbook for planning child-centered curriculum. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. The art of awareness: How observation can transform your teaching. St. Paul, MN: Redleaf Press.

Edwards, C. et al, eds (© 1998). The hundred languages of children: The Reggio Emilia Approach –Advanced reflection. Stamford, CT: Ablex Publishing Corporation.

Gandini, L. & Edwards, C. P. (© 2001). Bambini: The Italian approach to infant/toddler care. New York, NY: Teachers College Press.

Gardner, H. (© 1993). Frames of Mind: The theory of multiple intelligences. New York, NY: Basic Books.

Helm, Harris J. & Lilian Katz. Young investigators: The project approach in the early years. St. Paul, MN: Redleaf Press.

Jones, E. Teaching adults: An active learning approach. Washington, DC: NAEYC.

Jones, E. & Nimmo, J. Emergent curriculum. Washington, DC: NAEYC.

Katz, L. & Chard, S. (© 1989). Engaging children's minds: The project approach. Stamford, CT: Ablex Publishing Corporation.

Shore, R. (© 1997). Rethinking the brain: New insights into early development. New York, NY: Families and Work Institute

Other Learning Resources

Audiovisual: No resources specified

Electronic

http://artsedge.kennedy-center.org/
http://www.nwrel.org/cfc/
http://www.eastern.edu/publications/emme/
http://www.gsn.org/
http://curry.edschool.virginia.edu/curry/centers/multicultural/
http://www.scholastic.com/
http://www.ankn.uaf.edu/
http://www.dreamtime.net.au/dreaming/index.htm
http://www.kstrom.net/isk/mainmenu.html#top
http://ecrp.uiuc.edu/v3n2/mendoza.html
http://www.cbookpress.org/
http://ecrp.uiuc.edu/index.html
http://www.scils.rutgers.edu/~kvander/ChildrenLit/asian.html
http://members.aol.com/mcsing29/index.htm
http://www.cynthialeitichsmith.com/
http://www.soemadison.wisc.edu/ccbc/50mult.htm
http://www.hehd.clemson.edu/CurrInst/Kaminski/indexK.htm
http://www.isomedia.com/homes/jmele/homepage.html
http://www.nypl.org/branch/kids/asian/asian.html
http://www.storyarts.org/
http://clnet.ucr.edu/Latino_Bibliography.html
http://clnet.ucr.edu/library/bplg/
http://www.oyate.org/
http://www.crede.ucsc.edu/
http://www.dshs.wa.gov/occp/22-486.pdf
http://www.gse.harvard.edu/hfrp/projects/fine.html
http://www.futureofchildren.org/

Other: No resources specified