I. TITLE:
Program Planning for Preschool Children

II. COURSE DESCRIPTION AND PREREQUISITE(s):
Program Planning for Preschool Children 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 experiences.

Prerequisite(s): FCS 210 and 211.

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky IECE Teacher Standards, and Kentucky Early Childhood Core Competences 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 appropriate curriculum and instructional practices (IECE #1, 2, 3, 9; KECCC #1, 2, 3, 4, 5, 6, 7);
B. make specific adaptations for the needs of children who have disabilities or learning, developmental and behavioral needs (IECE #1, 2, 3, 9; KECCC #1, 2, 4, 5, 6, 7);
C. implement developmentally and functionally appropriate individual and group activities using a variety of formats (IECE #1, 2, 3, 9; KECCC #1, 2, 3, 4, 5, 6);
D. establish a safe and developmentally appropriate environment for preschool children (IECE #1, 2, 3; KECCC #1, 2, 4, );
E. establish and maintain a positive collaborative relationship with families, colleagues, and other professionals (IECE #3, 4, 6, 7, 9; KECCC #3, 6, 7);
F. monitor, summarize and evaluate the acquisition of educational objectives as identified on the IEP (IECE #4, 7, 8; KECCC #1, 4, 5, 6, 7);
G. reflect on preschool curriculum practices and professional development and practice (IECE #5, 7, 9; KECCC #1, 2, 3, 4, 5, 6, 7);
H. collect and interpret data using informal assessment methods (IECE #4, 8, 9; KECCC #4, 5, 6); and
I. write a clear, well-organized paper, using APA 6\textsuperscript{th} edition style and vocabulary of professional educators, with a clear purpose, fully developed ideas, and correct use of punctuation and grammar.

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

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all 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. Child Guidance in Early Childhood Classrooms
G. Evaluating and Guiding Children’s Progress by Using Authentic Assessment
H. Strengthening Developmentally Appropriate Programs Through Family Engagement
I. The Aesthetic Domain
J. The Affective Domain
K. The Cognitive Domain
L. The Language Domain
M. The Physical Domain
N. The Social Domain
O. Integrating Curriculum Through Pretend and Construction Play
P. Integrating Curriculum Through Thematic Planning and Projects
Q. Writing in the Field of Education

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture
B. Small group and large group discussion
C. Presentations
D. Student planning, observation, recording and reflection
E. Performance events
F. Lab participation
G. Prewriting, drafting, revising, and editing activities

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Laboratory requirements consist of participation in Preschool/Head Start classes at The Ruby Simpson Child Development Center for two consecutive hours per week, Monday through Thursday. The early childhood laboratory 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 lab experiences are important contributing factors to being an effective early childhood professional. State child care regulations require that before lab 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 lab, prior notification must be given to the instructor and arrangements made to make up the hours missed.

VII. TEXT(S) AND RESOURCES:

Supplemental textbooks:
A. A plethora of materials are available, including but not limited to the following resources: Library Media Center, AL Hall Room 341
B. Waterfield Library
C. National Association for the Education of Young Children (NAEYC)
D. United States Department of Education and Kentucky Department of Education
E. Southern Early Childhood Association (SECA)
F. Kentucky Association of Early Childhood Education (KAECE)
G. Internet/Blackboard
H. Calloway County Regional Training Center
I. IECE Standards
J. Kentucky Early Childhood Standards
K. High/Scope
L. Murray Head Start

VIII. EVALUATION AND GRADING PROCEDURES:
Grading for this course will be rewarded for performance on examinations, required assignments, and laboratory experiences, in accordance with the MSU scale.

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<thead>
<tr>
<th>Assessment Scale:</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>90-100% of total points</td>
<td>A</td>
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<tr>
<td>80-89% of total points</td>
<td>B</td>
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<tr>
<td>70-79% of total points</td>
<td>C</td>
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<tr>
<td>60-69% of total points</td>
<td>D</td>
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<tr>
<td>below 59% of total points</td>
<td>E</td>
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Course Requirements:
- Participation: 60 points
- Quizzes: 120 points
- Using Centers to Foster Learning: 30 points
- IECE Teacher Performance Assessment lesson plans: 120 points
- Presentation of Creative Activities: 70 points

Total points: 400 points

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

Make up labs are required

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 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 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. For more information, contact Director of Equal Opportunity, Murray State
XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress, throughout the teacher preparation program is continuously assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services (TES) 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 or REVERSAL OF ADMITTED STATUS**

**THIS SYLLABUS MAY BE CHANGED BASED ON DISCRETION OF THE INSTRUCTOR.**