

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



MASTER SYLLABUS

ECHD 200 - PLANNING PROGRAMS FOR YOUNG CHILDREN

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SCHOOL OF BUSINESS & LIBERAL ARTS
Social Sciences Department – Early Childhood
2003
Fall 2021

A. TITLE: Planning Programs for Young Children

B. COURSE NUMBER: ECHD 200

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

D. WRITING INTENSIVE COURSE: No

E. GER CATEGORY: None

F. SEMESTER(S) OFFERED: Spring

G. COUSE DESCRIPTION:

In this course, students will gain knowledge of key components that make up a high-quality early childhood setting. Students will examine the importance of developing a teaching philosophy, promoting school-home communication, creating learning centers, scheduling, and adherence to state childcare licensing regulations. Principles of program planning related to high quality early care and education, administration, and leadership will be applied.

H. PRE-REQUISITES:

ECHD 101, ECHD 125, or permission of instructor

CO-REQUISITES: None

I. STUDENT LEARNING OUTCOMES

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

PLO 4: *Develop and demonstrate the knowledge and skills necessary to be an effective teacher/caregiver in an early childhood program. Applying principles of developmentally appropriate early childhood programming. Curriculum will relate to the physical environment, material selection, activity planning, and child guidance.*

SLO	PLO	ISLO & Subsets
a. Discuss and evaluate differences in curriculum and environments for infants, toddlers, preschoolers and children in the early primary levels.	4	5
b. Understand the role and responsibilities of the teacher in creating high-quality programming and policies that support a collaborative and inclusive learning environment.	4	5
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.	4	5
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.	4	5

J. APPLIED LEARNING COMPONENT: Yes

Entrepreneurship – Project

K. TEXTS:

Beaty, J. (2019). *Preschool appropriate practices: Environment, curriculum, and development*. Cengage: Boston: MA

L. REFERENCES:

Click P., Karkos K. & Robertson C. (2014). *Administration of programs for young children (9th Ed.)*. Cengage

NAEYC <http://www.naeyc.org/> National Association for the Education of Young Children

M. EQUIPMENT: University Supplied Equipment

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Writing Assignments
- Program Planning Assignments
- Final Project, Presentation
- Quizzes
- 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. Professionalism
- c. Newsletters
- d. Parent communication
- e. Parent-Teacher conferences
- f. Field Trips
- g. Budgetary considerations
- h. Program design

IV. Learning Centers

- a. How do we design centers?
- b. How do we integrate centers?
- c. How do we create and facilitate learning?

Learning Centers:

- Sand & Water Play
- Block Play
- Creative Arts Expression
- Movement
- Dramatic Play
- Science
- Language Arts
- Math
- Outdoor Play

Curriculum Themes - Planning

- Day
- Month
- Year

V. Administration

- a. Supporting all staff
- b. The role of the Lead Teacher
- c. The role of the Assistant Teacher
- d. Volunteers
- e. The role of the principal / director
- f. Teacher Qualifications and Training
- g. Management vs. Leadership
- h. Program Center Policies