

**MURRAY STATE UNIVERSITY
COMMON SYLLABUS**

DEPARTMENT: ADOLESCENT CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS

COURSE NUMBER: 310

CREDIT HOURS: 3

I. TITLE: Program Planning for Preschool Children

II. COURSE DESCRIPTION AND PREREQUISITE(s):

Course introduces the knowledge base and practical strategies used to teach preschool children in effective and appropriate ways. This course focuses specifically on developing the skills to design and implement effective instruction based on developmentally appropriate practices and culturally responsive teaching methods, on integrating curriculum content areas (e.g., literacy, mathematics, science, music, movement, and art), and on establishing partnerships with parents and families. Furthermore, this course provides opportunities to practice and refine these skills and techniques in a preschool classroom. This course consists of weekly lecture and weekly field experience.

Prerequisite(s): none.

- III. COURSE OBJECTIVES:** Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Early Childhood Standards (KYECS), the Kentucky IECE Teacher Standards for Preparation and Certification (IECE), the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children (CEC), and the Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to
- A. demonstrate an ability to plan and implement developmentally and culturally appropriate curriculum and instructional practices (IECE I, II, III, IX; NAEYC 1, 2, 3, 4, 5, 7; CEC 3, 4, 5; InTASC 1, 2, 4, 6, 7, 8, 9);
 - B. make specific adaptations for the needs of children who have disabilities or learning, developmental and behavioral needs (IECE I, II, III, IX; NAEYC 1, 2, 3, 4, 5, 7; CEC 1, 2, 4, 5; InTASC 2, 6, 7, 8);
 - C. implement developmentally and culturally appropriate individual and group activities using a variety of formats (IECE I, II, III, IX; NAEYC 1, 4, 5, 6, 7; CEC 1, 2, 5; InTASC 2, 3, 8);
 - D. establish a safe, developmentally, and culturally appropriate environment for preschool children with and without disabilities (IECE I, II, III; NAEYC 1, 2, 4, 7; CEC 1, 2; InTASC 2, 3);
 - E. establish and maintain a positive collaborative relationship with families, colleagues, and other professionals (IECE III, IV, VI, VII, IX; NAEYC 2, 7; CEC 7; InTASC 10);
 - F. monitor, summarize, and evaluate the acquisition of educational objectives as identified on the IEP (IECE IV, VII, VIII; NAEYC 1, 3, 7; CEC 1, 4, 5; InTASC 2, 6, 7, 8);
 - G. reflect on preschool curriculum practices and professional development and practice (IECE V, VII, IX; NAEYC 6, 7; CEC 6; InTASC 9); and
 - H. collect and interpret data using informal assessment methods (IECE IV, VIII, IX); (NAEYC 3, 7; CEC 4; InTASC 6).

The COEHS Conceptual Framework and the Theme of Educator Reflective Decision Maker are addressed in this course by urging students to consider the teacher's role in the preschool curriculum. Students learn to create and implement developmentally and culturally appropriate materials and then reflect upon the quality of the materials/program and children through student observations and anecdotal reporting, and actual teaching in the preschool environment.

The EPSB Themes of Diversity, Closing the Achievement Gap, and Technology are explored in the course through planning for a diverse population and learning styles which includes developmental levels as well as cultural backgrounds. Programs are planned and implemented for learning and achievement to take place for all learners regardless of gender, class, ethnicity, learning styles, and exceptionalities.

Kentucky Early Childhood Standards are resources for IECE teacher candidates.

IV. COURSE OUTLINE:

- A. Developmentally Appropriate Practice: An evolving Framework for Teaching Young Children
- B. Teaching and Learning in Developmentally Appropriate Programs
- C. Planning and Implementing Effective Small-Group Activities
- D. Planning and Implementing Effective Group-Time Activities
- E. Organizing Space, Materials, and Time
- F. Adapting Individual Differences
- G. Embracing a Culturally and Linguistically Diverse World
- H. Technology and Young Children
- I. Evaluating and Guiding Children's Progress by Using Authentic Assessment
- J. Strengthening Developmentally Appropriate Programs Through Family Engagement
- K. The Aesthetic Domain
- L. The Affective Domain
- M. The Cognitive Domain
- N. The Language Domain
- O. The Physical Domain
- P. The Social Domain
- Q. Integrating Curriculum Through Pretend and Construction Play
- R. Integrating Curriculum Through Thematic Planning and Projects

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture
- B. Small group and large group discussions
- C. Presentations
- D. Student planning, observations, recordings, and reflections
- E. Performance events
- F. Field experience participations
- G. Prewriting, drafting, revising, and editing activities

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will participate in 20 field hour experiences in this class (16 KAR 5:040). Field requirements include working with children with disabilities and children from diverse socio economic levels. Students will be placed in Murray Preschool/Head Start Centers for two consecutive hours per week, Monday through Thursday. The preschool center is closed on Fridays for staff meetings, planning, and professional development activities. The early childhood field experience carries an extra responsibility for the student to act professionally while carrying out class assignments. Interaction with young children requires patience and understanding in order to be successful. The skills of collaboration, confidentiality, communication, cooperation, flexibility, and sensitivity practiced and developed in the field experiences are important contributing factors to being an effective early childhood professional. State child care regulations require that before field experience participation can begin, each student must submit to the center director, a current T.B. skin test certificate documenting negative results, paperwork for a Criminal Records Check, Child Abuse-Neglect Check, in addition to a signed statement of confidentiality. If a student is forced to miss a scheduled field experience, prior notification must be given to the instructor and arrangements made to make up the hours missed. To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.

VII. TEXT(S) AND RESOURCES:

Kostelnik, K. J., Soderman, A. K., & Whiren, A. P. (2015). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Resources

- A. Waterfield Library: <http://lib.murraystate.edu/>
- B. Curriculum Materials Center: <http://libguides.murraystate.edu/cmc>
- C. National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/>

- D. Council for Exceptional Children (CEC): <https://www.cec.sped.org/Standards>
- E. Murray Preschool/Head Start Centers: <http://www.headstart.murray.kyschools.us/index.asp?PageID=24>
- F. Kentucky IECE Teacher Standards: <http://www.epsb.ky.gov/teacherprep/iecestandards.asp>
- G. Kentucky Early Childhood Standards (Birth-4yrs): <http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>

VIII. EVALUATION AND GRADING PROCEDURES:

Grading for this course will be rewarded for performance on examinations, quizzes, required assignments, and field experiences, in accordance with the MSU scale.

<u>Assessment Scale:</u>	<u>Final Grade</u>
90-100% of total points	A
80-89% of total points	B
70-79% of total points	C
60-69% of total points	D
below 59% of total points	E

Course Requirements:

Participation	80 points
Quizzes	120 points
Journal Reflections	30 points
IECE Standards Based Unit	100 points
Total points: <u>330 points</u>	

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).

2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.

3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the "Policy Prohibiting Sexual Harassment" which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

- XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:** Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**