I. TITLE: Infant-Toddler Practicum

II. COURSE DESCRIPTION: This 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 experience. Prerequisite: Admission to Teacher Education and Student Teaching.

III. PURPOSE: The purpose of this course is to provide practicum experiences with infants and toddlers with and without disabilities for the demonstration of the Kentucky IECE Teacher Standards required for teaching young children.

IV. COURSE OBJECTIVES: These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are Roman numerals which reference the Kentucky IECE Teacher Standards (IECE) and the numbers in brackets reference the Kentucky Early Childhood Educator Competencies (ECE). As a result of participation in this course, students will:

A. Demonstrate an ability to plan and implement developmentally appropriate curriculum and instructional practices for infants and toddlers. (IECE I, III) [ECE 1,2,3,4,5,6]
B. Make specific adaptations for the special needs of young children who have specific disabilities or developmental and behavioral needs. (IECE I,II,III) ECE 4]
C. Select intervention curricula and methods for infants and toddlers with and without disabilities. (IECE I, III) [ECE 4]
D. Apply appropriate skills in management of young children in diverse settings. (IECE III, V) [ECE 4]
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) [ECE 4]
F. Establish a safe and developmentally appropriate environment for infants and toddlers. (IECE II) [ECE 2.4]
G. Establish and maintain a positive collaborative relationship with families, other professionals, and community providers. (IECE VI, VIII) [ECE 6]
H. Select and use a variety of formal and informal assessment instruments and procedures. (IECE IV, VIII) [ECE 5]
I. Monitor, summarize and evaluate the acquisition of child and family outcomes as identified on the IFSP or IEP. (IECE IV, VIII) [ECE 5]
J. Reflect on professional practice and develop, implement, and evaluate a professional growth plan. (IECE V) [ECE 3]
K. Use technology, adaptive equipment, and media to enhance learning and participation. (IECE I,II) [ECE 4,5]

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.

V. CONTENT OUTLINE: Students will spend a minimum of 25 clock hours supervised practicum experiences with infants and toddlers in diverse settings enrolling children with and without disabilities. Students will carry out activities expected of teachers of young children with and without disabilities.

VI. INSTRUCTIONAL ACTIVITIES: Students will be assigned to educational programs enrolling infants and toddlers. Students will spend a minimum of 25 clock hours supervised practicum experiences. The University Instructor will observe students during the practicum experience. Students will
>develop and carry out four activities with infants or toddlers. A K-TIP lesson plan that includes assessment data for objective(s) and analysis/reflection is required for each activity.
>keep a daily log of hours.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Students will complete 25 clock hours in a supervised practicum experience with infants and toddlers.

VIII. RESOURCES: Internet resources, Blackboard, Waterfield Library, College of Education Curriculum Materials Center, Kentucky Department of Education web resources

IX. GRADING PROCEDURES: Course will be graded Pass or Fail.

X. ATTENDANCE POLICY: This course adheres to the attendance policy found in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY: This course adheres to the academic honesty policy found in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES: Kentucky Early Childhood Standards
http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development
XIII. PREREQUISITES: Admission to Teacher Education and Student Teaching.

XIV. 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 an 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).

XV. 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.