MASTER SYLLABUS

ECHD 200 - PLANNING PROGRAMS FOR YOUNG CHILDREN

Created By:  Maureen P. Maiocco, Ed.D.
Updated By:  Maureen P. Maiocco, Ed.D.
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.
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<th>SLO</th>
<th>PLO</th>
<th>ISLO &amp; Subsets</th>
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<tbody>
<tr>
<td>a. Discuss and evaluate differences in curriculum and environments for infants, toddlers, preschoolers and children in the early primary levels.</td>
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<td>b. Understand the role and responsibilities of the teacher in creating high-quality programming and policies that support a collaborative and inclusive learning environment.</td>
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<td>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.</td>
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<td>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.</td>
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J. **APPLIED LEARNING COMPONENT**: Yes
   Entrepreneurship – Project

K. **TEXTS**:  

L. **REFERENCES**:  
    NAEYC [http://www.naeyc.org/](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