

**MURRAY STATE UNIVERSITY
COMMON SYLLABUS**

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: ELE COURSE NUMBER: 604 CREDIT HOURS: 3

I. TITLE: Advanced Studies in Kindergarten

II. COURSE DESCRIPTION AND PREREQUISITE(S): Course provides philosophical, theoretical, historical, and empirical bases of the early childhood field, including current practices, various content areas, environments for learning, and approaches to teaching kindergarten. This course includes an overview of the historical roots of the field, development of the young child and resources for curriculum and professional development. Field experiences 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 Core Academic Standards (KYCAS), 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. identify and discuss important historical, social, political, and educational issues that influence child rearing, teaching, and policy development as it is related to early childhood education (IECE V, VII); (NAEYC 1, 6); (CEC 6); (InTASC 9, 10);
- B. identify and describe general development principles and major milestones of kindergarten children in these areas: physical, social, emotional, language, and cognitive development (IECE I, II, III, IV, V); (NAEYC 1, 3, 4, 5); (CEC 1, 2, 3, 4, 5); (InTASC 1, 2, 3, 4, 6, 7, 8);
- C. analyze the role of standards and outcomes in curriculum planning and compare the focus and goals of various curriculum models (IECE IV, V); (NAEYC 3, 6); (CEC 4); (InTASC 6);
- D. discuss and apply effective strategies for instructing children with diverse learning styles, cultural backgrounds, and disabilities to support all children's learning and development (IECE I, II, III, IV, VI, IX); (NAEYC 1, 2, 3, 4, 5, 7); (CEC 1, 2, 3, 4, 5); (InTASC 1, 2, 3, 4, 5, 6, 7, 8);
- E. explain the importance of observing and recording children's behavior and demonstrate competency in observation, recording, and using the records for planning and observances (IECE IV); (NAEYC 3); (CEC 4); (InTASC 6);
- F. design and implement developmentally appropriate curriculum, activities, materials, and assessment for kindergarten children with application to developmental understanding, higher order thinking skills, problem solving skills,

- and decision-making skills in a variety of subject areas throughout the kindergarten curriculum (IECE I, II, III, IV, V, VI, VIII, IX); (NAEYC 1, 2, 3, 4, 5, 7); (CEC 1, 2, 3, 4, 5, 7); (InTASC 1, 2, 3, 4, 5, 6, 7, 8); and
- G. describe effective practices of family and community involvement in a kindergarten classroom and demonstrate techniques for establishing and maintaining an effective home-school partnership (IECE VI, VIII); (NAEYC 2, 3, 4); (CEC 7); (InTASC 10).

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 kindergarten 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 Core Academic Standards are resources for IECE teacher candidates

IV. COURSE OUTLINE:

- A. The Importance of the Kindergarten Year
- B. Understanding Diversity
- C. Designing the Kindergarten Environment
- D. Addressing Standards Through Engaging Studies and Authentic Assessment
- E. Planning Curriculum for the Kindergarten
- F. Teaching an Effective Curriculum in Kindergarten
- G. Teaching and Learning with Technology

V. INSTRUCTIONAL ACTIVITIES:

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

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

10 hours of field experience are required for successful completion of this course. **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:

Jacobs, G., & Crowley, K. (2010). *Reaching standards and beyond in kindergarten: Nurturing children's sense of wonder and joy in learning*. Thousand Oaks, CA: Corwin Press.

Resources

- A. KY Department of Education: <http://www.education.ky.gov/KDE/>
- B. Kentucky Core Academic Standards for Kindergarten: <http://kate.murraystate.edu/resources/pdresource/49/>
- C. Kentucky Program of Studies: <http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies>
- D. Waterfield Library: <http://lib.murraystate.edu/>
- E. Curriculum Materials Center: <http://libguides.murraystate.edu/cmcc>
- F. National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/>
- G. Council for Exceptional Children (CEC): <https://www.cec.sped.org/Standards>
- H. Kentucky IECE Teacher Standards: <http://www.epsb.ky.gov/teacherprep/iecestandards.asp>

VIII. EVALUATION AND GRADING PROCEDURES:

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

<u>Assessment Scale:</u>	<u>Final Grade</u>
93-100% of total points	A
85-92% of total points	B
75-84% of total points	C
68-74% of total points	D
below 68% of total points	E

Course requirements:

A. Reflection paper for each chapter	50 points
B. Observation and interview in a diverse kindergarten classroom	50 points
C. Design and implementation of a standards based thematic unit	100 points
Total Points: <u>200 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, 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.**