REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. **General Information.**

a. Submitted by the College of: Education   Today's Date: 1/29/10

b. Department/Division: Special Education & Rehabilitation Counseling

c. Is there a change in "ownership" of the course?   YES ☐   NO ☒

If YES, what college/department will offer the course instead? _____

d. What type of change is being proposed?   ☒ Major   ☐ Minor[1] (place cursor here for minor change definition)

e. Contact Person Name: Kim F. Townley   Email: kim.townley@uky.edu   Phone: 257-9776

f. Requested Effective Date: ☒ Semester Following Approval   OR   ☐ Specific Term[2]: _____

2. **Designation and Description of Proposed Course.**

a. **Current Prefix and Number:** IEC 620   *Proposed Prefix & Number:* IEC 620

b. **Full Title:** Instructional Programming and Assessment in Interdisciplinary Early Childhood Education   *Proposed Title:* *Assessment in Interdisciplinary Early Childhood Education*

c. **Current Transcript Title** (if full title is more than 40 characters): Assessment in IECE

c. *Proposed Transcript Title (if full title is more than 40 characters):* *Assessment in IECE*

d. **Current Cross-listing:** ☒ N/A   OR   Currently[3] Cross-listed with (Prefix & Number): _____

Proposed – ☐ *ADD[3] Cross-listing (Prefix & Number):* _____

Proposed – ☐ *REMOVE[3, 4] Cross-listing (Prefix & Number):* _____

e. **Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[5] for each meeting pattern type.**

Current: 2 Lecture   _____ Laboratory[5]   _____ Recitation   1 Discussion   _____ Indep. Study

_____ Clinical   _____ Colloquium   _____ Practicum   _____ Research   _____ Residency

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Comment [OSC1]: Excerpt from *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.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

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[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

Rev 8/09

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

_____ Seminar	_____ Studio	_____ Other – Please explain: _____

Proposed:	_2_ Lecture	_____ Laboratory	_____ Recitation	_1_ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

f. **Current Grading System:** ☒ Letter (A, B, C, etc.) ☐ Pass/Fail

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

g. **Current number of credit hours:** _3_ *Proposed number of credit hours:* _3_

h. **Currently, is this course repeatable for additional credit?** YES ☐ NO ☒

Proposed to be repeatable for additional credit? YES ☐ NO ☐

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES ☐ NO ☒

i. **Current Course Description for Bulletin:** An in-depth study of the rationale and research history of the early education of exceptional children. A wide variety of assessment tools commonly used in the education of young children with disabilities will be presented, used and disussed. Individualized program planning based on test results and techniques for working with groups of exceptional children will be presented, implemented and discussed.

Proposed Course Description for Bulletin: *Reviews policy and research implications that promote recommended practice in assessment and evaluation. A wide variety of formal and informal assessment instruments and strategies in the education of young children will be presented, used and discussed. Prepares students to provide leadership in the selection, development, and implementation of unbiased assessment and evaluation procedures.*

j. **Current Prerequisites, if any:** EDS 375 of EDS 600 and IEC 509 or equivalent or permission of instructor.

Proposed Prerequisites, if any: *EDS 375 or EDS 600 and IEC 659 or permission of instructor.*

k. Current Distance Learning(DL) Status: ☐ N/A ☒ Already approved for DL* ☐ Please Add[6] ☐ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.

l. **Current Supplementary Teaching Component, if any:** ☐ Community-Based Experience ☐ Service Learning ☐ Both

Proposed Supplementary Teaching Component: ☐ *Community-Based Experience* ☐ *Service Learning* ☐ *Both*

3. **Currently, is this course taught off campus?** YES ☐ NO ☒

Proposed to be taught off campus? YES ☐ NO ☒

4. **Are significant changes in content/teaching objectives of the course being proposed?** YES ☒ NO ☐

If YES, explain and offer brief rationale:

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[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

Rev 8/09

The Education Professional Standards Board has required us to revise our master's program. During this process we took the opportunity to review all of our master's courses and eliminate duplication and add content that has not been included in previous course work. This revision allow a sequential and organized deliverance of essential concepts and strategies.

5. **Course Relationship to Program(s).**

a. **Are there other depts and/or pgms that could be affected by the proposed change?** YES ☐ NO ☒

   If YES, identify the depts. and/or pgms: _____

b. **Will modifying this course result in a new requirement[7] for ANY program?** YES ☐ NO ☒

   If YES[7], list the program(s) here: _____

6. **Information to be Placed on Syllabus.**

a. ☐ Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

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[7] In order to change a program, a program change form must also be submitted.

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: __IEC 620__

Proposal Contact Person Name: __Kim F. Townley__ Phone: __257-7732__ Email: __kim.townley@uky.edu__

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department	1/12/10	Debra Harley / 257-7199 / dharl00@uky.edu	_Debra A. Harley_
Courses & Curricula	2/22/10	Jeff Reese 7-4909 jeff.reese@uky.edu	_Jeff R___
College of Education	3/9/10	Rob Shapiro 7-9795 rshap01	_Robert Sh___
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[8]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[8] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Rev 8/09

IEC 620: Assessment in Interdisciplinary Early Childhood Education
Course Syllabus

Instructor:

Katherine M. McCormick, Ph.D.
Office: 116 Taylor Education Building
Mailing Address:
229 Taylor Education Building
Lexington, KY 40506-0001
PH: (859) 257-99573
FAX: (859) 257-1325
kmcco2@uky.edu

Office hours: Monday 4:00-5:30 pm.
Wednesday 3:00-4:30 pm. Additional
hours are available by appointment.
Contact in class, by phone or email to
schedule.

Class Meetings
Wednesday 4:30-7:00, 331 Dickey Hall

Course Description (published in University Bulletin)
Reviews policy and research implications which promote recommended practice in
assessment and evaluation. A wide variety of formal and informal assessment instruments
and strategies in the education of young children will be presented, used by students, and
discussed. Prepares students to provide leadership in the selection, development, and
implementation of unbiased assessment and evaluation procedures. Prerequisites: EDS
375 or EDS 600, and IEC 659 or equivalent or permission of instructor.

Course Overview
The purpose of this course is to provide an in-depth study of the measurement of child
behavior with particular emphasis placed on measurement for screening, eligibility
determination, and instructional program planning. Models of assessment, methods of
measurement, and specific tools and measures are discussed. Emphasis is placed on
authentic and functional assessments. Content areas of motor, adaptive, cognitive,
communication, and social skills are discussed as well as procedures for assessing
sensory functioning and environmental variables. The role of the instructional and
administrative leader will also be discussed. The relationships of assessment to the
Kentucky Early Childhood Standards and the Continuous Assessment Process will also
be discussed.

Primary emphasis is placed on using assessment data for planning goals for Individual
Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and short-term
objectives for instruction. The view of assessment as a continuous and ongoing process
is supported as well as the position that assessment should be conducted by a variety of
competent professionals with ongoing family involvement and participation at their level
of preference. In addition, assessment and its role in program, district, state, and federal
accountability systems will be explored.

Required Text

McLean, M., Wolery, M., & Bailey, D. B., Jr. (2004). *Assessing infants and preschoolers with special needs* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Rous, B., & Townley, K. (Eds.). (2006). *Building a strong foundation for school success: Kentucky's early childhood continuous assessment guide.*
Frankfort, KY: Kentucky Department of Education.
Available to down load at www.kidsnow.ky.gov . Instructor has divider tabs for this document.

Additional **required** readings will be announced as the course progresses at the discretion of the instructor.

Relationship to the College of Education's Conceptual Framework and the Kentucky Education Reform Act (KERA)

Faculty in the College of Education at the University of Kentucky have adopted a conceptual framework that views the teacher as a reflective decision maker. A primary tenant in this conceptualization is that personnel preparation programs should be based upon student outcomes, a view that is consistent with the educational reforms that are required by KERA. IEC 620 is designed to teach students in the Interdisciplinary Early Childhood Education Program to implement recommended practices in assessment and program planning and to evaluate the extent to which they are implementing those practices and the extent to which children are learning as a result through roles in administration or instructional leadership IEC 620 addresses specific performance standards associated with the Interdisciplinary Early Childhood Certificate (IECE), which are outlined below. (NOTE: Students working toward this certificate should keep course projects in their certification portfolio.)

❑ Standard 4: "The early childhood educator shall assess children's cognitive, emotional, social, communicative, adaptive, and physical development; organizes assessment information; and communicate the results appropriate to the purposes of the assessment."

❑ Standard 5: "The early childhood educator shall reflect on and evaluate teaching and learning situations, learning environments, and programs for infants, toddlers, preschool children, kindergarten children, and their families."

❑ Standard 6: "The early childhood educator shall collaborate and consult with the following to design, implement, and support learning programs for children: staff in a team effort; volunteers; families and primary caregivers; other education, child care, heath and social services providers in an interdisciplinary team, and local, state and federal agencies."

❑ Standard 8: "The early childhood educator supports and promotes the self-sufficiency of families and they care for and provide healthy, stimulating and nurturing environments for young children."

Course Objectives
During and upon completion of this course the student will, through written products, and class discussions and activities:

1. Describe models of assessment, measurement strategies, and terminology related to the assessment of infants, toddlers, and preschoolers.

2. Describe types, uses, advantages, and disadvantages of assessment tools and procedures commonly used in assessment of infants and preschoolers.

3. Describe and use developmental screening tools and procedures for use with infants, toddlers, and preschoolers.

4. Describe and use authentic and functional assessments for infants, toddlers, and preschoolers using criterion and/or curriculum-referenced tools.

5. Describe and use ecological inventories and assessments of home and classroom environments.

6. Describe and conduct a thorough assessment in the following areas using three measurement strategies (direct testing, interviews, and direct observation); pre-academics (language/literacy, math, science & social studies) communication, motor, health and mental wellness, adaptive, social skills, environmental, and sensory capabilities.

7. Develop instructional plans including annual objectives, short-term objectives, daily plan sheets, and procedures for collecting data on child progress.

8. Discuss current assessment issues including nondiscriminatory assessment, team models and interactions, family involvement in assessment, and others and develop a personal perspective for the communication of recommended assessment practices from the role of an early care and education administrator or instructional leader.

9. Demonstrate an understanding of recommended assessment practices which have utility for administrators and instructional leaders in early care and education programs (public and private).

10.   Develop IEPs and IFSPs through the use of family inventories, family interviews, and other instruments used to determine family resources, priorities and concerns.

11.   Describe the role of assessment in accountability and standards based instruction and how recommended assessment practices for high-stakes can best be shared with program, local, state, and federal administrators and instructional leaders

12.   Develop and maintain a list of issues and questions for further research.

Course Format
A seminar format will be used. Therefore, students are expected to come to class thoroughly prepared. "Thoroughly prepared" is defined as having read the assigned readings and reviewed notes from previous lectures and readings adequately and with sufficient understanding to competently discuss the topic.

Class Policies
1. Because the course relies heavily on student participation, class attendance and participation is required.
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 students in advance
3. All assignments must be submitted on the due date. Late assignments will not be accepted without prior approval from the instructor. "Prior" is defined as before 12:00 noon on the day before the assignment is due. "Approval" is defined as an affirmative response from the instructor, not just a notification to the instructor by the student.
4. All assignments must be typed and double-spaced unless otherwise indicated.
5. Incomplete or "I" grades are assigned in accordance with university regulations. Students must notify the instructor when a grade of "I" is desired. Upon notification, a contract between the student and instructor will be developed for completion of the course.
6. The University of Kentucky, the College of Education, and the Department of Special Education and Rehabilitation Counseling expect academic honesty. Cheating and plagiarism will not be tolerated. The minimum penalty for either of these academic offenses is an "E" for the assignment . Please refer to the *Students Rights and Responsibilities* handbook for more information regarding policies related to cheating and plagiarism.
7. Confidentiality is a critical feature of this course. Information obtained during completion of assignments must be kept confidential. We may discuss this information during class, but the information should not be discussed outside of class. High professional standards are expected.

Support for Students With Disabilities:
If you have a disability and require adaptations and/or accommodations for this course, please visit the University of Kentucky's Disability Center to acquire the proper paperwork to distribute to all your class instructors. The Resource Center is located in room 2, Alumni Gym, 859-2572754.
www.uky.edu/StudentAffairs/DisabilityResourceCenter/

Learning Activities
The learning activities for this course are designed to ensure accomplishment of the objectives listed in this syllabus. Brief descriptions of the assignments are provided below. Specific instructions and grading criteria for each project will be distributed in class.

1. **Participation:** Students are expected to participate in each class. Therefore, students are expected to come to class prepared to discuss readings for that class as well as any topics discussed in class up to that point. In-class written and verbal opportunities to demonstrate level of understanding of information will consist of written reflections or application opportunities, group activities, and discussions. Points will be given based on participation in class activities, thoughtful completion of written reflections or application opportunities, and thorough completion of activities associated with the assessment lab.

2. **Program Planning Assessment Project:** Students will be expected to complete a thorough assessment of the developmental and behavioral status of an infant, toddler, or preschooler and develop a program based on the assessment. Students will locate a family, obtain permission, and complete each of the following components of the assessment over the course of the semester. For students working toward IECE certification, this assignment meets the criteria for the Portfolio Entry: Assessment, Interpretation, and Instructional Programming required for the IECE portfolio.

    a. **Family Interview:** Conduct a family interview to determine the child's strengths and needs as well as other information needed to adequately develop a program for a child. Product: A written summary of the interview and interview protocol used

    b. **Environmental Assessment:** Conduct an assessment of an environment in which the child spends time (e.g., classroom or home) using a specific tool, ecological inventory, or other appropriate method. Product: A written summary of the assessment and protocol used.

    c. **Developmental Assessment:** Complete a comprehensive developmental assessment using two criterion- or curriculum-referenced tools and observation (which includes collecting samples of child's work). One tool should be administered completely, while one area of the second tool should be administered. Observation of the child within his typical environment also should occur. Product: A written assessment report that integrates findings from the family interview, environmental assessment, and developmental assessment, in addition to providing recommendations for intervention and the assessment protocols and work samples.

    d. **Instructional Plan:** Develop an instructional plan for the child that includes annual goals (at least 3) and short-term objectives (at least 2 per goal) to be addressed. An activity matrix outlining how the short-term objectives will be embedded in daily routines and activities and a data collection plan for monitoring progress should be developed. Product: Plan including annual goals, short-term objectives, activity matrix, data collection plan with sample data collection sheets.

3. **Assessment Lab:** An assessment lab is tentatively scheduled at the UK Early Childhood Laboratory School. Students will be expected to participate in group planning and conduct an activity-based assessment at the UK Early Childhood Lab. Planning for the assessment will occur primarily in-class. However, some planning or preparation of materials may need to be completed outside of class. Evaluation will be done by both the instructor and peers. (This component will be

discussed with participants to determine the need of this lab experience based on student experiences and previous opportunities).

4. **Leadership Lab:** Students will be expected to review assessment policies and practices in instruction and in outcome measurement for accountability purposes and to generate a recommended practice papers to share with a program, local, state, or federal administrator or instructional leader. The leader may be identified by the student or he/she has difficulty contacting one; the instructor will facilitate the initial communication. The student will share the recommendations and have a conversation with the leader about the utility of the recommendations; challenges and/or barriers to their implementation. Following this conversation the student will generate solutions, share with the leader, and make revisions contingent on their feedback.

Evaluation System

Learning Activity	Points	Percentage of Grade
1. Participation	15	4%
2. Family Interview	45	13%
3. Environmental Assessment	45	13%
4. Developmental Assessment	110	31%
5. Instructional Plan	70	20%
6. Assessment Lab	15	4%
7. Leadership Lab Assignment	50	15
Total Points Possible	**350**	**100%**

Grading Scale

A	315 - 350
B	280 - 314
C	245 - 279
E	Below 245

Information for Distance Learning Students:

Technical Requirements:
Depending on the format for course delivery, you may 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 may 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/DLLS). This service can provide you access to

UK's circulating collections and can deliver to you manuscripts or books from UKs 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. Virtual office hours can be scheduled and are available by appointment (in addition to the office hours noted on page 1 of this syllabus. 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.

References

Boone, H. A., & Crais, E. (2002). Strategies for achieving family-driven assessment and intervention planning [Monograph Series No. 4]. *Young Exceptional Children,* 1-14.

Cooney, M. H., & Buchanan, M. (2001). Documentation: Making assessment visible. *Young Exceptional Children, 4*(3), 10-16.

Gelfer, J. I., & Perkins, P. G. (1998). Portfolios: Focus on young children. *Teaching Exceptional Children, 31*(2), 44-47.

Grisham-Brown, J. (2000). Transdisciplinary activity-based assessment for young children with multiple disabilities: A program planning approach. *Young Exceptional Children, 3*(2), 3-10.

Gronlund,G. (1998). Portfolios as an assessment tool: Is collection of work enough. *Young Children, 53*(3), 4-10.

Helm, J. H., & Gronlund, G. (2000). Linking standards and engaged learning in the early years. *Early Childhood Research & Practice, 2*(1). Retrieved August 11, 2003, from http://ecrp.uiuc.edu/v2n1/helm.html

Linder, T. W. (1993). *Transdisciplinary play-based assessment: A functional approach to working with young children* (Rev. ed.) (pp. 1-21 & pp. 41-51). Baltimore, MD: Paul H. Brookes.

Lynch, E. M., & Struewing, N. A. (2002). Children in context: Portfolio assessment in the inclusive early childhood classroom [Monograph Series No. 4]. *Young Exceptional Children,* 83-96.

McLean, M. (1998). Assessing young children for whom English is a second language. *Young Exceptional Children,1*(3), 20-25.

Woods, J. J., & McCormick, K. M. (2002). Welcoming the family. *Young Exceptional*

Children, 5(3), 2-11.

Tentative Class Schedule

Class Date	Topic	Assignment
8/22	Class Overview and Syllabus	None
8/29	Legal Issues, Types of and Procedures for Conducting Assessments	http://www.naeyc.org/about/positions/pdf/CAPEexpand.pdf Ch 1, 2, 3
9/5	Screening	Ch 5, 6
9/12	Diversity & Culture in Assessing Children	Ch 4 McLean (1998)
9/19	Family Interviews	Ch 7 Boone & Crais (2002), Woods & McCormick (2002)
9/26	Environmental & Functional Behavioral Assessments	Ch 8, 9
10/3	Overview of Criterion-Referenced and Curriculum-Based Assessment Tools	p. 288-292 **Family Interview Due**
10/10	Assessing Cognitive & Communication Skills	Ch 10 to p. 292, Ch 12
10/17	Assessing Motor & Adaptive Skills	Ch 11, 15 – *AEPS* **Environmental Assessment Due**
10/24	Assessing Social & Play Skills	Ch 13, 14 - *BDI – 2*
10/31	Conducting Activity Based & Transdisciplinary Play-Based Assessments	Grisham-Brown (2000) Linder (1993)
11/7	No Class – NAEYC	
11/14	Portfolio Assessments	Lynch & Struewing (2002) Gronlund (1998) Gelfer & Perkins (1998)
11/21	No Class – Fall Break	
11/28	Planning Intervention Programs	Ch 16
12/5	Data Collection & Linking Assessment to Standards	Ch 11 Cooney & Buchanan (2001) p. 292-297 Helm & Gronlund (2000) **Assessment Report Due** **Instructional Plan Due**