COURSE OUTLINE

ECHD 200 - PLANNING PROGRAMS FOR YOUNG CHILDREN

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SCHOOL OF BUSINESS & LIBERAL ARTS
EARLY CHILDHOOD
Originated: MARCH 2003
Reviewed: Spring 2015
ECHD 200 - PLANNING PROGRAMS FOR YOUNG CHILDREN

A. **TITLE:** Planning Programs for Young Children

B. **COURSE NUMBER:** ECHD 200

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks

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

G. **HOURS OF LECTURE:** 3 lecture hours per week

H. **CATALOG DESCRIPTION:**

Students apply concepts of developmentally appropriate practice as they relate to the design of programs for young children. The curriculum will be viewed from the perspective of program philosophy, family involvement, home-school connections, materials selection/arrangement, learning centers and scheduling. Principles of program planning related to high quality early care and education, administration, and leadership will be applied. Three hours of lecture per week.

Prerequisite: Introduction to Early Childhood (ECHD 101). Majors only or permission of instructor.

I. **PRE-REQUISITES:**

ECHD 101 - Introduction to Early Childhood or permission of instructor (ECHD majors only)

J. **GOALS** (student learning outcomes):

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

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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| a. Discuss and evaluate differences in curriculum and environments for infants, toddlers, preschoolers and children in the early primary levels. | 2-Crit. Thinking  
3-Prof. Competence                           |
| b. Demonstrate the purpose of early childhood care settings and how to promote learning through equipment, materials and curriculum planning. | 1-Communication  
3-Prof. Competence                           |
| c. Understand the various components of program planning, scheduling, home-school relations, and professional development as it relates to ECE program classroom and center administration. | 1-Communication  
2-Crit. Thinking  
3-Prof. Competence                           |
| d. Understand and practice program planning related to high quality early care and education and the varying roles and responsibilities associated with early care and education administration and program development. | 1-Communication  
2-Crit. Thinking  
3-Prof. Competence  
4-Inter-Intrapersonal                       |
K. TEXTS:

L. REFERENCES:
http://www.naeyc.org/ (National Association for the Education of Young Children)

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:
- In-Class Activities
- Writing Assignments
- Program Planning Assignments
- Learning Center Research Project
- Final Project, Presentation & Exam

P. DETAILED TOPICAL OUTLINE:

I. Why Teach?
   a. Formulating a philosophy
   b. Developmentally appropriate practice
   c. Types of programs

II. The Learning Environment
   a. Set up & room design
   b. Learning centers
   c. Theme-based curriculum
   d. Room layout
   e. Classroom schedules

III. Programming
   a. Promotion
   b. Shared marketing
   c. Professionalism
   d. Brochures
   e. Newsletters
   f. Parent communication
   g. Parent-Teacher conferences
   h. Field Trips
   i. Budget
   j. Web program design

IV. Centers: What do children learn?
   a. Sand & Water Play
   b. Block Play
c. Creative Arts

d. Movement

e. Music

f. Dramatics

g. Science

h. Language Arts

i. Math

j. Outdoor Play

k. Curriculum Themes

V. Administration

a. Supporting all staff

b. The role of the director

c. Management vs. Leadership

d. The Human Side of Child Care Administration

e. Opening a Child Care Center

f. Fiscal management, budgeting

g. Business Plans

h. Program Center Policies

MM

04/12/2015