

**Western Kentucky University
Applied Human Sciences
Course Syllabus
FACS 336 Preschool and Kindergarten Children Development and Curriculum
Spring 2021**

Course Information: FACS 336
3 Credit Hours
Web Course utilizing Blackboard

Instructor Information: Sherri Meyer, M.A.E.
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Office Hours

Office schedule varies but I am available by phone or email regularly. Appointments for office visits can be made by emailing or calling. Email is the best way to contact me for appointments. If calling and I am unavailable, please leave a message. When sending an email please include the course "FACS 336" in the subject line.

Course Description

Study of early childhood (preschool and kindergarten) physical, cognitive, language, and social/emotional development. Application of child development to developmentally appropriate curriculum and classroom and teaching practices. Practical experiences in a field setting; students are responsible for providing their own transportation. Note: Permission of instructor may be required.

Prerequisites/co-requisite

FACS 193 Curriculum Development for Young Children (earning a C or above) or instructor permission

Colonade/General Education requirement course fills: NA

Required Textbooks

You may purchase through any source you desire.

Kostelnik, M. J., Soderman, A. K., Whiren, A. P., & Rupiperr, M. L. (2019) *Developmentally appropriate Curriculum: Best Practices in Early Childhood Education*, 7th Edition. Upper Saddle River, New Jersey: Pearson (6th edition is also acceptable)

Harms, T., Clifford, R. M., & Cryer, D. *Early Childhood Environment Rating Scale Third Edition (ECERS-3)*.

Recommended Textbook

Copple, C., & Bredekamp, S. (2008) *Developmentally Appropriate Practice in Early childhood Programs Serving Children from Birth Through Age 8* (3rd edition), Washington, DC: National Association for the Education of Young Children

If you wish to teach in Kentucky, you will also need a copy of the *Kentucky Early Childhood Standards: Building a Strong Foundation for School Success*, Revised version. If you do not have a copy or have saved it in the past, you can access a copy to save for reference from this site:

<https://kyecac.ky.gov/professionals/Pages/Early-Childhood-Standards.aspx> This document is 183 pages, so it is suggested that you save a copy and not print it.

Course Objectives

When you have completed this course, you will be able to:

- Demonstrate knowledge of and ability to develop, implement, and evaluate meaningful, integrated experiences for preschool and kindergarten age children that are consistent with NAEYC/CEC/DEC guidelines.
- Incorporate assessment information and strategies from tools identified from multiple disciplines and families in the design of curriculum.
- Design appropriate environments for preschool and kindergarten age children.
- Develop, implement, and evaluate an integrated instructional sequence that focuses on children's needs and interests.
- Demonstrate infusion of technology into curriculum development.
- Apply for a Kentucky Director's Credential through the Division of Child Care, if all prerequisites have been met.

Course Outcome

Students will:

- Develop a basic understanding of curriculum development, implementation and evaluation of curriculum and learning environments for preschool age children.
- Assess the design of curriculum from various resources to meet the needs of children and families.
- Analyze designs of appropriate environments for preschool and kindergarten age children.
- Develop, demonstrate and evaluate instructional sequence that focuses on children's developmental needs and interests.
- Analyze use of technology in curriculum for preschool and kindergarten age children.

Method of Instruction

This course will be taught on the Internet and it will not meet in a classroom setting. It is imperative that each student be self-motivated and able to work independently. This is important for success in this class. Active weekly participation in Blackboard is expected. In this class you can expect:

- Group discussion via online discussion boards.

- Independent reading in the textbook and other supplemental materials as assigned. This may include Internet sites requiring Adobe Reader and PowerPoint presentations.
- Individual written projects submitted in Microsoft Word in the formatting of doc, docx, or rtf. Files saved in other documents such as Word Pad or Word Perfect cannot be read by the instructor.
- Viewing of videos on the Internet.
- Twelve (12) clock hours of field experience is required throughout the semester. Field work will be required most weeks. Field work will be related to the assignments for the final project and in conducting the ECERS-3.

Course Requirements/Performance Expectations

1. Regular use of a computer with internet access and a web browser.
2. Familiarity with surfing the Internet, reading email, and sending email.
3. An activated WKU Email account that is checked at least weekly. Only WKU email accounts will be used by the instructor.
4. Access to Adobe Reader.
5. Ability to read PowerPoint Slides, view vides, and audio on Internet.
6. Participate in online activities on a weekly basis.
7. Submit designated written assignments in **Microsoft WORD** using **.doc, docx, or .rtf** files.
8. Participate in group and individual projects online.
9. Complete 15 clock hours of field experience, obtain any documentation required by facility for field work, obtain written permission letters from facility, and submit projects associated with the field work assignments.
10. Complete online quizzes and exams.
11. Maintain confidentiality throughout semester and after semester is completed. This includes not using names of children and programs in conversations, in or out of class.
12. Always maintain professionalism, in person and online, by being respectful of comments by other students, never being rude, not using inappropriate language, or other such activity. This also includes wearing proper attire while doing observation hours and interacting with children. Violation of this standard will lower your grade.
13. Demonstrate ethical conduct by ensuring appropriate forms are completed and submitted. Ensuring that all forms contain the original signature of program manager or professional in the community is mandatory.
14. Demonstrate an understanding of assessing learning environments in a childcare setting utilizing the ECERS-3.
15. Demonstrate and analyze performance of implementing curriculum activities with preschool age children.

It is the responsibility of the student to read all documents related to this course and follow the directions/guidance provided concerning assignments and exams.

Community Engagement

Students are responsible for locating appropriate community programs for field work. Instructor will provide guidance as requested.

Field Experience, Brief Description of Graded Assignments, and Factors considered in Grading

This class involves twelve (12) hours of fieldwork with some of the field work spent in observing classrooms for quality environments while other field work is spent implementing curriculum with preschool children. The student will identify and select programs and administrators to observe, conduct the ECERS-3, and possibly review curriculum used by a program. Transportation is the responsibility of the student. Facilities may require a criminal background check, TB skin test, health screening, confidentiality agreements, orientation or other prerequisites to field work. Students are NOT required to provide any of the health and safety information to WKU for this course. Failure to meet the facility prerequisites is not a valid reason for not completing the fieldwork during the semester. Failure to complete the fieldwork will result in a failing grade for the class. An incomplete grade will not be given for failure to complete fieldwork required for the final project. It is also the responsibility of the student to obtain all written permission forms required to the instructor with original signatures.

Field work in this course may be different from other courses. This course will require classroom observation and some interactions with children. It is expected of students that these field hours are done on individual time and not part of any employment for the safety of the children and to focus on your field work goals.

Each part of this field work is provided throughout the semester in stages to align with the content each week. Each assignment will be detailed and a rubric for grading considerations will be provided at the time each assignment is introduced. This is detailed in the Course Calendar where all work for the semester is provided.

Grades are assigned on a total point basis. A detailed grading scale is included with your course calendar.

Your individual grades earned are in the Gradebook in Blackboard. This class allows all quizzes and assignments to be completed and are due by Sunday evenings at midnight CST. Therefore, planning is required so assignments are turned in on time. Late assignments are NOT accepted. ALL assignments are due on time. Online quizzes and exams **cannot** be made up. Discussion board entries will not be recorded and considered for a grade if posted after the deadline hour.

Grades are posted when assignments and quizzes are graded. Quizzes and exams taken online are automatically entered in the gradebook unless short answer or fill in the blank questions are in a quiz or exam. These will require the instructor to review each quiz/exam and award points. Once final grades are posted, grades will not be changed unless there is a computational error or other error on the part of the instructor.

Special Instructional Materials

Students taking this class should purchase the textbooks that are required, consider purchase of the recommended textbook, and access additional resources that are available on the Internet and provided for reference throughout the semester.

Attendance Policy: There is no attendance policy per say for this class although points are awarded for participation each week in class. However, per university requirements, the student should participate in the first week's work before the end of the first week of classes to show that they are actively participating in the class. Failure to participate may result in being dropped from the class for non-attendance. It is expected that students will participate in weekly class discussions in Blackboard and use Blackboard to submit all assignments, quizzes, and exams as well as obtain information on the current week's class. Discussion Board will be used each week.

Academic Honesty

All assignments and examinations must be the original work of the student. Proper credit must be given by use of quotation marks and references for any material the student does not personally create but includes as part of the final project. Copying any published or unpublished source is called plagiarism and will not be accepted in this course or at this university. Any work found to be plagiarized will result in immediate failure of this course. Students who commit any act of academic dishonesty may be expelled, suspended, placed on probation or given a lesser sanction. This includes forging or falsifying any signature on required forms for this course as part of your field work. See WKU Catalog for additional information.

Plagiarism is a serious offense and is considered an act of Academic Dishonesty. The academic work of a student must be his/her own. Students who commit any act of academic dishonesty may receive from the instructor a failing grade. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanction.

Disability Accommodations Statement

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the office for Student Accessibility Resource Center in Downing Student Union room 1074. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from the office for Student Accessibility Resource Center.

Title IX/Discrimination and Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination,

harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

Additional Resources for Students

The Learning Center, www.wku.edu/tlc, (270) 745-6254

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and nine academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a computer lab to complete academic coursework. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment.

TLC @ DSU

Monday – Thursday 8:00 am – 7:00 pm

Friday 10:00 am – 2:00 pm

This is not a writing class but written assignments will be required. The WKU Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during their operating hours. Their writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness, but they will not revise or edit the paper for you. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during their operating hours (also listed on their website) for help scheduling an appointment.

NAEYC Standards:

1. Promoting Child Development and Learning

- 1a: knowing and understanding young children’s characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

3. Observing, Documenting and Assessing

- 3a: Understanding the goals, benefits, and uses of assessment

4. Using Developmentally Effective Approaches to Connect with Children and Families

- 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
- 4d: Reflecting on their own practice to promote positive outcomes for each child.

5. Content Knowledge for Meaningful Curriculum

- 5a: understanding content knowledge and resources in academic disciplines
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

6. Professional

- 6c: engaging in continuous, collaborative learning to inform practice

7. Early Childhood Field Experiences

- 7a: opportunities to observe and practice in at least two of the three early childhood age groups (b-3, 3-5, 5-8)
- 7b: opportunities to observe and practice in at least 2 of the 3 main types of early education settings (early school grades, ccc or homes, Head Start)

Supportive Skills

- SS4: Making connections between prior knowledge/experience and new learning.

The instructor reserves the right to make changes or modify the course as deemed appropriate or necessary.