



Morehead State University
 Professional Education Unit
 Department of Early Childhood, Elementary, and Special Education
EDSP 676 (1 credit)
Directed Study
Fall 2010

INSTRUCTOR

Dr. Elizabeth McLaren

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OFFICE HOURS: Tuesday 1:00-4:00, Friday 1:00-4:00. Alternate office hours are available by appointment (please contact me in class, by phone, or email)

Course Description: **EDSP 676. Directed Study (1 to 3 hrs)** *Prerequisites: consent of department chair, completion of 15 graduate hours, and advisor approval.* Directed study, not requiring a research design, of a professional problem in special education. Proposal describing purpose of the study required prior to enrollment in the course. Copy of final report on project required for department's permanent file of completed projects.

This supervised practicum will provide guidance and support to the student while he/she works with young children in a variety of early childhood settings. Practicum experiences in this course will build upon course assignments in IECE 657/658.

During this course students will complete 20 hours of field experience working directly with children ages 0-5 in a variety of inclusive environments (i.e., a non-clinical or non-segregated setting) and complete course assignments.

Course Meeting Information: Meeting times will be scheduled as needed by the student and instructor.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings;
- 2) are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;
- 3) demonstrate professional dispositions;

- 4) are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students;
- 5) engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

- 1) Design intervention activities for young children with disabilities
- 2) Reflect and evaluate professional practices based on observation of colleagues as well as personal practices.
- 3) Experience a variety of early childhood education settings.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:		Interdisciplinary Early Childhood Education		At-Risk Infants and Toddlers	
Aligned with →	Kentucky IECE Teacher Standards (IECE)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Association for the Education of Young Children (NAEYC) http://208.118.177.216/faculty/pdf/2001.pdf	NCATE
Assessment ↘ (point values)					
Field experience (100 points) CFO:5 SLO:3	Standard 5: Reflects/Evaluates Professional Practices	3. Self-sufficient individuals		Standard 5. Becoming a Professional	NCATE: 1d, 1g
Intervention Plan (100 points) CFO:1, 4 SLO:1	Standard 1: Designs/Plans Instruction Standard 2: Creates/Maintains Environments Standard 4: Assesses & Communicates Learning Results Standard 6: Collaborates with Colleagues/Famili es/Others	1. Communication and mathematics skills 6. Connect and integrate experiences	4. Closing the achievement gap	Standard 1. Promoting Child Development and Learning , Standard 2. Building Family and Community Relationships, Sub-Standard 4b. Using developmentally effective approaches, Sub-Standard 4c. Understanding content knowledge in early education	NCATE: 1a, 1b, 1d
Reflection/Evalu ation (200 points) CFO:1, 4 SLO:2	Standard 1: Designs/Plans Instruction Standard 5: Reflects/Evaluates Professional Practices	1. Communication, 5. Think and problem solve	4. achievement gap	Standard 4: Teaching and Learning	NCATE: 1, 2

Assignment Descriptions:

Program: Interdisciplinary Early Childhood Education At-Risk Infants and Toddlers	
Assessment (point value)	Description
Field experience (100 points)	The candidate will complete 20 hours working directly with young children ages 0-5, with and without disabilities. The candidate will complete practicum experiences across three settings - early intervention (i.e., First Steps) (3 visits), HANDS home visiting (3 visits), and an inclusive preschool (10 hours). Hours should be documented for each placement on the schedule included in the syllabus.
Intervention Plan (100 points)	The candidate will create one intervention plan based on experiences in the early intervention setting (First Steps). Please use the intervention form provided by the instructor. Base the intervention based on one child you observe during a home or classroom visit with a First Steps Developmental Interventionist. (Highly suggested – discuss current and future intervention strategies with the DI you shadow.)
Reflection/Evaluation (200 points)	The candidate will write two reflections based on the early intervention and home visiting program observations. Each reflection should include a critical analysis of 1) practices used by the professional you are observing and 2) your own skills and knowledge base as related to the setting/service. These reflections should demonstrate your knowledge of best practices for early intervention as well as home visitation. Each reflection should be approximately 2 pages in length.

Links to Websites for NCATE/ EPSB Alignment:

<http://www.kvepsb.net/teacherprep/standards.asp> This site contains the revised IECE KYS.

<http://www.kvepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

<http://208.118.177.216/faculty/pdf/2001.pdf> This site describes the National Association for the Education of Young Children (NAEYC) standards for students seeking initial licensure in early childhood education

Grading Scale:

There will be no grading curve used. Grades will be calculated as follows:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

E = 59% and below

Required Textbooks:

None required

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu .)

Course Evaluation:**Readings**

None required

Assignment Due Dates

All assignments must be submitted during or before class on the date specified in the course syllabus in paper format. 5% will be deducted from the assignment grade for each day an assignment is late. All assignments must be typed and double spaced unless otherwise noted by the instructor. Handwritten assignments will not be accepted.

Attendance Policy:

Not applicable.

Course Format

This course will consist of field experience hours conducted in early childhood community settings. Meetings between the student and instructor will be held on an “as needed” basis.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Course Calendar:

Assignments	Due Date
20 hours of field experience	December 13
Intervention plan	December 13
Two written reflections	December 13



Fall 2010

Dear Colleague:

The students in EDSP 676 Directed Study, are completing a practicum working with children ages birth-5 years in a variety of early childhood settings. During this practicum students will complete 20 hours working with young children ages 0-5, with and without disabilities. The practicum experiences will include working with children in home visiting and classroom-based programs.

I would like to thank you for allowing this student to observe and assist in your early childhood setting. This vital practicum experience would not be possible without early childhood professional like you who are willing to share their experiences with MSU students. If I can be of any assistance to you and or you are in need of further information, please, do not hesitate to call me at (606) 783-2537 or email at e.mclaren@moreheadstate.edu.

Sincerely,
 Elizabeth McLaren, Ed.D.
 Assistant Professor

This form serves to document that the student has completed the following hours in the specified field experience. All field experiences combined must be a minimum of 20 hours.

Student: _____ Observation Site: _____

Dates and times of visits	
TOTAL HOURS IN THIS SETTING: _____ Hours	_____ Signature of Cooperating Teacher/Early Interventionist