

MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: ELE COURSE NUMBER: 612 CREDIT HOURS: 2

I. **TITLE:** Infant-Toddler Practicum

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course is designed to provide opportunities for students seeking initial certification to participate in activities carried out by early childhood educators working with infants and toddlers with and without disabilities in early childhood settings. A university instructor will provide supervision throughout the required field experiences. Graded pass/fail.

Prerequisite(s): Instructor permission

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 which reference the Kentucky IECE Teacher Standards (IECE), the National Association for the Education of Young Children Standards (NAEYC), the Council for Exceptional Children Standards (CEC), and the Interstate Teacher Assessment and Support Consortium Standards (InTASC). Upon successful completion of this class, students will be able to

- A. demonstrate an ability to plan and implement developmentally appropriate curriculum and instructional practices for infants and toddlers (IECE I, III; NAEYC 1, 3, 4, 5, 7; InTASC 1, 2, 3, 4, 7, 8);
- B. make specific adaptations for the special needs of young children who have specific disabilities or developmental and behavioral needs (IECE I,II,III; NAEYC 1, 4, 5; InTASC 2, 8; CEC 1, 2, 3);
- C. select intervention curricula and methods for infants and toddlers with and without disabilities (IECE I, III; NAEYC 1, 3, 4, 5; InTASC 1, 2, 8; CEC 1, 2, 3);
- D. apply appropriate skills in management of young children in diverse settings (IECE III, V; NAEYC 1, 4, 7; InTASC 3; CEC 1, 2);
- E. implement developmentally and functionally appropriate individual and group activities using a variety of formats including play, environmental routines and parent-child activities (IECE I,II,III, V; NAEYC 1, 2, 4, 5, 7; InTASC 1, 2, 3, 4, 8; CEC 1);
- F. establish a safe and developmentally appropriate environment for infants and toddlers (IECE II; NAEYC 1, 4; InTASC 3; CEC 2);
- G. establish and maintain a positive collaborative relationship with families, other professionals, and community providers (IECE VI, VIII; NAEYC 2; InTASC 10; CEC 7);
- H. select and use a variety of formal and informal assessment instruments and procedures (IECE IV, VIII; NAEYC 1, 3, 4, 5, 7; InTASC 6, 8; CEC 4);

- I. monitor, summarize and evaluate the acquisition of child and family outcomes as identified on the IFSP or IEP (IECE IV, VIII; NAEYC 1, 2, 3; InTASC 6; CEC 4);
- J. reflect on professional practice and develop, implement, and evaluate a professional growth plan (IECE V; NAEYC 6, 9; CEC 6); and
- K. use technology, adaptive equipment, and media to enhance learning and participation (IECE I,II; NAEYC 4, 5, 6; InTASC 3).

The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect as a part of assignments.

The EPSB Themes of Diversity, Assessment, Closing the Achievement Gap, Literacy/Reading are met in this course through field experiences.

IV. CONTENT OUTLINE:

Students will spend a minimum of 105 clock hours in supervised practicum experiences with infants and toddlers in diverse settings enrolling children with and without disabilities and in field experiences required for admittance to Teacher Education Services. **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.**

V. INSTRUCTIONAL ACTIVITIES:

Students will be assigned to educational programs enrolling infants and toddlers. The University Instructor will observe students during the practicum experience. During the experience, students will

- develop and carry out activities with infants or toddlers. A completed lesson plan using the MSU plan format that includes assessment data is required for at least eight (8) of the activities;
- write a reflection paper addressing the planning and implementation of the eight activities and the impact this process had on your professional growth/learning;
- monitor, summarize, and evaluate the acquisition of child and family outcomes as identified on an IFSP. Submit reflection of monitoring experience;
- develop, implement, and evaluate a professional growth plan;
- collaborate with the cooperating teacher to participate in activities such as home visits, screening/assessment, parent meetings, IFSP meetings; and
- submit a log of hours that documents time working with the children.

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

Students will complete a minimum of 105 clock hours in a supervised practicum experience with infants and toddlers and in field experiences assisting teachers in middle and high school classrooms, a requirement for admittance to Teacher Education Services. **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:

Internet

Canvas

MSU Waterfield Library and COE Curriculum Materials Center

Kentucky IECE Teacher Standards

<http://www.kyepsb.net/teacherprep/iecestandards.asp>

Kentucky Early Childhood Standards

<http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>

Division of Early Childhood, Council of Exceptional Children (*Journal of Early Intervention and Young Exceptional Children*)

<http://www.dec-sped.org/>

National Association for the Education of Young Children (*Young Children*, Journal of the NAEYC)

<http://www.naeyc.org>

VIII. EVALUATION AND GRADING PROCEDURES:

This course is evaluated on a Pass/Fail basis. The evaluation is based on the recommendation of the university instructor and the successful completion of the course assignments.

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.**