

MURRAY STATE UNIVERSITY

DEPARTMENT: Early Childhood and Elementary Education

COURSE PREFIX: ELE

COURSE NUMBER: 390

CREDIT HOURS: 3

I. TITLE: Introduction to Kindergarten

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course provides a study of the background and evolution of kindergarten, organization of the kindergarten environment, development of kindergarten age children, and developmentally appropriate practices and learning opportunities within a kindergarten classroom. Field experiences required.

Prerequisite: EDU 103

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 Teacher Standards (KTS), the Kentucky IECE Teacher Standards (IECE), the National Association for the Education of Young Children Standards (NAEYC), and the Interstate Teacher Assessment and Support Consortium Standards (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to

- A.** demonstrate knowledge of the historical, philosophical, and sociological foundation of early childhood education as it relates to kindergarten programs (KTS 3; IECE II) ;
- B.** describe and evaluate the developmental processes of young children (KTS 3, 5, 7; IECE I, IV, V; NAEYC 1; InTASC 1);
- C.** describe the role of the teacher in effecting a positive transition of children and parents/guardians with diverse backgrounds (developmental and cultural) to kindergarten (KTS 3, 8, 9; IECE II, VI, VII, VIII; NAEYC 2; InTASC 3);
- D.** describe the role of the teacher in effecting positive home-school relationships (KTS 8; IECE VIII; NAEYC 2; InTASC 3);
- E.** describe the role of the teacher in planning and organizing a supportive classroom and learning climate including teacher and student characteristics in CHETL section 1 Learning Climate (KTS 2, 3; IECE I, II; NAEYC 1, InTASC 3);
- F.** design developmentally appropriate curriculum, materials, teaching strategies, and assessment for young children with application to developmental understanding, teacher and student characteristics in CHETL sections 2 Assessment and Reflection, 3 Rigor and Engagement, 4 Relevance, 5 Content Knowledge, and KY Core Academic Standards within the context of a unit of study (KTS 1, 2, 4, 5, 6, 8; IECE I, II, III, VIII, IX; NAEYC 3, 4, 5; InTASC 4, 5, 6, 7, 8); and
- G.** reflect on field experiences and children's learning using assessment data as indicated in CHETL section 2 Assessment and Reflection (KTS 7, 9; IECE V; NAEYC 3; InTASC 6).

The COE Conceptual Framework and the Theme of Educator as Reflective Decision-Maker are addressed in this course by urging students to consider the teacher's role in the kindergarten curriculum. Students learn to create developmentally appropriate materials and then reflect upon the quality of the materials/program through student observations, anecdotal reporting, and actual teaching in the public school environment, along with in-class experiences and assignments. COE emphasis on constructivism is brought out through discussion of how children learn through actual involvement in learning and authentic experiences. The theme of Literacy/Reading is stressed throughout course activities as students learn how to teach the kindergarten child. The theme of Assessment is explored in the course through identifying and creating authentic means of assessing young children.

The 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.

Technology is addressed through the provision of current web resources in teaching and learning activities, through Canvas enhanced instruction, and through use of LiveText.

IV. CONTENT OUTLINE:

- A. Foundations in Early Childhood learning
 - 1. The Kindergarten Child
 - 2. Developmental Issues
 - 3. Considering the Families of Kindergarten Children
- B. Teaching, Curriculum, and Assessment
 - 1. Creating an Environment for Learning
 - 2. Developmentally Appropriate Practice and Curriculum/Instruction in Content Areas
 - 3. Planning and Assessing Learning Activities
 - 4. Co-teaching model
 - 5. KY Core Academic Standards

V. INSTRUCTIONAL ACTIVITIES:

- A. Discussion/Demonstrations
- B. Cooperative learning groups
- C. Presentations
- D. Student planning, observation, recording, and reflection
- E. Field Experiences
- F. Lecture

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

Six hours of field experience are required for successful completion of ELE 390. The field experience will be arranged for students and will occur during class sessions. **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 AND RESOURCES:

TEXT:

Copple, C., Bredekamp, S., Koralek, D., & Charner, K. (Eds.). (2014). *Developmentally appropriate practice: Focus on kindergarteners*. Washington, D.C.: National Association for the Education of Young Children. (ISBN: 978-1-938113-03-1)

RESOURCES AVAILABLE FOR THIS COURSE:

- A. LiveText
- B. Curriculum Materials Center, AL Hall Room 341
- C. Waterfield Library/Public Libraries
- D. National Association for the Education of Young Children (NAEYC)
- E. Southern Early Childhood Association (SECA)
- F. Kentucky Association of Early Childhood Educators (KAECE)

VIII. EVALUATION AND GRADING PROCEDURES:

Common Course Requirement for ELE 390:

Field Experience Project: Design and implement an Integrated Standards Based Unit of Study based on developmentally appropriate practice and KY Common Core Standards for Kindergarten.

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, 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.**