

APPLICATION FOR NEW COURSE

1. Submitted by the College of Education Date: 8/20/08

Department/Division proposing course: Special Education & Rehabilitation Counseling

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number IEC 558

b. Title* Special Topics in Interdisciplinary Early Childhood

*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

IEC Special Topics

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 1-9

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: 9

g. Course description:

In-depth study of a current and topical problem or issue in early care and education. May be repeated under a different subtitle for a maximum of nine credits. A title is assigned each time the course is offered and reflects current topics in the field.

h. Prerequisite(s), if any:

N/A

i. Will this course be offered through Distance Learning? YES NO

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based Interactive video Extended campus Kentucky Educational Television (KET/teleweb) Other

Please describe "Other": Combination of on campus, off campus, and BlackBoard

3. Teaching method: N/A or Community-Based Experience Service Learning Component Both

4. To be cross-listed as: _____
Prefix and Number Signature of chair of cross-listing department

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

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6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
Interdisciplinary early childhood faculty are using EDS 558 for special topics delivery. This new course would allow student's transcripts to reflect their specific field of study.

9. a. By whom will the course be taught? IECE faculty
b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
15-20
11. a. Will this course serve students primarily within the department? Yes No
b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.

12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
 traditional – offered in corresponding departments at universities elsewhere
 relatively new – now being widely established
 not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that will require this course:

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In order to change the program(s), a program change form(s) must also be submitted.

- 17. [] The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. [x] Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and 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)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Kim Townley Phone: 257-9776 Email: kim.townley@uky.edu

20. Signatures to report approvals:

August 2008
DATE of Approval by Department Faculty
April 7, 2009
DATE of Approval by College Faculty

Debra Harley Reported by Department Chair
Rosetta Sandidge Reported by College Dean

* DATE of Approval by Undergraduate Council

Reported by Undergraduate Council Chair

* DATE of Approval by Graduate Council

Reported by Graduate Council Chair

* DATE of Approval by Health Care Colleges Council (HCCC)

Reported by Health Care Colleges Council Chair

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

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

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery.

All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

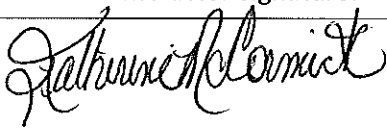
| | |
|--------------------------------------|----------------------------------|
| Course Number and Prefix: IEC 558 | Date: 3/9/09 |
| Instructor Name: Katherine McCormick | Instructor Email: kmcco2@uky.edu |

| Curriculum and Instruction | |
|-----------------------------------|---|
| 1. | <p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>This course will meet for six face-to-face classes on campus or web-based video and will do readings, submit assignments, receive feedback via BlackBoard. In addition faculty will observe in students classrooms and provide feedback about implementation of course assignments twice.</p> |
| 2. | <p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The student objectives and requirements of this course are the same as if it were an on campus course. A portion of the content will be delivered through BlackBoard, and students will submit assignments and receive feedback via BlackBoard rather than in person. Students will be assessed according to the same criteria as an on campus course.</p> |
| 3. | <p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The syllabus will include policy on academic integrity. Proctors will be available for interactive video sessions,</p> |

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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|---------------------------------------|---|
| | and technical support will be available for both interactive video and web-based video sessions. Quizzes and exams, when offered on BlackBoard, will be timed and password protected. |
| 4. | <p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p> |
| 5. | <p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Distance learning students will be connected to student services that are designed to support their participation (e.g., Teaching and Academic Support Center (TASC) services, distance learning librarian, distance learning registration support).</p> |
| Library and Learning Resources | |
| 6. | <p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Course requirements include research, literature reviews, book reviews, and exploration of web-based resources.</p> |
| 7. | <p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students are working in classroom settings in their region of the state. Participation in the course requires access to a computer with internet connection, and TASC provides guidance on types of hardware and software needed for an optimal distance learning experience.</p> |
| Student Services | |
| 8. | <p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Yes, this information is included in the syllabus.</p> |

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|-----|---|
| 9. | <p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p> |
| | <p>Does the syllabus contain all the required components, below? Yes.</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p> <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16 |
| 10. | <p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Katherine McCormick</p> <p style="text-align: right;">Instructor Signature: </p> |

Syllabus for IEC 558 Special Topics
University of Kentucky (UK)
Language, Literacy and Mathematics

Program: Interdisciplinary Early Childhood Education (IECE0)
Department: Special Education and Rehabilitation Counseling (EDSRC)
College: Education (COE)

Instructor:

Katherine McCormick, University of Kentucky

Office Hours:

Contact Information:

126 Taylor Education Building
257.9573 (office)
257.4713 (departmental office)
257.1325 (Facsimile)
kmcco2@uky.edu (preferred)

Tuesdays & Thursdays
2:00 – 4:00
or by Appointment

Scheduled Meeting Day:

Tuesdays, 122 Taylor Education Building (TEB) (see UK map for location)

Guest Speakers:

Pamela Fox, Anderson County RTC
Phyllis Hall, Anderson County RTC
Mary Hamilton, Storyteller, Frankfort
Sally Moomaw, Author/Teacher, University of Cincinnati
Jeanne Clausen, Teacher, Newport Independent Schools
Ginger Yeaste, Anderson County Schools

Text/Tools:

Epstein, A. (2007). *The Intentional Teacher*. Washington, D.C.: NAEYC.
Helm, J. H. & Katz, L. (2001). *Young Investigators: The Project Approach in the Early Years*.
New York: Teachers College Press.
Seefeldt, C., & Galper, A. (2008). *Active Experiences for Active Children.*, Second Edition.
Upper Saddle River, N.J.: Pearson Education Inc.
Smith, M., & Brady, J., & Anastasopoulos, L. (2008). *User's Guide to the Early Language and
Literacy Classroom Observation, Pre-K Tool*. Baltimore: Brookes Publishing.
Sylva, K., Siraj-Blatchfor, I., & Taggart, B. (2006). *Assessing Quality in the Early Years: Early
Childhood Environment Rating Scale. Revised Edition*. Sterling, Va.: Trentham Books Limited.

Required Readings and Online Resources:

Dunst, C. J., Trivette, C. M., & Hamby, D. W. (2007). Predictors of and interventions
associated with later literacy accomplishments. *Center for Early Literacy Learning*, 1(3), 1 –
12.
National Association for the Education of Young Children & National Council for Teachers
of Mathematics. (2002). *Early Childhood Mathematics: Promoting Good Beginnings*. (2002). A
joint position statement of the National Association for the Education of Young

- Children (NAEYC) and the National Council for Teachers of Mathematics (NCTM). Retrieved from www.naeyc.org.
- National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education (2003). *Early Childhood Curriculum, Assessment and Program Evaluation*. A joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). Retrieved from <http://www.naeyc.org>.
- Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to Read and Write*. National Association for the Education of Young Children.
- Neuman, S. B., & Roskos, K. (2005). Whatever Happened to DAP in Early Literacy? *Young Children*, 22 – 26.
- Townley, K., & Rous, B. (2003). *Building a Strong Foundation for School Success-Kentucky's Early Childhood Standards*. Governor's Office of Early Childhood Development, Kentucky Department of Education, Cabinet for Health and Family Services & The Ford Foundation.
<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm>
- Townley, K., & Rous, B. (2005). *Building a Strong Foundation for School Success-Kentucky's Early Childhood Continuous Assessment Guide*. Kentucky Department of Education & Cabinet for Health and Family Services.
<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm>

Course Description:

An exploration of an integrated Standards-Based Project approach which promotes early language (oral language and comprehension), emerging literacy, and mathematics learning for all young children utilizing recommended practice, strategies, and theory. The course will embed adult-based learning principles and concepts of brain development, family involvement, and the application of assessment for intervention/instruction. The culminating experience and product is the development of an integrated standards-based project.

Course Objectives:

Upon successful completion of this course students will be able to:

1. Demonstrate knowledge of theory and development in early language, literacy and mathematics included in the 8 Dimensions of Literacy (NAEYC/IRA), recommended in Early Childhood Mathematics (NAEYC/NCTM) and the aligned Kentucky Early Learning Standards.
2. Develop and implement an integrated Standards-Based Project incorporating language, literacy, social emotional development and mathematics.
3. Explore and demonstrate an understanding of developmentally appropriate informal/formal assessment procedures in language, literacy and mathematics.
4. Demonstrate knowledge of appropriate adaptations to encourage the development of language, literacy, social-emotional and mathematic skills in children with special needs, children who are English language learners, and children from a variety of cultural and ethnic traditions.

5. Demonstrate the ability to plan and implement family involvement activities, family literacy and mathematical experiences.
6. Evaluate their own classroom using the Early Language & Literacy Classroom Observation (PreK tool) (ELLCO) and mathematics items on the ECERS-E.

Interdisciplinary Early Childhood Education (IECE) Standards:

Interdisciplinary Early Childhood Education Teacher Standards addressed in this course:

- Standard I: Designs/Organizes Instruction
- Standard II: Creates/Maintains Learning Climates
- Standard III: Implements/Manages Instruction
- Standard IV: Assesses and Communicates Learning Results
- Standard V: Reflects/Evaluates Teaching/Learning
- Standard VI: Collaboration with Professionals
- Standard VIII: Supports Families
- Standard IX: Technology

Kentucky Early Childhood Core Content:

- Child Growth and Development
- Learning Environments and Curriculum
- Child Assessment
- Family and Community Partnerships
- Professional Development/Professionalism
- Level V

Course Requirements:

I. Standards-Based Project (220 points, total)

A. Reading and Reflection (20 points)

Each participant will read Chapters 1-3 in *Young Investigators: The Project Approach in the Early Years*. Participant will then respond to content questions and reflect on how the project approach is similar or different to his/her current practice. Using a community of practice model, web-based and integrated instruction opportunities will occur during the first weeks of class.

Questions-Reflections

1. Using the chart (Figure 1.2) in Chapter 1 (p.3) identify which approach best parallels the experience you currently provide in your classroom.
2. List 4 -5 practices you could implement to move toward using a project effectively
3. Describe 3 – 4 personal experiences with child-initiated topics.
4. What types of classroom dynamics (environments, routines and interactions) lend themselves more effectively to teacher initiated topics?
6. Teachers often lament challenges in establishing strong partnerships with families. Based upon your reading of Chapter 2, what opportunities does the project approach offer to increase the participation of families?

B. Standards-Based Project (200 points)

Specific information will be provided during the course which describes the standards-based project in detail (see attachment)

II. *Readings (30 points)*

During the course, Students will read assigned materials and respond to daily questions posed by peers and the instructor.

III. *Participation and Performance (50 points)*

Students will be actively engaged in the course through oral discussion and written responses.

IV. *Evaluation of Classroom & Development of Classroom Improvement Plan (150 points, total)*

A. Students will evaluate their preschool classroom using the ELLCO (Pre-K tool) & ECERS-E. Each participant will receive an *Early Literacy and Language Classroom Observation (ELLCO)* and *Early Childhood Environmental Rating Scale-Extended*. He/she will score the instruments in their own classroom setting, report, reflect on and submit the results. (100 points)

B. Based on results of the ELLCO & 4 mathematics' items on ECERS-E, students will submit a classroom improvement and implementation plan after attending the Course. (ELLCO plan- 40 points) (ECERS-E plan-10 points)

Note: RTC/University staff will visit participant's classroom to administer a second ELLCO and ECERS-E. This evaluation will be compared with documentation each participant submits.

V. *Classroom Participation and Performance (50 points)*

Two visits to your classroom will be made by the instructors to observe and provide feedback.

VI. *Professional Service*

Students will share information gained through the course with others through conference presentations and informally in district through discussion with Child Care, Head Start, and other Preschool Primary staff.

Information for Distance Learning Students:

Technical Requirements:

In order to participate in this course, you will need access to a computer with the minimum hardware, software, and Internet configuration described at this site: <http://www.uky.edu/Blackboard/computer.php>. You will also need to have a webcam and Quicktime and Adobe Reader plugins installed on your computer. If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. Their hours are 7am to 6pm Monday through Friday. You may reach them at 859.257.1300 or by e-mail at helpdesk@uky.edu.

Distance Learning Library Services:

As a Distance Learning student you have access to the Distance Learning Library services (<http://www.uky.edu/Libraries/DLIS>). This service can provide you access to UK's circulating collections and can deliver to you manuscripts or books from UK's library or

other libraries. The DL Librarian, Carla Cantagallo, may be reached at 859.257.0500, ext. 2171, 800.828.0439 (option #6), or by email at dllservice@email.uky.edu. For an interlibrary loan visit http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16.

Communicating with the Instructor:

The best way to reach your instructor is by email. On campus office hours are Tuesday and Thursday 2 – 4 pm. or virtual office hours can be scheduled and are available by appointment. The instructor will respond to emails within 48 hours on weekdays. The instructor may respond much more quickly, but students should not expect a response after 4:30 pm on weekdays or during weekends.

TASC

The Teaching and Academic Support Center (TASC) website (<http://www.uky.edu/TASC/>) offers much more information and resources that can promote a successful distance learning experience. They may also be reached at 859.257.8272.

Grading Policies

1. All assignments are due on the date specified in the syllabus. Five points will be subtracted for each day the assignment is late. If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted.
NOTE: If you are overwhelmed or feeling behind, please contact me before the assignment is due to discuss options.
 - Procedures for submitting electronic assignments and/or e-mail
 - Electronic submission of assignments is encouraged and can be sent to the instructor via:
 - University e-mail for instructors as a backup.
 - ***It is the student's responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.***
 - When submitting work electronically, the following procedures **must** be followed or the assignment will be returned and 5% will be deducted from the overall point value of the assignment:
 - The **subject line** of the e-mail **AND/OR** the file must include three pieces of information: (a) student's full name, (b) date of submission, and (c) assignment name
 - The document itself must be **saved in a readable** format (i.e., do not submit Office 2007 files at this time). Convert all Office files to 2003-2007 documents, as rich text format (.rtf), as a pdf, or in the case of movies and audio files, see the instructor's drop box or other course information for directions on appropriate file extensions.
 - "Written" documents must also be page numbered and include the participant's full name on a title page or as a header to the document.
2. All students are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work met the expectations of the instructors, completed fully, met stated criteria, represents a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate *superior* performance through critical thinking, exemplary products, positive and supportive interactions with colleagues, and sustained active participation across course activities.

3. Any assignment (EXCLUDING THOSE WHICH ARE SUBMITTED LATE) that earns less than an 80% may be revised and resubmitted. In order to gain additional points, students must indicate in writing what component or activity they would like to improve and how they plan to do so. Students will then have a full week (but no more than one week) following receipt of a grade to make revisions. Students are encouraged to work with their peers and share their work in order to receive peer feedback prior to due dates. A grade of higher than 89% cannot be obtained on work that is revised.
4. Grading - Points Total 100
90-100 Points = A
80-89 Points = B
70-79 Points = C
5. *Potential undergraduate grading rubrics.* Although this course is currently only offered at the graduate level if undergraduates were enrolled the grading for them is differentiated in these ways: First, scaling for their products would be extended so that A = 85% of total points; B = 70% of total points; and C = 65% of total points. Second, instead of an evaluation of classroom practices (assuming they will not have a classroom) an exam will be given to account for these points.

Participation Policies

Each student will be expected to participate fully in all face-to-face (f2f) and on-line course activities. Participation is generally defined as working consistently independently and as a collaborative team member. Participation is also defined as being responsive by attending to the diverse or individual learning styles of other members and listening actively during group discussions and presentations. Lastly, participation is defined as being supportive of all other students, the course instructor(s), and guest presenters by encouraging critical thinking and diverse ideas. Students are also expected to participate actively during all sessions.

Examples of a “good” participator include but are not limited to one who:

- Supports the learning of others (e.g., shares resources, provides encouragement, affirms challenges, provides detailed responses, provides thoughtful posts).
- Works equally and respectfully to gain new knowledge (e.g., takes responsibility for finding answers, problem-solves independently, determines how and when ready to learn, follows netiquette for discussing concerns and challenges).
- Engages in critical thinking (compares and contrasts information, discusses pros and cons of various situations, considers ideas and practices that are novel, raises new questions for discussion) and embraces diverse ideas (i.e., tolerant of ideas that differ from own).

Participation during on-ground **AND** online sessions is crucial for student learning and is part of one’s overall grade. Participation grades assume that the student engages in the processes necessary to eventually complete performance assessments/assignments. The point values attached to participation activities may seem discrepant to the amount of work necessary for completion. The instructor(s) acknowledges this perception; nonetheless, students are expected to give full effort when completing participation assignments (i.e., process is highly valued and necessary for a successful product).

Attendance Policy

Students are expected to attend all scheduled class sessions. One point will be subtracted from the over-all course grade for each class missed. **NOTE:** If special circumstances interfere with a student's attendance, they must notify the instructor(s) as soon as a conflict arises so options can be discussed. In general, students may be excused from one class session if **necessary** for professional, health, or family reasons without penalty.

Professionalism Policy

A key competency related to the being a successful scholar is ensuring that you possess the ability to reflect on your own practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of your choices and actions on others as a basis for program planning and modification and continuing professional development. To that end, students **and** faculty are expected to engage in the following behaviors over the course of the semester:

- conduct themselves in a mature, professional, and civil manner
- respect ideas presented by people of different cultures, races, genders, religions, sexual orientations, and national origins
- exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice
- take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the department and Graduate School levels
- manage time effectively for maximum professional development as well as personal health and well being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse etc.
- respect faculty member's need to allocate their time and other resources in ways that are academically and personally productive
- recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's work, so that careful, well-conceived products will reflect favorably on the student, the faculty advisor, and the University
- maintain the confidentiality of the families and children, or community personnel who participate in related activities
- ensure professional development through any of the following activities:
 - participate in discipline-based activities, such as seminars and conferences
 - participate in university, departmental, or program governance as a component of professional development
 - uphold the public service mission of the university at an appropriate level

Behaviors were adapted from the University of Wisconsin's Graduate School's Guidelines for Good Practice in Graduate Education.

Copyright and Plagiarism Policy

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and

summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact the instructor(s) if you are not sure about how to appropriately cite the work of others or how to incorporate your review of the literature into your own products.

The following is a brief description of what plagiarism is, how to avoid it.

Plagiarism includes, but is not limited to, representing the work of others as your own and not providing full and correct credit/citations for the work of others. It is important to note that copying materials from other students, authors, or the WWW, and pasting them into your work without permission or full citations, will result in the assignment not being accepted for credit.

This is how the faculty and students at UK have defined plagiarism (from Senate Rule 6.3.1) and

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression...

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever.

Plagiarism also includes the practice of employing another person to alter or revise the work which a student submits as his/ her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Reprinted from <http://www.uky.edu/Ombud/Plagiarism.pdf> (please visit this website for more information)

Please visit the following websites to learn more about plagiarism and how to avoid it.

<http://sja.ucdavis.edu/avoid.htm>

<http://www.uky.edu/Ombud/Plagiarism.pdf>**

Resources for students on plagiarism

<http://www.library.kent.edu/plagiarism/bibliography.html>

Site with information and resources regarding copyright laws and fair use
<http://www.siecc.k12.in.us/~west/online/copy.htm>

***Note: This website also has tips on how to paraphrase to avoid plagiarism*

The following is a list of things you should do when completing assignments for this course.

1. Share ideas with others.
2. Gain feedback from others (i.e., have them edit drafts of your work).
3. Ask questions.
4. Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
5. Do expect to make mistakes and receive feedback from others and me.
6. Use different strategies when creating products. For example, use a different colored font when directly quoting the work of others and then go back and try to reduce the number of direct quotes, or find a way to elaborate upon the work of others. Also, try to write before, during, and after your review of relevant literature.
7. Cite all materials created by others used in your products (including PowerPoint slides). Use APA Vol.5 guidelines when citing the work of others. The following are several helpful online APA citation guidelines sites.

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://employees.csbsju.edu/proske/nursing/APA.htm>

<http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>

<http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm>

Registration Policy

Registration Requirement: University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Students with Disabilities Policy

If you have a disability and require academic adaptations and/or accommodations for this course, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257.2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities. You may visit the University of Kentucky's Disability Center to acquire the proper paperwork to distribute to all your class instructors. Their website is: www.uky.edu/StudentAffairs/DisabilityResourceCenter/

Schedule of Topics

Class 1:

Welcome, Expectations, Syllabus

Documenting Professional Growth
& IECE Standards
Action Plans
Timeline
Assignment Due Date
Community of Practice Activity

Class 2:

Developmentally Appropriate Practice & Intentional Teaching in Diverse Classrooms
Overview: Standards-Based Project Approach

Class 3:

Introduction to Conceptual Framework for Early Literacy -
Oral Language/Vocabulary -
Overview of ELLCO Pre-K – *Evidence Collecting: Observation & Notetaking*
Documentation of Learning –
Assignment: Readings
(Intentional Teacher, Chpt 1 & 3)

Class 4:

Review/Preview – Reflect on Intentional Teacher
Phase I: Standards-Based Project Approach
Oral Language & Vocabulary
Interactive Reading - (Connect to Hohmann & Adams text)

Class 5:

Phonological Awareness –Review books)
Review ELLCO & Introduce Scoring
(Quality of Book Reading #15, Approaches to Book Reading #16)
Review ELLCO (Phonological Awareness #11)
Assignment: Preparation for
Interactive reading for Rosie's Walk

Class 6:

Oral Language: Guest Speaker, Mary Hamilton, Storyteller
Documentation of Learning
Review/Preview – Interactive Reading – – Interactive Reading Prompt

Class 7:

Phase II: Standards-Based Project Approach -
Concepts of Print -
Alphabetic Principle – (Review Books)
Early Writing

Class 8:

Early Comprehension
(Share Story Talk and Hands)

Assessment of Instruction & Environment (ELLCO Pre-K)
Documentation of Learning
Assignment: Prepare for video scoring

Class 9:

Review/Preview – View ELLCO Video
Summarize/Assignment of scores for ELLCO -
Phase III: Standards-Based Project Approach

Class 10:

Assessment: Content
Assessment: Standards Using Classroom/Instructional Assessment
- (Crosswalks)
Assessment: Strategies for Assessment
Observation & Notetaking – use for both to inform instruction & document child
progress/skills -

Class 11:

Using Adaptations – Guest Speaker, Gerald Abner, Jessamine County Early Learning
Village
Assessment of Language and Literacy (ELSA)
Documentation of Learning
Assignment: Readings (Young Investigators, Chpt. 5 & 7)

Class 12:

Review Content/Answer Questions, Review Assignments, Discuss Next Steps
Complete Documentation Panels
Documentation Panels: Presentation
One Teacher's Journey Using Projects, Guest Speaker, Stacy Chevalier, Alumni

Class 13:

Selecting Great Books – Culminating Activity
Action Planning/Evaluation, Review Syllabus and Rubrics

Class 14:

Student Presentations

Class 15:

Student Presentations