

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



**MASTER SYLLABUS**

**ECHD 340: Policies and Regulations in Early Childhood Settings**

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**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD  
SPRING 2017  
FALL 2018**

A. **TITLE:** Policies and Regulations in Early Childhood Settings

B. **COURSE NUMBER:** ECHD 340

C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

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

G. **COURSE DESCRIPTION:**

This course examines childcare licensing regulations. Students will gain knowledge of state mandated policies and procedures pertaining to health and safety, children's programming, staffing, and the physical environment. Students will research and develop policies according to state childcare mandates, and apply methods of childcare program evaluation, assessment, and accreditation criteria throughout the course.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): ECHD 101; ECHD 121 or permission of instructor

b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

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

<b><u>Student Learning Outcome [SLO]</u></b>	<b><u>PLO</u></b>	<b><u>GER</u></b>	<b><u>ISLO</u></b>
a. Examine licensing regulations and policies relevant to the operation of childcare facilities.	[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.	N/A	5-Industry Professional Skills
b. Evaluate and assess policies to ensure adherence to state mandated regulations.	[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.		2-Critical Thinking [IA] Inquiry and Analysis
c. Compare program evaluation tools and accreditation criteria as a means for assessing program quality.	[5] Apply leadership knowledge and skills in early care and education settings for promoting high quality standards of excellence for teachers, families, and children.		2-Critical Thinking [IA] Inquiry and Analysis
d. Develop policies and procedures to comply with health, safety, building/space, and state/local regulations required for operating a quality childcare center.	[6] Develop and apply methods, strategies, inclusive practices, and policies for meeting the needs of quality programming for children, families, and early care and education professionals.		1-Communication [W] Written 5-Industry Professional Skills

**J. APPLIED LEARNING COMPONENT: Yes**

- Classroom/Lab

**K. TEXTS**

To be determined by instructor

**L. REFERENCE:**

New York State Office of Children and Family Services (June 2015). *Group and/or Family Child Care Regulations* [http://ocfs.ny.gov/main/childcare/daycare\\_regs.asp](http://ocfs.ny.gov/main/childcare/daycare_regs.asp)  
Sciarra, D. J., Lybch, E., S. Adams, & Dorsey A.G. (2015). *Developing and administering a childcare center*. Belmont, CA: Cengage

**M. EQUIPMENT: University Supplied Equipment**

**N. GRADING METHOD: A-F**

**O. MEASUREMENT CRITERIA/METHODS**

- Quiz/Exams
- Papers/Projects
- Presentations
- Participation

**P. DETAILED COURSE OUTLINE:**

**I. Child Day Care Center Regulations - Overview**

- A. Program Licensing: Family and Group
- B. Licensing Procedures
- C. Orientation

**II. Building and Inspections**

- A. Occupancy: Fire / Building Codes
- B. Zoning
- C. Health / Safety / Sanitation Compliance
- D. Liability Insurance Policies

**III. Building and Equipment**

- A. Program Layout and Design
- B. Physical Space and Equipment Needs
- C. Safety Requirements [Fire, Safety, Transportation]

**IV. Program Planning Policies and Procedures**

- A. Schedules / Routines
- B. Supervision: Teacher/Child Ratio
- C. Supervision: Group Size
- D. Transportation / Field Trips

**V. Behavior Management Plan**

- A. Guidelines
- B. Procedures
- C. Child Abuse and Maltreatment Policies

- VI. **Health and Infection Control**
  - A. Enrollment Policies
  - B. Documentation
  - C. The Health Care Plan
  - D. Universal Health and Safety Precautions
  - E. Training: CPR, First Aid, MAT
  - F. Prevention: Cleaning and Sanitizing
  
- VII. **Nutrition Guidelines and Policies**
  - A. Meal – Menu Planning and Requirements
  - B. USDA Child and Adult Food Program
  - C. Food Preparation and Facilitates
  
- VIII. **Staff Qualifications**
  - A. Background Checks
  - B. Director, Assistant Director, Lead Teacher, Assistant Teacher
  - C. Supervision
  
- IX. **Staff Training and Professional Development**
  - A. Requirements
  - B. NYS Training [9] Topics:
    - Child Development
    - Nutrition and Health Needs
    - Program Development
    - Safety and Security Procedures
    - Business Record maintenance and Management
    - Child Abuse and Maltreatment Identification and Prevention
    - Statutes and Regulations Pertaining to Child Care
    - Statutes and Regulations Pertaining to Child Abuse and Maltreatment
    - Identification, Diagnosis and Prevention of SIDS
  
- X. **Management and Administration**
  - A. General Licensing Requirements
  - B. General Operations Requirements
  - C. Confidentiality
  - D. Program Admittance
  - E. Electronic Monitors and Surveillance Equipment
  - F. Required Notifications to Licensing Authority
  - G. NAEYC Program Accreditation Criteria
  - H. Early Childhood Environmental Rating Scale [ECERS]
  
- XI. **Policies**
  - A. Payment Policies
  - B. Enrollment Process
  - C. Evacuation Plan
  - D. Health Care Policy
  - D. Behavior Management Policy
  - E. Termination Policy
  - F. Attendance Records, Health Records
  - G. Visitation Policy
  - H. Personnel Policies and Practices