

Murray State University
COURSE SYLLABUS

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED

COURSE NUMBER: 640

CREDIT HOURS: 4-6

I. TITLE: Practicum (for IECE graduate students)

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Makes provisions for students to participate in all activities and duties generally expected of an Interdisciplinary Early Childhood Education teacher or an educator working with students with disabilities. Supervision by the faculty member teaching the course will be provided. The university supervisor will observe students to evaluate their performance based on the appropriate program standards. A graduate portfolio is submitted at the end of practicum. Graded pass/fail.

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 which reference the Kentucky IECE Teacher Standards, the National Association for the Education of Young Children Standards, the Council for Exceptional Children Standards, and the Instate Teacher Assessment and Support Consortium Standards. 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 children birth-5 years of age (IECE 1, 3; NAEYC 1, 4, 5; CEC 1, 3, InTASC 1, 2, 4, 5, 7, 8);
- B. make specific adaptations for the special needs of children who have specific disabilities or learning, developmental, and behavioral needs (IECE 1, 2, 3; NAEYC 4; CEC 1, 2, 3, 5 InTASC 2);
- C. select intervention curricula and methods for children with and without disabilities birth-5 years of age (IECE 1, 3; NAEYC 4; CEC 1, 2, 3, 5);
- D. apply appropriate skills in management of children in diverse settings (IECE 3, 5; NAEYC 1; CEC 1, 2);
- E. implement developmentally and functionally appropriate individual and group activities using a variety of formats including play, environmental routines, parent-child activities, small group projects, and systematic instruction (IECE 1, 2, 3; NAEYC 1, 4; CEC 1, 3; InTASC 5, 8);
- F. establish a safe and developmentally appropriate environment for children (IECE 2; NAEYC 1; CEC 2; InTASC 3);
- G. establish and maintain a positive collaborative relationship with families, other professionals, and community providers (IECE 6, 8; NAEYC 2; CEC 2, 7; InTASC 10);
- H. select and use a variety of formal and informal assessment instruments and procedures (IECE 4, 8; NAEYC 3; CEC 4; InTASC 6);
- I. monitor, summarize and evaluate the acquisition of child and family outcomes as identified on the IFSP or IEP (IECE 4, 8; NAEYC 3; CEC 4; InTASC 6);

- J. reflect on professional practice (IECE 5; NAEYC 6; CEC 6; InTASC 9);
- K. use technology, adaptive equipment, and media to enhance learning and participation (IECE 1, 2; CEC 3; InTASC 3, 5); and
- L. write clear, well organized reflective papers.

The Theme of Educator as Reflective Decision-Maker is addressed in this course as students reflect on the required components they create and implement during the practicum and include in the portfolio.

The EPSB themes of Diversity, Assessment, and Closing the Achievement Gap are addressed in the course as students design plans and implement adaptations for all learners regardless of gender, ethnicity, learning styles, and exceptionalities during the practicum experience.

IV. CONTENT OUTLINE:

Students will spend a minimum of 150 hours supervised practicum experiences with infant, toddler, and preschool children in diverse settings enrolling children with and without disabilities. Students must document 50 face to face hours working with infants and/ or toddlers and 50 face to face hours working with preschool children. The additional 50 may be documented through other activities carried out by early childhood teachers (i.e. home visits, screening or testing, attending ARC meeting or professional development activity, visiting a kindergarten classroom, searching for teaching materials and resources)

V. INSTRUCTIONAL ACTIVITIES:

Students will be assigned to one or more educational programs for young children for practicum in a supervised setting. Students will

- A. spend a minimum of 150 hours supervised practicum experiences with infant, toddler, and preschool children in diverse settings;
- B. keep a daily log of activities reflecting the experiences of the practicum (e.g., Standards Based Unit, lesson plans, curriculum based assessment, monitoring of IEP/IFSP);
- C. be required to develop a portfolio in LiveText of entries related to KY IECE Teacher Standards; the portfolio entries should include a **reflection** demonstrating professional growth for *each* entry artifact; and
- D. have **lesson plans available and activities planned for each observation** made by university instructor.

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

Students will complete 100 hours (at approved program) in an infant and/or toddler and preschool setting(s). Students will devote an additional 50 hours to professional development.

VII. TEXT(S) AND RESOURCES:

- A. Internet sources
- B. Curriculum Materials Center
- C. Canvas
- D. Waterfield Library
- E. Kentucky IECE Teacher Standards
<http://www.kyepsb.net/teacherprep/iecestandards.asp>
- F. Kentucky Early Childhood Standards
<http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>
- G. Division of Early Childhood, Council of Exceptional Children (*Journal of Early*

Intervention and Young Exceptional Children)

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

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

<http://www.naeyc.org>

VIII. EVALUATION AND GRADING PROCEDURES:

Grading will be based on evaluation of site supervisor(s), course instructor observations, and practicum assignments. Students must average 2.5/4.0 to pass the course.

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 STATEMENT:

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 or application for 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.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

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 through the program is continually assessed. 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 the admissions committee for those IECE graduate students working on initial certification. Negative

flags are 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 toward program completion. Negative flags may be grounds for denial of admission to Teacher Education Services and/or practicum, or reversal of admitted status.