

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: <u>Education</u>		Today's Date: <u>1/29/10</u>			
b. Department/Division: <u>Special Education and Rehabilitation Counseling</u>					
c. Is there a change in "ownership" of the course?				YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)					
e. Contact Person Name: <u>Kim F. Townley</u>		Email: <u>kim.townley@uky.edu</u>		Phone: <u>257-9776</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval <input type="checkbox"/> OR <input type="checkbox"/> Specific Term ² : _____					
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number: <u>IEC 621</u>		Proposed Prefix & Number: <u>IEC 621</u>			
b. Full Title: <u>Issues in Interdisciplinary Early Childhood Education</u>		Proposed Title: <u>Issues in Interdisciplinary Early Childhood Education</u>			
c. Current Transcript Title (if full title is more than 40 characters): <u>Issues in IECE</u>					
e. Proposed Transcript Title (if full title is more than 40 characters): <u>Issues in IECE</u>					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A <input type="checkbox"/> OR <input type="checkbox"/> Currently ³ Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	<u>2</u> Lecture	_____ Laboratory ⁵	_____ Recitation	<u>1</u> Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency

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]

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.)

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

	_____ Seminar	_____ Studio	_____ Other – Please explain: _____
--	---------------	--------------	-------------------------------------

Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	<u>3</u> 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:	<u>Students will review, discuss and participate in issues in general early childhood education and inclusive early childhood education and learning experiences related to the preparation of early care and education teachers. Discussions will include issues in general and inclusive preschool programs and infant and toddler programs. Local, state and federal initiatives related to early care and education will be explored.</u>
--	---

Proposed Course Description for Bulletin:	<u>Students will review, discuss and participate in issues related to early childhood education and learning experiences related to the preparation and leadership of early care and education teachers. Discussions will include issues in blended early care and education programs. Local, state, and federal initiatives related to early care and education will be explored. Students will explore socio-cultural, historical, and political forces in early childhood education.</u>
---	---

j. Current Prerequisites, if any: EDS 375 or 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 Add⁶ 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

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

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

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

If YES, explain and offer brief rationale:

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 requirement⁷ for ANY program? YES NO

If YES⁷, 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.)

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 621

Proposal Contact Person Name: Kim F. Townley Phone: 257-9776 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 - EDSRC	1/12/10	Debra Harley / 257-7199 / dharl00@uky.edu	<i>Debra A. Harley</i>
Courses & Curricula	2/22/10	Jeff Reese / 7-4409 / jeff.reese@uky.edu	<i>Jeff Reese</i>
College of Education	3/9/10	Rob Shapiro 7-9795 rshap01	<i>Robert Shapiro</i>
		/ /	
		/ /	

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:

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

Distance Learning Form

This form must accompany every submission of a new/change course form that requests a change in delivery mode.
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 621	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 be delivered using weekly interactive or web-based video. BlackBoard course management software will be used for interaction between video-based meeting.</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 requirements of this course are the same as if it were an on campus course. Lectures are the same as an on campus course, but delivered through interactive or web-based video. Students will submit assignments and receive feedback via BlackBoard. 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. Technical support will be available for interactive video and web-based video sessions as well as for BlackBoard participation.</p>
4.	<p>Will offering this course via DL result in 25% or 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 program(s)?</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a</p>

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

student taking the class in a traditional classroom setting?

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).

Pending University Senate Approval

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>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>
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> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input checked="" type="checkbox"/> The technological requirements for the course. <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Procedure for resolving technical complaints. <input checked="" type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input checked="" type="checkbox"/> Maximum timeframe for responding to student communications. <input checked="" type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <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&llib_id=16 	

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

10.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Katherine McCormick Instructor Signature:
-----	--

Pending University Senate Approval

IEC 621 - SYLLABUS

Spring 2009

Course: IEC 621: Issues in Interdisciplinary Early Childhood Education

Class Meetings: Thursday, 4:30-7:00

Instructor: Jackie L. Sampers, Ph.D
126 Taylor Education
Department of Special Education and Rehabilitation Counseling
(859) 433-6021 (cell)
(859) 548-2118 (h)

Email: JSamper@uky.edu or back-up email at
<Jackie.Sampers@ky.gov>

Office Hours: Phone or email to set up an appointment.

Required Readings: Readings are available in the Education Library for lending or on-line printing and for purchase at Johnny Print.

Course Overview

This course is designed to provide the learner with readings and discussions of important issues in early childhood/special education. These issues will include effectiveness of early intervention, the effects of poverty on the development of young children, family involvement, collaboration, transition, inclusion, social interaction, language intervention, and social policy issues. Emphasis will be placed on critiquing the literature on early childhood, early intervention and early childhood special education, synthesis of positions on issues related to infant and toddler services and preschool services for children with and without disabilities, and applications of conclusions to practice in early childhood settings.

Course Objectives

During this course the student will, through written products and class discussions, demonstrate knowledge of and competence in:

1. the social/political origins of early intervention, and the legal, theoretical, philosophic rationale for providing early intervention services;
2. the methodological adequacy of the evaluation research of early intervention programs;
3. issues related to serving children and families in at-risk environments and/or different cultures;
4. the role of collaboration in transition between programs;
5. the use of parent-implemented interventions;

6. issues related to providing inclusive services to children with and without disabilities;
7. the implementation of language intervention and assessment;
8. the implementation of social skills intervention;
9. social policy issues and their impact on young children with disabilities and their families.

Relationship to KERA and the College of Education's Conceptual Framework

In addition, this course is designed to encourage the student to be a reflective decision maker through activities that involve the student in an evaluation of the literature as well as self-evaluation. This course will address many of the outcomes associated with the Interdisciplinary Early Childhood Education Certificate. Specifically, it will address:

Teacher Performance Standard I: The early childhood educator shall design and organize learning environments, experiences, and instruction that address the developmental needs of infants, toddlers, preschool children and kindergarten children.

Teacher Performance Standard V: 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.

Teacher Performance Standard VII: The early childhood educator shall engage in self-evaluation of teaching and management skills and participate in professional development to improve performance.

Course Format

A seminar format will be used; therefore, students are expected to come to class meetings thoroughly prepared. "Thoroughly prepared" is defined as having read the assigned readings and reviewed notes from previous lectures and readings with sufficient understanding to competently discuss the topic. The success of the class will depend on the preparation of both the teacher and the students.

Distance Learning Platform

This course is taught through distance learning. The course uses multi-method teaching to support and encourage learning. The course is taught using Wimba and webcasting in addition to face to face opportunities for learning. Please see the course schedule for the designation of teaching method.

General Rules and Requirements

1. Since the course relies heavily on student participation, class attendance is required. Please call the instructor in advance if you realize that you will be absent.
2. Students are expected to come to class prepared to discuss the readings for that class as well as any topics that have been discussed in class up to that point. Thus, students' participation in class discussions will be rated each class period. Students who are not present for a class will not receive class participation points for that day.
3. Students are expected to complete on-line assignment requirements on Blackboard.
4. All assignments must be submitted by the beginning of class on the due date, students are encouraged to submit assignments electronically. Late assignments will not be accepted without prior approval from the instructor. If prior approval is not obtained as defined above, the student will receive no credit (0 points) for the assignment.
5. All assignments must be typed. Papers that are not typed will receive no credit (0 points).
6. 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.
7. Plagiarism is defined in the handbook *Student's Rights and Responsibilities*. The minimum penalty for plagiarism is an "E" in the course.
8. **Confidentiality is a critical feature of this course.** Information obtained during completion of assignments must be kept confidential. We will discuss this information during classes, but the information should not be discussed outside of class. High professional standards are expected.
9. Additional readings may be added to the reading list, students will participate in identifying additional relevant readings for the course. Also, the schedule may change slightly for reasons related to scheduling guest speakers.

Student Options

To provide students with more "power" and decision-making related to this course, students may propose substitute activities. Students should complete a one page description of the activity they are proposing as a substitute and should specify which activity it will replace and a justification for the substitution. The proposed assignment should address the same types of issues as the assignments described in the syllabus. This should be submitted four weeks before the scheduled assignment is due.

Learning Activities

The learning activities for this course are designed to ensure accomplishment of the objectives listed in this syllabus. A description of the assignments is provided below.

1. Class Participation. Complete all required readings and be prepared to discuss and/or write about each reading during the class meeting and/or through Blackboard. During each session, students will receive participation points in one of two ways. First, during some class meetings, students will be asked to write one-page papers about the assigned readings. Each class will require participation in Blackboard documentation and activities. Each activity will be oriented towards a demonstrate an understanding of the readings through answering guided questions, participation in learning games, posting to support group understanding of relevant issues. Second, during other classes, students' participation points will be based on their contribution to class discussions this may be verbal and at times through Blackboard discussions. Up to **ten** points will be awarded based on the extent of the students' participation and the extent to which their contributions demonstrate knowledge and understanding of the assigned readings. Students will receive a 0 if they do not participate, if they have an unexcused absence, or write nothing related to the readings. Students will not be penalized for excused absences. The total number of possible points will be reduced by five points for each unexcused absence.
2. Review of the Literature. All students will be required to write a comprehensive review of the literature on some issue/topic related to early intervention/early childhood education. The topic for the review paper (two paragraphs) and a list of at least 10 articles (data-based) that will be reviewed in the paper should be submitted **in writing** to the instructor by **February 26**. The review of the literature should include an exhaustive search of the literature related to the student's topic. This review may need to be conducted at several libraries (medical, education, family studies) in order to identify sufficient information for the paper. The paper should be a maximum of 15 pages (double-spaced) and should include a minimum of 15 references. Students should consult regularly with the instructor about the adequacy of their literature. The final draft of the review paper is due **April 2**. Grading guidelines for this project are included under the assignment section of Blackboard. The paper should be completed in APA format using the fifth addition of the APA manual.

OR

Proposed Project. Students may elect to complete a proposed project that has significance to the field. The efforts for the project are geared towards a practical application of policy, evaluation, or research. The goal is to design a project that has a direct contribution to the field, this may include the collection of information, development of a message (i.e., brochure, training tape, presentation) and complete or suggest a change in practice. The justification for the project should be completed in 2-3 paragraphs and a list of at least 5 articles

(data-based) that will be used to justify the project. This information should be submitted **in writing** to the instructor by **February 26**. These five articles should be used to write the justification/rationale for completion of the project. This review may need to be conducted at least one library (medical, education, family studies) in order to identify sufficient information for the rationale/justification. The paper should be a maximum of 5 pages (double-spaced) and should include a minimum of 5 references. Students should consult regularly with the instructor about the adequacy of their project in meeting the course requirements. The sample product and brief paper is due **April 2**. Grading guidelines for this project will be provided through Blackboard. The brief supporting paper should be completed in APA format using the fifth addition of the APA manual.

3. Instructional Program. Students will be required to write one instructional program. The purpose of this assignment is to provide the student with an opportunity to design an instructional program that can be embedded into a preschool classroom or home environment. The instructional program may also be written for training a parent, teacher, or peer to use a specific intervention. Guidelines for this project will be distributed and discussed in class. This assignment will be completed in three parts. First, assess and plan for interventions due on April 5. Second, an overview of the program including behavior that will be taught and how it will be taught is also due on **April 5**. The completed program will be due on **April 26** that includes DVD, data collected and lessons learned.
4. Group Activity Plan. The seminar style of format support the development of student leadership through learning. To support this we will divide into teams and prepare leadership activities for one topic- 1.5 hours. Groups will have a choice of leading the session on:

2/19 Environment and Instruction: Working with Families

2/26 Environment and Instruction: Inclusion

3/5 Environment and Instruction: DAP or

3/5 Environment and Instruction: ABI

This activity will include identifying two readings for peers, preparation of a PowerPoint, and generate 2 questions per readings. We will discuss how to identify articles for the leadership night in class and you will have an example of questions over many of the readings.

The same group will identify two jeopardy questions and answers each week related to the readings (total 10 points). This will be completed via Blackboard. Each group will be provided with guidelines for how to discuss their assigned topic during class. This project will be graded using instructor evaluation as well as peer- and self-evaluation.

Assignment Summary

ASSIGNMENT	EVALUATION MODE	TOTAL POINT VALUE	DUE DATES FOR <u>FINAL</u> PRODUCTS
Readings	Class discussions, and/or short response papers and/or Blackboard postings	150 points	Each Class
Review Paper or Proposed Project	Written Paper and Presentation	100 points	4/2
Instructional Program	Written Products and DVD	100 points	4/26
Group Activity	Class Participation and Jeopardy questions answers	50 points	4/16
TOTAL POINTS		400	

Other Important Dates

February 26 Written description of proposed topic and references for major project:
Review Paper or Proposed Project due

March 12 Assessment Report and written description of target behavior/instruction for Instructional Program Plan due

Grading Scale

90% or above of the total possible points	360-400	A
80-89% of the total possible points	320-359	B
70-79% of the total possible points	280-319	C
69% or below of the total possible points	279 or below	E

Resources

This course will access many university resources including Blackboard and Wimba. If you have not already done so, review the on-line Blackboard materials for this course. Email Dr. Sampers from Blackboard (Bb) and tell her one thing you like about using Blackboard and something you would like to see on the system. Also, have your computer checked to see if it is WIMBA compliant for the classes in February. Instructions on preparing your computer for Wimba can be found at <http://www.uky.edu/TASC/AV/wimba/PCrequirements1008.pdf>. For additional information on setting up Wimba on your computer go to <http://www.uky.edu/TASC/AV/wimba/UK%20Wimba%20Setup.html>. Additional resource information related to Blackboard and Wimba for students can be found at <http://www.uky.edu/TASC/AV/wimbaresource.php>. If you are unable to use your personnel computer for participation please check with the IT Labs for access.

Course Schedule: Topics, Classroom, Readings and Evidence of Knowledge

1/15 Course overview

Face to face classroom seminar

Readings:

Review of syllabus and introductory materials provided through BlackBoard (Wimba description and test)

1/22 Recent Policy Changes in Early Childhood

Face to face classroom seminar

Readings:

[A Policymaker's Primer on Education Research: How to Understand, Evaluate and Use It](#). A. Lauer, Mid-continent Research for Education and Learning and Education Commission of the States, February 2004. **Read all but Understanding Statistics Tutorial**. Can be found at:
<<http://www.ecs.org/html/educationIssues/Research/primer/index.asp>>.

Evidence of Knowledge: Use the questions found on B-3 to guide at least three postings to the discussion group on Blackboard.

Complete a public comment on at least three issues that concern you related to the First Steps Regulation proposal.

One educational research article on Public Policy in Early Childhood of your own selection that is related to one of the early childhood topics discussed through this course. Evaluate the article using the Policymaker's Primer on Educational Research and last week's readings on evidence based practice. Be ready for discussion in class and post at least one comment related to your article review, posting should be at least 2 reflective paragraphs.

1/29 Evidence-Based Practice

Wimba Classroom On-line

Readings:

Wesley, P. W. & Buysse, V. (2006). Building the Evidence Base Through Communities of Practice. In Buysse, V., & Wesley, P.W., Evidence-Based Practice in the Early Childhood Field. Zero to Three Press; Washington DC.

Coleman, M.R., Busysse, V., & Neitzel, J. (2006). Establishing the Evidence Base for an Emerging Early Childhood Practice: Recognition and Response. In Buysse, V., & Wesley, P.W., Evidence-Based Practice in the Early Childhood Field. Zero to Three Press; Washington DC.

Evidence of Knowledge: Be sure to complete guiding questions found on line and be prepared for a discussion. Additionally, post at least three comments initial responses or to other student's discussion questions over the next seven days.

Be prepared in class to identify teams and discussion of requirements for the Group Projects.

2/5 Continuous Assessment

Wimba Classroom On-line

Readings:

Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8
<<http://www.naeyc.org/about/positions/pdf/capeexpand.pdf>>

Updated Kentucky's Continuous Assessment Guide - October 2007 with 9/30/2008 Changes.

<http://education.ky.gov/kde/instructional+resources/early+childhood+development/building+a+strong+foundation+for+school+success+series.htm>

Evidence of Knowledge:

Register, explore the courses offered by First Steps and then complete the module on the TRAIN system titled: [First Steps KEDS Module-1011230](#)

Use the Blackboard discussion board to post two recommended trainings.

2/12 Consultative Model and Coaching

Wimba Classroom On-line.

Readings:

Sampers, J. (2007). Current Trends in Consultations found in your "Readings" file in Blackboard.

Coaching in Early Childhood reading can be found at the Website:

<http://www.coachinginearlychildhood.org/pcateaming.php>.

Mental Health Collaboration Model. (Instructor will loan materials through class).

Evidence of Knowledge: Two posting to the Consultative Thread in Blackboard. Postings should support tips/highlights/key points suggesting how to best implement the consultative model. In addition, be sure to comment on at least one other posting from a class mate and more if you have other comments.

2/19 Environment and Instruction: Working with Families and Transition

Wimba Classroom On-line

Readings:

Part C Federal Requirements related to transition. Website:

http://www.nectac.org/~pdfs/topics/transition/combined_c_and_b_regs_transition.pdf

Transition Timeline. Website:

http://www.nectac.org/~pdfs/topics/transition/transition_timeline.pdf

Project TaCTICS (Therapists as Collaborative Team members for Infant/Toddler Community Services) website: <http://tactics.fsu.edu/modules/modOne.html>

2 articles or websites will be added related to working with families. These articles will be identified by a student group and if a group does not elect this topic then by the instructor.

Evidence of Knowledge: Two posting on Working with Families and two additional posting on Transition. Postings should support tips/highlights/key points ..

In addition, be sure to comment on at least one other posting from a class mate and more if you have other comments.

2/26 Environment and Instruction: Inclusion and Natural Environments

Wimba Classroom On-line.

Readings:

Natural Environments. Website:

<http://www.coachinginearlychildhood.org/nlepractices.php>

Gallagher, P. A. (1997). Teachers and inclusion: Perspectives on changing roles. Topics in Early Childhood Special Education, 17(3), 363-389.

Evidence of Knowledge: Two posting on Inclusion and two additional posting on Natural Environments. Postings should support tips/highlights/key points. In addition, be sure to comment on at least one other posting from a class mate and more if you have other comments.

3/5 Environment and Instruction: Developmentally Appropriate Practice (DAP) and Activity Based Interventions (ABI)

Readings to be provided by students.

Evidence of Knowledge: Two posting on DAP and two additional posting on ABI. Postings should support tips/highlights/key points .. In addition, be sure to comment on at least one other posting from a class mate and more if you have other comments.

3/12 Environment and Instruction: Language and Literacy

Wimba Classroom On-line.

Readings:

Achieved Families: What can you do. Found at website:

http://www.ed.gov/inits/americanreads/families_cando.html

Starting out right. Found at

http://www.nap.edu/openbook.php?record_id=6014&page=19#p2000a4209970019001

Reading Development & Assessment of Early Literacy: A Review of the Literature.

Website <http://www.schools.utah.gov/eval/documents/Lit_EarlyLiteracyReview.pdf>

Parette, H.P., Dunn, N.S., & Hoge, D.R. (1995). Low cost communication devices for children with disabilities and their parents. Young Children, 50(6), 75-81.

Evidence of Knowledge: Post two literacy activities that are oriented towards early childhood to the discussion board and comment on at least two that you see from other students.

3/19 SPRING BREAK - Have a wonderful break and come back safe and refreshed.

3/26 Jeopardy

Face to face classroom seminar.

Readings:

Review of materials (discussion boards, class notes and readings to prepare for the game).

Evidence of Knowledge: Jeopardy Game

4/2 Special Populations: Children at Risk (Poverty and Homelessness) and Presentation of Student Projects

Wimba Classroom On-line.

Readings:

Moles, C. (1993). Collaboration between schools and disadvantaged parents: Obstacles and openings. In N. F. Chavkin (Ed.), Families and schools in a pluralistic society (pp.21-52). New York: State University of New York Press.

Park, J., Turnbull, A., & Turnbull, R. (2002). Impacts of poverty on quality of life in families of children with disabilities. Exceptional Children, 68, 151-172.

Evidence of Knowledge: Two posting on Children at Risk and two comments on the postings of other students. Postings should support tips/highlights/key points .Class presentations.

4/9 Environment and Instruction: Accountability

Wimba Classroom On-line.

Readings:

Kentucky First Steps Part C's APR and SPP. Website:

<http://chfs.ky.gov/NR/rdonlyres/A1D33FFF-C84C-432B-86FB1468461C2F92/121814/KentuckySPP0207.pdf> and
<http://chfs.ky.gov/NR/rdonlyres/A1D33FFF-C84C-432B-86FB-1468461C2F92/148765/FFY06APRRevised.pdf>

Kentucky Department of Education Part B's APR and SPP. Website:

<http://education.ky.gov/kde/instructional+resources/exceptional+children/idea+state+performance+plan.htm> and <http://education.ky.gov/NR/rdonlyres/497FAB04-B11D-4C49-9086-A6BD102BD806/0/2008APR.pdf>

Evidence of Knowledge: Two posting on Accountability and two additional comments on the postings of other students .Postings should support tips/highlights/key.

4/16 Environment and Instruction: Social Skills

Wimba Classroom On-line.

Readings:

Mental Health Consultation provided by the instructor.

Jolivette, K, Stichter, J. P., & McCormick, K. M. (2002). Making choices - improving behavior -engaging in learning. Teaching Exceptional Children, 34, 24-30.

McCormick, K. M., Jolivette, K., & Ridgely, R. (in press). Choice making as an intervention strategy for young children. Young Exceptional Children.

Evidence of Knowledge: Two posting on Social Skills. Postings should support tips/highlights/key points. In addition, be sure to comment on at least one other posting from a class mate and more if you have other comments.

4/23 Professionals: Transdisciplinary Services and Primary Service Provision as Related to State and National issues

Wimba Classroom On-line.

Readings:

Transdisciplinary Teaming: A Vital Component of Inclusive Services Jennifer L. Kilgo, Jerry Aldridge, Betty Denton, Laura Vogtel, Janice Vincent, Cathy Burke, and Rachel Unanue, University of Alabama at Birmingham. Published in Focus on Inclusive Education, Fall 2003, Vol. 1, # 1 <<http://www.acei.org/inclusivefall03.htm>>

Natural & Least Restrictive Environments ...where children spend their time. Nebraska Departments of Education (NDE) and Health and Human Services (HHS). Website can be found at: <http://www.nde.state.ne.us/edn/Volume3.pdf>

Using a **Primary Service Provider** (PSP) Model in **Early Childhood** . **Website:** https://egov.azdes.gov/CMSInternet/uploadedFiles/Arizona_Early_Intervention_Program/evidence_based_practice.pdf

Ott, A., & Effgen, S. (2000). Occurrence of gross motor behavior in integrated and separate preschool classrooms. Pediatric Physical Therapy, 12, 164-172.

Evidence of Knowledge: Two posting on Transdisciplinary Services and an additional two on Primary Service Provision. Postings should support tips/highlights/key points ..Game night Jeopardy Part II.

4/30 Student Presentations

Face to face classroom seminar.

**Literature Review Paper or Proposed Project
IEC 621**

Objectives:

1. To provide students with the opportunity to critique research related to some aspect of early intervention/early childhood education.
2. To provide students with the opportunity to synthesize research and develop a paper that reflects that synthesis.

Procedures:

1. Identify a topic that is related to early intervention or early childhood education. Submit the topic for approval by the instructor prior to beginning work on the paper.
2. Conduct a computerized literature search of the topic and identify at least 20 references. A copy of the printout from your computer search should be turned in with the paper. At least ten data based (e.g., single subject, group design, survey, interview) references must be included in the paper.
3. Identify primary issues/findings that are raised by the literature that is reviewed.
4. Develop and write a paper that reflects those issues. The paper should include an introduction to the topic, a rationale for the topic, a paragraph that describes the organization of the paper, a discussion of the issues/findings that includes a synthesis of the literature, a summary of the issues, implications for future research, and implications for practice.
6. The paper should include a title page, an abstract, the paper and a reference list. The paper should be completed in APA format using the fourth edition.

Evaluation:

The paper is worth 100 points. Grading will be completed using the following criteria:

Abstract	6
Introduction and Rationale for Topic	6
Paragraph Describing the Organization of the Paper	6
Discussion of the Issues/Findings	20
Summary of Issues/Findings	8
Implications for Research	8
Implications for Practice	10
APA Format	12
Clarity of Writing	12
Computer Search	2

Presentation	10
Total Points:	100

Proposed Project

This is a project proposed by the participants in 621, it still requires an Abstract, 2 page summary of efforts and implications, computer search, APA Format and references.

Abstract	6
Justification for Project/Rationale	6
Innovation and benefit to the field (the product/result of efforts)	20
Summary of Efforts, Implications, Findings	10
Impact	15
References	8
APA Format	12
Clarity of Writing	12
Computer Search	1
Presentation	10
Total Points:	100

Instructional Program Plan IEC 621

Objectives:

- To complete evaluation or assessment for program planning for a child with special needs.
- To provide students with the opportunity to review assessment/evaluation results to support identification of an instructional activity.
- To provide a review of curriculum in early education to support identification of an activity.
- To develop a plan for data collection that would support successful implementation of interventions or support the need for changes in orientation.

Procedures:

1. Identify a child to assess/evaluate (complete required consent forms), submit to instructor the tools selected for use and why. Submit to instructor on 2/12.
2. Complete testing on two developmental areas and write up a 1 page report on the assessment of one area findings along with both protocol(s). Submit to instructor by 2/26. Reports should be self checked prior to submission using the checklist for report development found in the assignments folder on Blackboard.
3. Plan an intervention and submit the plan 3/12. Plan should describe the setting/natural environment. Describe how the intervention/behavior was selected (one paragraph) and describe the plan for teaching the behavior/intervention (two paragraphs) as well as how data will be collected (one paragraph). Also, 1 page of embedding target behavior into instruction.
4. Implement the planned intervention and collect data at least one time, DVD record at least one teaching session. Submit program, recording, data, and lessons learned/self critique (e.g. describe if it worked, what you would change if you did it again, did the child benefit, what you learned, etc.). The narrative description should be no more that 2 pages. Final products due 4/26.

Evaluation:

The Instructional Program is worth 100 points. Grading will be completed using the following criteria:

Testing (self critique and protocol(s) and 2 page report	20
Plan for intervention	10
Embedded interventions	5
Implementation	
DVD recording of teaching and self critique	25

Program description & recorded data	20
Lessons learned	20
Total Points:	100