DEPARTMENT: ECE    COURSE NUMBER: ELE 390    CREDIT HOURS: 3

I. TITLE: ELE 390 Introduction to Kindergarten and the Primary School

II. CATALOG DESCRIPTION: A study of the historical background, organization of physical facilities for kindergarten, developmental tasks of the young child and their relationships to learning, and parent-teacher relationships.

III. PURPOSE: The course will provide students with knowledge of the historical and sociological background of kindergarten and primary school. Students will study the relationships between developmental tasks of young children and organizational patterns, learning, and parent-school relationships.

IV. COURSE OBJECTIVES: The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky New Teacher Standards. As a result of participation in this course, students will:

A. Demonstrate knowledge of the historical, philosophical and sociological foundation of early childhood education as it relates to the primary school. (NTS # 5, 8)
B. Describe and evaluate the developmental processes of young children. (NTS# 4, 5, 8)
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/primary school. (NTS# 6)
D. Describe the role of the teacher in effecting a positive home-school relationship. (NTS# 6)
E. Describe the role of the teacher in planning and organizing a supportive school. (NTS# 1, 3)
F. Select and design appropriate materials, technology, and teaching strategies for young children with application to developmental understanding. (NTS# 1, 2, 3, 8)
G. Describe the role of the teacher in supervision of and collaboration with paraprofessionals in the early childhood classroom. (NTS# 6)
H. Demonstrate knowledge of the Critical Attributes of a KERA primary classroom. (NTS# 1, 2)

V. CONTENT OUTLINE:
- Young Children Growing, Thinking and Learning
- Designing Schools for Young Children
- Creating An Environment for Learning
- Planning and Assessing Learning Activities
- Play: Learning at Its best
- Guiding Behavior through Encouraging Self-Control
- Working with Parents and Paraprofessionals
- Celebrating the Magic of Language
- Developing Literacy
- Manipulation and Discovery through Mathematics
• Manipulation and Discovery through Science
• Encouraging the Creative Arts
• Living Together: The Social Studies
• Promoting Wellness: Motor Development, Health, and Safety
• Observing and Assessing Young Children

VI. INSTRUCTIONAL ACTIVITIES:
• Lecture/discussion
• Demonstrations
• Cooperative learning groups
• Presentations
• Student planning, observation, recording, and reflection

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Six hours of field experience are required for successful completion of ELE 404. The field experience will be arranged for students and will occur throughout the semester. Ten clinical hours are also required.

VIII. RESOURCES:
A plethora of materials are available, including but not limited to the following resources:
• Reading resource room in the Special Education Building.
• Waterfield Library/Public Libraries
• COE Library/Media Center, Alexander Hall

IX. GRADING PROCEDURES:
Grades will be awarded for performance on examinations and laboratory experiences, in accordance with the University scale.

Please note: Grading procedures and course requirements may vary by instructor.

Assessment Scale:

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<thead>
<tr>
<th>Percent</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
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<tr>
<td>79-70</td>
<td>C</td>
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<tr>
<td>69-60</td>
<td>D</td>
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<tr>
<td>59 and lower</td>
<td>E</td>
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</tbody>
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Course requirements will include:
1. Successful performance on two tests comprised of both essay and objective questions.
2. Development and presentation of a classroom design and an integrated unit, including parent involvement.
   *(KERA NTS: 1,2,3,8,9)*
3. Reflections on assigned journal articles. *(KERA NTS: 2)*
4. Reports and reflections based on the field experiences. *(KERA NTS: 2, 4, 8)*
5. Completion of all additional required class projects.

X. **ATTENDANCE:**
This course adheres to the attendance policy identified in the current *MSU Undergraduate Bulletin.*

XI. **ACADEMIC HONESTY POLICY:**
This course adheres to the academic honesty policy identified in the current *MSU Undergraduate Bulletin.*

XII. **TEXTS AND REFERENCES:**


XIII. **PREREQUISITES:** None.

XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:**
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.

XV. **FLAG SYSTEM/CONTINUOUS ASSESSMENT:**
Student progress, throughout the teacher preparation program, is continuously assessed. 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 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.