I. TITLE: Advanced Studies in Kindergarten

II. COURSE DESCRIPTION AND PREREQUISITE(S):
This 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. Prerequisite(s): Graduate standing

III. COURSE OBJECTIVES:
The objectives indicated below are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Assessment Literacy, Characteristics of Highly Effective Teaching and Learning (CHETL), National Association for the Education of Young Children (NAEYC), and Council for Exceptional Children (CEC). Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Interdisciplinary Early Childhood Standards (IECE) and in brackets are the Early Childhood Core Content (ECCC). As a result of participation in this course the graduate 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 I)

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)

C. Analyze the role of standards and outcomes in curriculum planning and compare the focus and goals of various curriculum models (IECE I, IV).

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 III, IX)

E. Plan and evaluate appropriate physical environments, activities, and materials and describe learning climate including teacher and student characteristics in CHETL section 1 (learning climate). (IECE I, II)

F. 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 I, IV)
G. Demonstrate the ability to design lesson plans that use 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)

H. Identify effective practices of family and community involvement in early childhood programs and describe the need for and benefits of parent involvement and demonstrate techniques for establishing and maintaining an effective home-school partnership. (IECE VI, VIII)

I. Design and implement developmentally appropriate curriculum, activities, materials, and assessment for young children with application to developmental understanding, teacher and student characteristics in CHETL sections 2 (classroom assessment and reflection), 3 (instructional rigor and student engagement), 4 (instructional relevance), 5 (knowledge of content), and KY Core Academic Standards. (IECE I, II, III, IV, VIII, IX)

COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect on course content and make connections to their practice.

The EPSB Theme of Diversity is explored in the course through the study of diversity and culture in the development of children through text chapters and course activities.

Learned societies from each discipline should be referenced by the preservice 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. 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
   H. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
   This course is designed as an on-line course with no face-to-face to meetings throughout the semester. Therefore, access to Internet is required to all the attendees. On-line activities will include readings, mini-lectures and discussion forums. Activities will be related to the course objectives. Class announcements, course materials, and grades will be posted on Blackboard (at http://estudy.murraystate.edu/webapps/login/). It is the student’s responsibility to check this site for class updates.
VI. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

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

VII. **TEXT(S) AND RESOURCES:**


While there are countless examples available in the literature illustrating theoretical concepts we will be discussing in class, below are a few specific journals and databases where you are likely to find appropriate examples:


KY Department of Education:
http://www.education.ky.gov/KDE/

Kentucky Core Academic Standards for Kindergarten
http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/Kentucky+Core+Academic+Standards.html

Kentucky Program of Studies
http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies

Databases:
Academic One-File, Academic Search Complete, Eric, Psychinfo, Education Full text

Waterfield Library, Curriculum Media Center, Kentucky Department of Education Web Site, and Blackboard

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>93-100% of total points</td>
<td>A</td>
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<tr>
<td>85-92% of total points</td>
<td>B</td>
</tr>
<tr>
<td>75-84% of total points</td>
<td>C</td>
</tr>
<tr>
<td>68-74% of total points</td>
<td>D</td>
</tr>
<tr>
<td>below 68% of total points</td>
<td>E</td>
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**Course requirements:**
A. Reflection and response for each chapter (Each chapter x 5 points) 50 points
B. Observation of culturally diverse kindergarten classroom and interview with the kindergarten teacher 50 points
C. Create and teach a standards based thematic unit 100 points

Total Points=200 points

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.
Students are expected to keep current with and participate in assignments posted on Blackboard and in class assignments.

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 University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress, throughout the teacher preparation program, is continuously assessed for those students seeking initial certification at the graduate level. Appropriate professional characteristics and demeanors, 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 admissions 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 GRADUATE PRACTICM OR REVERSAL OF ADMITTED STATUS

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