

**MURRAY STATE UNIVERSITY
COMMON SYLLABUS**

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS

COURSE NUMBER: 311

CREDIT HOURS: 3

I. TITLE: Child Guidance

II. COURSE DESCRIPTION AND PREREQUISITE(S): Course is designed to familiarize students with developmentally appropriate guidance strategies for preschool children in inclusive settings. Weekly lecture and field experiences are required.

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. develop greater insight concerning knowledge of young children through observation and recognition of individual differences (IECE IV, V; NAEYC 1, 3, 7; CEC 1, 4; InTASC 2, 6);
 - B. observe and document young children's learning by using different types of assessments (IECE IV, IX; NAEYC 3, 7; CEC 4, 6; InTASC 6);
 - C. identify strategies for creating a well-organized and effective classroom environment for preschool children with and without disabilities including positive guidance; effective transitions and routines; age and culturally appropriate communication; effective organization of time, space, and materials; the use of culturally responsive and effective instructional strategies; and meaningful, challenging, and achievable curriculum (IECE II, V; NAEYC 1, 2, 4, 7; CEC 2; InTASC 3);
 - D. recognize the wide variety of responses children make while participating in learning activities (IECE III, V; NAEYC 3, 7; CEC 1, 4; InTASC 2, 6);
 - E. gain knowledge of developmentally and culturally appropriate child guidance techniques (IECE V; NAEYC 1, 4, 7; CEC 1, 3; InTASC 1, 2);
 - F. make specific adaptations for the special needs of children who have disabilities or learning, developmental, and behavioral needs (IECE I, II, III, IV, IX; NAEYC 1, 4, 5, 7; CEC 1, 3, 5; InTASC 1, 2, 4, 7, 8);
 - G. establish and maintain a positive collaborative relationship with families, colleagues, and other professional (IECE III, IV, VI, VII, IX; NAEYC 2, 7; CEC 7; InTASC 10); and
 - H. 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).

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 child guidance. Students learn to apply developmentally and culturally appropriate child guidance techniques as they practice these techniques in the preschool environment through observations and documentations along with in-class experiences and assignments.

The EPSB Themes of Diversity, Closing the Achievement Gap, and Technology are explored in the course through observation and documentation for a diverse population and learning styles which includes developmental levels as well as cultural backgrounds. Child guidance strategies 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 CONTENT:

- A. A Teacher's Role in Guiding Children
- B. Theoretical Foundations of Child Guidance
- C. Understanding Child Development
- D. Supportive Physical Environments
- E. Positive Guidance and Discipline Strategies
- F. Using Observation in Guiding Children
- G. Self-Esteem and the Moral Identity
- H. Emotional and Social Competence
- I. Resilience and Stress in Childhood
- J. Aggression and Bullying in Young Children
- K. Minimizing Challenging Behavior
- L. Applying Your Knowledge of Child Guidance

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture
- B. Small group and large group discussions
- C. Presentations
- D. Student planning, observations, documentations, 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:

Marion, M. (2015). *Guidance of young children* (9th 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	30 points
Quizzes	110 points
Finding Causes of Behavior Problems	40 points
A Philosophy of Child Guidance	20 points
Informal Case Study and Presentation	100 points
Total points: <u>300 points</u>	

IX. ATTENDANCE POLICY:

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

X. ACADEMIC HONESTY:

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 Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

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, admissions, or the 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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

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.**