

# Minnesota State University Moorhead

## SPED 668I: Graduate Licensure Practicum: Infant/Toddler

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 0

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This graduate field experience is one of two field experiences students will complete to meet the requirements for the ECSE license. This practicum requires students to complete 120 hours in an early intervention/0-3 placement. The majority of time should involve direct engagement with learners with disabilities, however, students will also be required to complete assignments based on the MN Board of Teaching Standards. While students may engage in observations, record reviews, discussions as part of the 120 hours, time for developing the written assignments are not to be counted towards the 120 hours.

**B. COURSE EFFECTIVE DATES:** 02/01/2015 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

### D. LEARNING OUTCOMES (General)

1. Apply screening, prevention, referral, assessment and evaluation for eligibility determination including consideration of criteria for vision loss, hearing loss, deaf-blind, speech and language delays, developmental cognitive delays, physical or health disabilities, autism spectrum disorder, other health disorder, and traumatic brain injury.
2. Integrate and interpret multiple sources of information from families, educators, and others for the purpose of evaluating, planning, implementing and monitoring the individual family service plan, the individualized education program plan, or individualized interagency intervention plan.
3. Collaborate in determining services and placement within a range of delivery models, natural environment, and educational settings based on the needs and required levels of support for the child and the family.
4. Design individual plans that integrate evaluation and assessment results and family concerns and priorities to determine goals, including the use of assistive technologies.
5. Provide, as well as teach families and other early childhood providers, developmentally and functionally appropriate individual and group activities within natural routines and across settings for infants, toddlers, and young children.
6. Design, implement, monitor, and adjust instruction and supports, including the use of assistive technologies, to accelerate the rate of learning in reaching age-appropriate benchmarks, attain child and family outcomes, and facilitate transition processes.
7. Identify and access sources of services, agencies, and organizations for young children with developmental delays or disabilities and their families.

### E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

### F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted