APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of   <u>College of Education</u>   Date: <u>3/20/08</u>

   Department/Division offering course: <u>Special Education & Rehabilitation Counseling</u>

2. What type of change is being proposed?   ☒ Major   ☐ Minor*

   *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

   If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal ꞏꞏ ꞏꞏ ng and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "*Proposed*" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: ⑥

3. Current prefix & number: <u>IEC 710</u>   *Proposed prefix & number:*   <u>N/A</u>

④ Current Title   <u>Current Trends in Interdisciplinary Early Childhood Education</u>

          Advanced Instructional Methods in Interdisciplinary Early

Proposed Title†   *Childhood Education*

   †If title is longer than 24 characters, offer a sensible title of 24 characters or less: <u>Advanced Instruction in IEC</u>

5. Current number of credit hours: <u>3</u>   *Proposed number of credit hours:*   <u>N/A</u>

6. Currently, is this course repeatable?   YES ☐   NO ☒   If YES, current maximum credit hours: _____

   Proposed to be repeatable?   YES ☐   NO ☒   *If YES, proposed maximum credit hours:* _____

7. Current grading system: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

   Proposed grading system: ☒ *Letter (A, B, C, etc.)*   ☐ *Pass/Fail*

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for eaꞏꞏ ꞏꞏꞏꞏ.

   Current:

   (___) CLINICAL   (___) COLLOQUIUM   (_2_) DISCUSSION   (___) LABORATORY   (_1_) ꞏ

   (___) INDEPEND. STUDY   (___) PRACTICUM   (___) RECITATION   (___) RESEARCH   (___) RESꞏꞏꞏꞏ ꞏ Y

   (___) SEMINAR   (___) STUDIO   (___) OTHER – Please explain: _____

   Proposed:

   (___) *CLINICAL*   (___) *COLLOQUIUM*   (_2_) *DISCUSSION*   (___) *LABORATORY*   (_1_) *LECTURE*

   (___) *INDEPEND. STUDY*   (___) *PRACTICUM*   (___) *RECITATION*   (___) *RESEARCH*   (___) *RESIDENCY*

   (___) *SEMINAR*   (___) *STUDIO*   (___) *OTHER – Please explain:* _____

9. Requested effective date (term/year): _____ Fall / 2009 _____

10. Supplementary teaching component: ☒ N/A   ☐ Community-Based Experience   ☐ Service Learꞏꞏ ꞏ

    Proposed supplementary teaching component: ☐ *Community-Based Experience*   ☐ *Service Learning*

11. Cross-listing: ☒ N/A   or _____   / _____

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Current Prefix & Number   printed name   Current Cross-listing Department Chair   signature

a. *Proposed – REMOVE current cross-listing:* ☐

_____ / _____
printed name   **Current Cross-listing Department Chair**   Signature

b. *Proposed – ADD cross-listing:* _____

_____ / _____
Prefix & Number   printed name   **Proposed Cross-listing Department Chair**   signature

12. Current Distance Learning (DL) status: ☒ Already approved for DL   ☐ *Please Add*   ☐ *Please Drop*

If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.

   Internet/Web-based ☐   *Interactive Video* ☐   *Extended Campus* ☐

13. Current prerequisites:

Fam 659 or consent of instructor.

Proposed prerequisites:

IEC 659 or consent of instructor

14. Current Bulletin description:
A study of major trends and issues in early childhood education and care, several contemporary early childhood trends will be examined and analyzed in terms of appropriateness for specific populations.

Proposed Bulletin description:
A study of major trends and issues in early care and education curriculum, multiple contemporary early childhood trends will be examined and analyzed in terms of appropriateness for specific populations, including children with and without disabilities.

15. What has prompted this change?
In review of course content it was apparent that two courses had overlapping content. This revision, along with the revision of the other course will allow curriculum to be expanded in depth and meaning while eliminating duplication.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
The current trends that do not relate to early childhood education curriculum and instructional methods content will be removed and added to IEC 621 which is also being revised.

17. Please list any other department that <u>could</u> be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus?   ☐ YES   ☒ NO
If YES‡, list below the programs that require this course:

‡In order for the <u>course</u> change to be considered, <u>program</u> change form(s) for the programs above must also be submitted.

19. Is this course currently included in the University Studies Program?   ☐ Yes   ☒ No

20. ☐   Check box if   If <u>changed to</u> 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and

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changed to 400G or 500.

graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: __Kim F. Townley__   Phone: __257-9776__   Email: __kim.townley@uky.edu__

22. Signatures to report approvals:

__April 2008__ DATE of Approval by Department Faculty	Debra Harley _____ printed name Reported by Department Chair signature
__4/7/09__ DATE of Approval by College Faculty	Deborah Slaton _____ printed name Reported by College Dean signature
_____ *DATE of Approval by Undergraduate Council	_____ printed name Reported by Undergraduate Council Chair
_____ *DATE of Approval by Graduate Council	_____ printed name Reported by Graduate Council Chair
_____ *DATE of Approval by Health Care Colleges Council (HCCC)	_____ printed name Reported by Health Care Colleges Council Chair signature
_____ *DATE of Approval by Senate Council	Reported by Office of the Senate Council
_____ *DATE of Approval by the University Senate	Reported by the Office of the Senate Council

*If applicable, as provided by the *University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.h...*

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Excerpt from *University Senate Rules:*

SR 3.3.0.G.2:   **Definition.** A request may be considered a minor change if it meets one of the following criteria:

    a.   change in number within the same hundred series;
    b.   editorial change in the course title or description which does not imply change in content or emphasis;
    c.   a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
    d.   a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
    e.   correction of typographical errors.

Rev 7-08

IEC 710
Advanced Instructional Methods in Interdisciplinary Early Childhood Education
Spring 2009

Kim F. Townley, Ph.D.
116 Taylor Ed. Bldg. (office)
229 Taylor Ed. Bldg. (mailbox)
University of Kentucky
Lexington, KY 40506-0001

Phone: 859-257-9776
FAX: 859-257-1325
E-mail: kim.townley@uky.edu
Office hours: 2:00 – 4:00 Tuesday;
Please call for appointments.

Course Description:

A study of major trends and issues in early childhood education curriculum, multiple contemporary early childhood trends will be examined and analyzed in terms of appropriateness for specific populations, including children with and without disabilities.

Learning Outcomes:

After completing the assigned readings and course requirements, the student will be able to:

1. Trace the major historical, philosophical, and cultural influences on the development of constructivism, as it relates to early childhood development and education.
2. Design developmentally and culturally appropriate environments and curriculum for inclusive groups of young children with additional emphasis on family and community involvement.
3. Demonstrate an increasing capacity for scholarly inquiry, critical analysis, and personal reflectivity relative to professional literature and societal influences on young children and families.
4. Articulate to the general public the current major issues and trends in early childhood development, education, and care.

Required Readings:

Seefeldt, C. (Ed.). (1999). *The early childhood curriculum: Current findings in theory and practice* (3rd ed.). New York: Teachers College Press.

Bredekamp, S. & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (rev. ed.). Washington, D.C.: National Association for the Education of Young Children.

Isenberg, J.P. & Jalongo, M.R. (Eds.) (2003). *Major trends in early childhood education: Challenges, controversies and insights* (2nd ed.) Teachers College Press.

Paciorek, K.M. (Ed.). *Annual editions: Early childhood education* (28th ed.). McGraw Hill.

Additional readings will be required for the course. These readings can be downloaded from the College of Education Library website.

VII. The early childhood educator shall engage in self-evaluation of teaching and management skills and participate in professional development to improve performance. This shall include the following performance areas: designing and planning developmental and learning activities; creating learning environments; implementing and managing activities; assessing children's learning development; evaluating learning situations and environment programs, and, collaborating with colleagues, parents, and others.

VIII. The early childhood educator supports and promotes the self-sufficiency of families as they care for and provide safe, healthy, stimulating, and nurturing environments for young children.

IX. The early childhood educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Course Requirements:

1. All assignments must be submitted before class time on the due date. Late assignments will NOT be accepted without prior written approval from the instructor. "Prior" is defined as before 12:00 noon on the day before the assignment is due.

2. The schedule of course topics is tentative and subject to change at the discretion of the course instructor. In the event of any syllabus change, every reasonable effort will be made to notify the students in advance.

3. All assignments must be typed and double-spaced.

4. Incomplete or "I" grades will be assigned in accordance with the university regulations. Students must notify the instructor when a grade of "I" is desired. Upon notification, a contract between the student and the instructor will be developed i completion of the course.

5. Class attendance is expected. Policies related to unexcused absences, cheating/plagiarism, withdrawal, and incompletes can be found in the Student's Rights and Responsibilities Manual. As students and faculty at the University of Kentucky, we are all responsible for adhering to these policies.

6. NO cell phones or beepers in class.

Course Requirements and Evaluation

1. **Attendance and Participation** The course relies heavily on student active participation and class attendance, but no credit is given for attendance. However, the students' participation in class discussions and activities will be rated each class period. Active participation includes:
   - Coming to class prepared for the day's topic as well as past class material

VII. The early childhood educator shall engage in self-evaluation of teaching and management skills and participate in professional development to improve performance. This shall include the following performance areas: designing and planning developmental and learning activities; creating learning environments; implementing and managing activities; assessing children's learning development; evaluating learning situations and environment programs, and, collaborating with colleagues, parents, and others.

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   - Coming to class prepared for the day's topic as well as past class material

- Attentive listening
- A respectful attitude
- Thoughtful verbal and written contributions
- Evidence of ability to analyze and apply course content to life experiences as well as career and personal goals

2. **Concept-Based Curriculum Plan (IECE Portfolio Task)** – Students who are seeking initial Interdisciplinary Early Childhood Education are required to develop a concept-based unit that meets the criteria for IECE certification. Guidelines for this project will be distributed and discussed in class. The development of this curriculum plan will be based on case studies distributed in class. The concept unit will be due **April 1.**

--OR--

3. **Research Paper** – Students who have IECE certification or are not seeking IECE certification, are required to write a research paper on a topic relevant to early care and education. **By February 26** students should submit a summary of their topic and 10 references to the instructor. The paper should be a maximum of 20 pages and contain at least 20 references. **March 25** students will submit a two-page outline and a list of all 20 references in APA style. The paper should be written in APA style. The final research paper is due **April 15.**

4. **Class Presentation** – Students will present their research paper/concept-based curriculum plan in a 20-25 minute oral presentation. Presentations will take place on **April 22.**

5. **Abstracts** – Students will submit six (6) 1-2 page abstracts of articles from professional journals that relate to an issue that will be discussed in class. A sign-up sheet will be distributed the first night of class to ensure that all topics are addressed. Prior to class, students will read the article and write an abstract that contains the following information: Purpose, Subject/Settings, Independent Variable(s), Dependent Variable(s), Design, Results, Critique/Application to your professional experiences. Student will submit the abstracts before class begins of the assigned night and be prepared to discuss the abstract in class.

6. **Kentucky General Assembly Legislative Session Bill Tracking**– Students will select and track a piece of early childhood legislation introduced into the 2008 Kentucky General Assembly Legislative Session. Students will select and subm for approval to the instructor a bill that has been filed by **February 6.** Student will follow the progress of the bill, attend legislative committee meetings, and contact legislators in regard to the bill. Weekly updates will be shared with the class.
   a. www.lrc.ky.gov
   b. Legislative Message Line 1-800-372-7178
   c. Meeting Information Line 1-800-633-9650

Evaluation System

Participation	40
Concept-Based Curriculum Plan/Research Paper	100
Abstracts	60
Presentation	50
Legislative Bill Tracking	50
Total	300

The following grading scale will be used:

90% or above of the total possible points	A
80-89% of the total possible points	B
70-79% of the total possible points	C
69% or below of the total possible points	E

Grades on participation, research paper, presentation, abstracts, and legislative bill tracking will be based on such factors as breadth and depth of thinking; accuracy and completeness of information base; presentation of evidence and arguments; and organization and clarity of writing (with acceptable levels of spelling, punctuation, and grammar).

Schedule and Assignments

DATE	TOPIC	ASSIGNMENTS
January 15 – Week 1	Orientation	
January 22 – Week 2	Historical Perspectives, KY Public Policy	Seefeldt, Chapter 1 Isenberg, Chapter 12 Paciorek, Chapter 8
January 29 – Week 3	Developmentally Appropriate Practice	Isenberg, Chapters 5 & 8 Paciorek, Chapter 18, 25, 21, 31, 32, 39
February 5 – Week 4	Universal Preschool	Paciorek, Chapters 1, 2, 3, 4, 5, 6
February 12 – Week 5	Social/Emotional	Paciorek, Chapters 13, 20, 27, 28, 29, 30, 33
February 19 – Week 6	Language and Literacy	Seefeldt, Chapters 3 & 4 Isenberg, Chapter 7 Paciorek, Chapters 9, 34, 35, 36
February 26 – Week 7	Science/Discovery and Social Studies	Seefeldt, Chapters 6 & 7 Isenberg, Chapter 11 ***Bill(s) to be followed due** ***Summary of research paper and 10 references due**
March 4 – Week 8	Mathematics	Seefeldt, Chapters 2 & 5 Paciorek, Chapter 38
March 11 – Week 9	No Class – Spring Break	
March 18 – Week 10	The Arts	Seefeldt, Chapters 8 & 9 Paciorek, Chapter 41
March 25 – Week 11	Technology	Isenberg, Chapter 9 Paciorek, Chapter 37 *** Summary of research paper and 20 references due**
April 1 – Week 12	Anti-Biased Practices	Seefeldt, Chapter 10 Isenberg, Chapter 2 ***Concept Based Curriculum Plan Due**
April 8 – Week 13	Family Participation and Engagement	Isenberg, Chapter 4 Paciorek, Chapters 10, 11, 12
April 15 – Week 14	Inclusion/Transition/Assessment	Isenberg, Chapters 3 & 6 Paciorek, Chapters 22, 23, 24, *** Research paper due**
April 22 – Week 15	Class Presentations	
April 29 – Week 16		