I. TITLE: Practicum

II. CATALOG DESCRIPTION: Supervised work experience, dependent on program requirement, by which students expand their career opportunities and enhance their employment potential. Food service administration students may repeat for six credit hours.

III. PURPOSE: To prepare the student to meet the specific needs of children and who, with parents and other adults, work to nurture children’s physical, social, emotional, and intellectual growth in an early childhood development framework. Focused on the acquisition of practical skills needed to prepare the student to be credentialed as entry-level early childhood education Professional upon completing the CDA assessment processes.

IV. COURSE OBJECTIVES:

The behaviors listed below are understood to be reflective of, and include those behaviors advocated by the Kentucky Reform Act guidelines and the CDA Competency Standards. Following each objective, and enclosed in parentheses, are roman numerals, which reference the Kentucky IECE Teacher Standards and in brackets are the CDA Competency Standards.

As a result of participation in this course, the student will:

A. Recognize that early childhood education is a profession with a body of knowledge and theoretical precepts that professionals apply to help children learn and grow. (V) [VI]

B. Assess own performance, review and implement recommended practices when working with young children. (VII) [V, VI]

C. Demonstrate the role of an early childhood educator to facilitate learning by preparing the environment, providing appropriate activities, and interacting with children. (II, III) [I, II]

D. Design and implement developmentally appropriate curriculum in early childhood settings. (I, II, III) [I, II]

E. Explore strategies for involving parents in early childhood programs. (VIII) [IV]

F. Analyze and expand their awareness of the early childhood workforce profiles and demonstrate the importance and value of continuing education and advocacy for professional development. (VII), [VI]

G. Understand and be committed to the profession’s code of conduct. (VI, VII), [VI]

H. Examine current information and research about early childhood issues. (V), [V]

I. Develop skills using technology to support learning activities. (IX), [II]

V. COURSE OUTLINE:

A. Introduction to Early Childhood Profession
B. Ways to Study How Children Grow and Learn
C. Ways to Set up A Safe, Healthy, Environment to Invite Learning
D. Positive Ways to Support Social and Emotional Development
E. Steps to Advance Children's Physical and Intellectual Competence
F. Keys to Establish Productive Relationships with Families
G. Ensure a Well-Run, Purposeful Program Responsive to Participant Needs
H. Maintain a Commitment to Professionalism

VI. INSTRUCTIONAL ACTIVITIES:
A. Laboratory experiences working with children.
B. Portfolio Notebook
C. Thematic Unit and Lesson Plans
D. KTIP Preschool Lessons
E. KTIP Infant/Toddler Lessons
F. Formal and Informal Assessment
G. Log and Reflections
H. Formal Observations.
I. Professional Growth Plan
J. IEP/IFSP or observation
For CDA Credential must complete the following:
A. CDA Resource File
B. Parent Opinionaires

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
50 contact hours with children, (30 with preschool children and 20 with infant/toddler age.)
For CDA Credential 480 contact hours with preschool or infant/toddler age children with in the last 5 years.
Resource People (Head teacher, Educational Supervisors, CDA Advisor)
Child Development Lab, / Private Child Development Centers/Public pre-schools and Center based Pre-School Programs.

VIII. RESOURCES:
A. KY Early Childhood Standards
B. CDA Caregivers Manual.
C. Community Resources
D. Libraries: University/ Community
E. Professional Journals

IX. GRADING PROCEDURES:
A. Grade Scale:
   90-100  = A
   80-89   = B
   70-79   = C
   60-69   = D
   Below 60  E
B. CDA Observation Assessment instrument. CDA Resource File.
C. Completion of 480 hours working with children in early childhood setting.
X. ATTENDANCE POLICY:
This course adheres to the policy published in the current MSU Undergraduate Bulletin.

Students are responsible for being at the practicum cite on time and prepared to assume the head/lead teacher role, on day or observation by CDA Advisor. Comply with the attendance policies of the field cite.

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

XII. TEXT 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, 270-809-3155

XV. 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.