

COURSE CHANGE FORM

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 and 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 Minor¹ (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 Term²: _____

2. Designation and Description of Proposed Course.

a. Current Prefix and Number: IEC 623 Proposed Prefix & Number: IEC 623

b. Full Title: Advanced Practicum: Interdisciplinary Early Childhood Education Proposed Title: Advanced Practicum: Interdisciplinary Early Childhood Education

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

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

d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____

Proposed – ADD³ Cross-listing (Prefix & Number): _____

Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____

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. 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]

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

Current:	<u>1</u> Lecture	____ Laboratory ⁵	____ Recitation	<u>2</u> Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	<u>7</u> Practicum	____ Research	____ Residency

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.)

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_____ Seminar	_____ Studio	_____ Other – Please explain: _____
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Proposed: <u>1</u> Lecture	_____ Laboratory	_____ Recitation	2 Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	7 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: 9

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

i. **Current Course Description for Bulletin:** This course will provide supervised field experience in preparation of teachers or supervisors in interdisciplinary early childhood education. While enrolled in this course, students will be required to apply for the Teacher Education Program. May be repeated to a maximum of nine credit hours.

Proposed Course Description for Bulletin: This course is designed to provide students with field experiences to bridge professional preparation and professional practice. During the practicum experiences, students will have opportunities to practice, demonstrate, and reflect upon methods and leadership content taught in the IECE lecture courses. Graduate students working towards IECE initial certification must apply for the Teacher Education Program. May be repeated to a maximum of nine credit hours.

j. **Current Prerequisites, if any:** Admission to Master's program or permission of instructor.

Proposed Prerequisites, if any: Admission to Department of Special Education and Rehabilitation Counseling 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

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

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

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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.

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Signature Routing Log

General Information:

Course Prefix and Number: IEC 623

Proposal Contact Person Name: Kim F. Townley

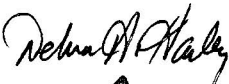

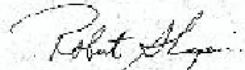
Phone: 257-9776

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	
Courses & Curricula	2/22/10	Jeff Reese 7-4909 jeff.reese@uky.edu	
College of Education	3/9/10	Rob Shapiro 7-9795 rshap01	

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.

COURSE SYLLABUS
IEC 623
Advanced Practicum in Interdisciplinary Early Childhood Education

Spring 2011
IEC 623-201

Instructor:

Lee Ann Jung, Ph.D.
124 Taylor Education Building
ljung@uky.edu

Office Hours: By Appointment

Scheduled Class Meetings

All students are required to participate in online class meetings. Details are outlined in the assignments.

Readings

Sandall, S., Hemmeter, M.L., Smith, B.J & McLean, M.E. (2005). *DEC Recommended practices: A comprehensive guide in early intervention/early childhood special education*. Longmont, CO: Sopris West.

(Available at <http://www.sopriswest.com/>)

Students should also review reading materials from previous courses, and all assignments should adhere to the style guidelines described in the sixth edition of the APA manual.

Other Required Materials

Practicum meetings are online. Because of this, students will need a computer, internet connection, email address that is checked daily. In addition, participants will need audio and video recording and playing capabilities in order to participate in this class. Please see the Distance Learning Programs website for more information on computer and internet connection requirements:

http://ukconnect.na6.acrobat.com/common/help/en/support/meeting_test.htm

Description (as it appears in University Bulletin)

This course is designed to provide students with field experiences to bridge professional preparation and professional practice. During the practicum experience, students will have opportunities to practice, demonstrate, and reflect upon methods and leadership content taught in the IECE lecture courses. Graduate students working towards IECE initial certification must apply for the Teacher Education Program. May be repeated to a maximum of nine credit hours.

Students with Disabilities

Students with disabilities should inform the instructors of any accommodations or modifications needed the first week of class. If you have not already, you should contact the Disability Resource Center, located in Room 2, Alumni Gym, (859) 257-2754.

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

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

The college's theme of *research and reflection for learning and leading* is reflected in the standards and competencies upon which the IECE programs are based, namely those prescribed by the Council for Exceptional Children's Division for Early Childhood, the National Association for the Education of Young Children, and the Kentucky Interdisciplinary Early Childhood Education Teacher Standards. Through the IECE program, students become reflective, critical consumers of *research*, engaging in a variety of learning experiences that will prepare them for leadership roles in their chosen professions.

IEC 623 is designed to provide students in the Interdisciplinary Early Childhood Education Program with opportunities to implement recommended and empirically-based practices in classroom and community and the extent to which children are learning as a result. IEC 623 addresses the Teacher Outcomes associated with the Interdisciplinary Early Childhood Education Certificate.

For those seeking IECE certification at the graduate level, the portfolio entry connected to this class includes a rationale, a routines-based interview of a family and an IFSP or IEP developed based on the family interview.

Required Hours

Practicum requires **at least** 100 hours in the practicum site spread across the semester. These hours should be divided across at least 2 days (e.g., Monday and Wednesday, 8:00 a.m.-12:00 p.m.) The hours and days spent in the practicum site are arranged by the student and the supervising teacher or personnel at the practicum site. If the University of Kentucky is closed, the student is not required to be in the practicum site. Students should inform the university supervisor(s) of their schedule, practicum site, address, principal or supervisor's name using the **Site Information form** provided.

Performance Evaluation

Classroom Observations (30 points)

Students will be observed through video observation by the university supervisor and cooperating teacher. Students should send a lesson plan or home visit plan to the person scheduled to observe (either cooperating teacher or university supervisor) at least three days before an on site observation. For video observations, students should submit the lesson plan with the DVD, (using either a .mov or .wav file) of the lesson. The observer will not be able to evaluate your activity without a plan, and the observation will not take place unless one is received.

Each evaluation will be scored as Outstanding (O) Satisfactory (S) or Needs Improvement (N) based on the listed outcomes and feedback from previous visits by the instructors. The supervising teacher will be invited to provide one or more on-site observations. In the case of students who are functioning as classroom teachers, the teacher's supervisor and/or principal will be invited to provide on-site observations. Each observation is worth 10 points. Students will receive 9-10 points for an observation rated as "O," 7-8 points for an observation rated as "S," and 0-6 points for an observation rated as "N." Students must receive a rating of at least "S" on at least three on site or video observations in order to pass practicum. If the student is observed more than three times, the final score will be weighted by dividing total points earned by total points possible and multiplying by 30. The university supervisor will provide up to three observations and the cooperating teacher up to two evaluations in order to give the student a total of up to five opportunities to receive the three required satisfactory ratings. All observations are due by April 30th.

Assignments (70 points)

Each student will develop an individualized practicum plan (IPP) in which 70 points worth of assignments are reflected. There are 30 points of required assignments:

Journal Entries (10 points)

Entries are due each Friday January 22 – April 2 (these dates exclude the Friday of spring break). More information can be found in the Assignment Menu Document

Class Meetings (10 points)

This semester there will be four virtual class meetings using Adobe Acrobat Connect Pro on the following dates: January 20, February 24, March 24, and April 21. Students are required to attend and actively engage in these class meetings.

Leadership Project (10)

Each student will develop, implement, and evaluate a leadership project that reflects their professional growth plan and the documented needs of the school/agency/community. The student will present the project to the instructor no later than the second week of the semester. The leadership project needs to be completed by the end of the semester.

The remaining 50 points will be selected by the student from the assignment menu. Once the student has selected assignments, the student develops a timeline and within the first week of class has it approved by the cooperating teacher and university supervisor(s). To assure appropriate time for feedback and grading of the selected 50 points of assignments, a minimum number of points must be submitted by the following dates:

A total of 15 points by **February 26th**

A total of 30 points by **March 26th**

A total of 50 points by **April 23rd**

Once the university supervisors have approved the IPP, the student must complete all conditions of the IPP in order to pass practicum. If an IPP is not completed within the first week of class, the student will need to withdraw from the course.

Each assignment is weighted a certain number of points based on difficulty, time requirements, and importance. All assignments must be submitted via Blackboard.

Final Grades

Students will be evaluated on the assignments they choose to complete and on their performance in the classroom as reviewed by their university instructors and the cooperating teacher. The final grade in the course will be based on assignment grades and classroom observations. Students should note that they may not enroll in another practicum until **all** activities from the prior practicum have been completed to the satisfaction of the instructors.

Journals	10 points
Class Participation	10 points
Selected Assignments	50 points
Observations	<u>30 points</u>
Total	100 points

GRADE SCALE

A=90% and above

B=80%-90%

C=70%-79%

E=below 70%

Assignment Menu

IEC 623 Advanced Practicum in Interdisciplinary Early Childhood Education

Points

Weekly Journals (required)10

Purpose The purpose of weekly journaling is to reflect on and evaluate the week's experiences.

Expectations Each student will write 10 weekly journal entries over the course of the semester that is approximately 1 typed page in length **reflecting** on the events of the week. This journal entry should be a more in depth look at the week rather than a simple chronicle of the event. Journals should present the challenges, successes, new ideas, and general evaluation of the week's teaching, learning, environment, and so forth. Please consider the following questions when writing your journal entries:

1. What was meaningful during your practicum hours?
2. How have your experiences related to previous coursework?
3. What are some successful experiences?
4. What challenges have occurred during your experiences?
5. What will you do differently in the future?

Class Meetings (required)10

Purpose The purpose of class meetings is to interact with others in the course to share, problem solve, and learn from one another's experiences.

Expectations Using *Adobe Connect Pro*, a collaborative learning software application, each student will participate in class meetings. Students will log on at the scheduled meeting times and participate in discussion topics.

Leadership Projects (required).....10

Purpose The purpose of this project is to provide students with experience designing, implementing and evaluating a project related to their professional growth plan and their specific work situation.

Expectations Each student will develop a leadership project using their professional growth plan and perceived or documented need in their school/agency or community. Each student will implement the leadership activity and then take data which will enable evaluation of and reflection on the leadership project. Leadership projects will be presented to instructor by the student relating the link to professional growth plan and work/community need.

Examples of Leadership Projects are:

- Developing, implementing and evaluating training for public school teachers in a elementary school about preschool curriculum and the linkage of Kentucky Early Childhood Standards to the K-12 Program of Study and Core Content
- Identification of languages spoken by children and families in a school/agency and identification of persons in the community who speak the various languages that are willing to serve as interpreters for written documents or required meetings
- Developing a transition plan for a agency/school for children and families moving from classroom to classroom, from school to school and from home to school/agency

Intervention Plans (Taught in 509)5

Purpose The purpose of this project is to provide students with experience designing, implementing, and evaluating intervention.

Expectations Each student will develop an intervention plan for a child, implement the intervention plan, and then take data across at least 8 weeks. By the completion of all of the practicum, student should have taken data using at least eight data collection methods (e.g., frequency, accuracy, latency, duration, momentary time sample).

****Note: This selection may be repeated for up to 15 points in any single practicum and should be completed at least 5 times (25 points) by the final practicum ****

Activity Matrix (Taught in 509)3

Purpose The purpose of this project is to work together with related service providers to develop a plan for implementing related service goals into the typical routines and to reflect on the experience of working collaboratively with service providers.

Expectations Students should select one child from the practicum placement. The child should receive services from at least one related service provider. Ask the related services person(s) to describe the goals he or she is working on with the child. Write them in observable terms that can be understood by classroom personnel or family members. Decide with the related services person(s) what skills can be worked on within the context of the daily routine. Ask the related services person to provide suggestions for how natural learning opportunities can be used to target skills. Complete the matrix with the related services person(s). You should ensure that the matrix is easy to understand and is practical for classroom use. Share the matrix with the classroom teacher or other classroom personnel to get their feedback on the feasibility of implementing the suggestions

Group Activities (Taught in 508/512)5

Purpose The purpose of this project is to provide students with experience designing, implementing, and evaluating developmentally appropriate, engaging group activities.

Expectations Each student will design activities to be implemented with the entire group. General objectives will be listed as well as any specific objectives related to intervention plans for a child with a delay or disability.

****Note: This selection may be repeated for up to 15 points in any single practicum****

Universal Precautions and Safety (no prerequisite)3

Purpose The purpose of this project is to become familiar with universal precautions, safety procedures and policies at your practicum site, and to become certified in CPR.

Expectations Each student will meet with the cooperating teacher and/or practicum site director to determine the appropriate method of training in universal precautions (e.g., staff in-service, videotape, 1:1 instruction). Students will participate in the training activity for universal precautions and have the supervisor document participation. Students should review the safety handbook and policies and procedures manual at the practicum site. Students should participate in CPR certification and submit documentation..

Routines-Based Interview (Taught in 509/522).....5

Purpose The purpose of this project is to a) provide students with skills to interview families and b) to gain an understanding of the daily routines of families of children who qualify for special education.

Expectations Each student will interview a parent or teacher of a child with a developmental delay or disability using a routines-based format provided in class. Students will interview the family and record the interview using a video camera, audio recorder, Skype or other recordable format. Students will provide a 3 page typed summary of the interview including routines, level of participation or engagement, independence, social relationships in each routine, and opportunities for learning (IEP goals, IFSP goals, or classroom content) within the context of each routine. Students should also note within each of the categories anything the parent would like to see changed or happen next within the category in that routine. Next, Students will review their interview by watching or listening to the recording and add a critique of their interviewing skills.

In summary, students should provide (a) a summary of routines consisting of discussion on engagement in each routine, including any changes desired by the family (1 point), independence in each routine including any changes desired by the family (1 point), social relationships in each routine including any changes desired by the family (1

point) and opportunities for learning in each routine (1 point), and (b) a self critique of the student's interviewing skills (1 point).

Coding Intervention Strategies (no prerequisite)5

Purpose The purpose of this project is to determine the type of intervention strategies students are using in the classroom and develop a plan to improve.

Expectations Each student will Audiotape him or herself in the classroom for 20 minutes. Students should then review the tape and code verbal comments. Comments should be coded into 3 categories- positive feedback (praise, validation), negative feedback (providing directions), and other. Provide written definitions of each of the three types of behavior. Provide a frequency count of each of the three types of behaviors. Next, students should go back through the tape and provide a more specific description of the intervention strategy being used (e.g., vicarious reinforcement, system of maximum prompting, graduated guidance, relevant feature prompting) Reflect on this experience and respond to the following questions: (a) Which category did you have the most comments? Why? (b) Which category did you have the least comments? Why? (c) Did you use appropriate intervention strategies? Did you miss any opportunities? (d) What would you change about your verbal interactions with children during this period? and (e) How would you do it?

Program Visit/Inclusion Evaluation (no prerequisite)5

Purpose The purpose of this project is to expand students' awareness of multiple programs and service delivery models as well as further students' ability to evaluate programs and service delivery for inclusive practices.

Expectations Before visiting the center, each student will develop a checklist that will focus the visit. The checklist should include important components that you will want to observe (e.g., are children with and without disabilities involved in activities together?). Visit the agency for a minimum of 1 hour. During the visit ensure that you address the following issues as well as issues listed on your checklist: (a) Eligibility requirements, (b) Types of services provided, (c) Level of family/parental involvement, (d) Level of inclusion of children with and without disabilities, (e) Number of children and families served (e) Strengths and needs of the program.

******This assignment is a signature diversity assignment for the IECE program******

Disability Information (no prerequisite)3

Purpose The purpose of this project is to extend the student's knowledge of disability and risk factors that put young children at risk for delay or disability.

Expectations Each student will select a condition about which they know very little. The NORD website www.rarediseases.org is a reputable resource for finding basic descriptions of disabilities and links to other resources. Students will prepare a 5-minute presentation and 1-page handout paper using APA 6th Edition style. Papers should address the following subtopics: (a) Distinguishing characteristics; (b) Incidence/ Prevalence; (c) Etiology and Diagnosis; (e) Implications for families; (f) Resources for families.

Students will video their presentations, upload them to YouTube and paste a link into Blackboard or create a PowerPoint with voice overlay and submit via Blackboard. A discussion will be created specifically for these assignments so that others may view. Students should watch all of the class presentations and be prepared to discuss information from each in our class meetings. Photos, video, music, and other media as well as an engaging presentation style can improve the interest of your video, although YouTube has rules about copyrighted material. Papers and videos must employ person first and family-centered language (1 point), and contain accurate information from reputable sources that covers all the required components (1 point), and be engaging in presentation (1 point). Students should include the instructor as a collaborator on the document and post a link to the document on Bb.

Functional Assessment of Behavior (Taught in 509/516)5

Purpose The purpose of this project is to practice observing behaviors of children as well as adults who interact with those children and recording those behaviors objectively.

To determine what environmental stimuli are maintaining specific child behaviors.

Expectations Each student will complete a functional behavioral (ABC) assessment for a child. Observe the child for 10 minutes in at least three activities and identify the antecedents, behaviors and consequences observed throughout each of the three. Write a summary of your observations. This summary should include a description of any conclusions that can be drawn from the observations as well as implications of those conclusions for classroom practice.

Environmental and Diversity Evaluation (Taught in 507)5

Purpose The purpose of this project is to become familiar with the impact of classroom arrangement and schedule on young children and become familiar with strategies that facilitate positive outcomes in an early childhood setting.

Expectations Each student will visit a program for children birth to 5 and complete an ITERS or ECERS protocol. Students will type a two to three page summary of their findings as well as suggested changes. Students should pay particular attention to how the setting is facilitating and valuing diversity. Within the context of diversity, students should consider multiple factors such as classroom arrangement, materials, schedule, interaction, equipment, enrollment, and policies.

Interagency Collaboration (no prerequisite)3

Purpose The purpose of this project is to become aware of interagency collaboration in local communities as it relates to young children with disabilities and their families.

Expectations Students will identify a District Early Intervention Committee (DEIC) in the community where the practicum site is located. Talk with the cooperating teacher or practicum instructors in order to locate the group and contact person. Attend a meeting, and write a summary considering the following: (a) Agencies represented, (b) Families present and involved, (c) Collaborative activities discussed, (d) Implications for the classroom in which you are completing practicum, (e) Productivity of meeting

Service Coordination (no prerequisite)5

Purpose The purpose of this project is to understand the role of the service coordinator in early intervention.

Expectations Each student will ask the practicum instructors to identify a KEIS contact person. Students will call their contact person and schedule a time for an interview. Write a 2-3 page summary addressing the following: (a) Role of the service coordinator, (b) Relationship with families, (c) Collaboration with agencies, (d) Benefits of service coordination, (e) Caseload, (f) Paperwork, (g) Typical day, and (h) Other topics of interest to you

Neonatal Intensive Care Unit Visit (no prerequisite).....3

Purpose The purpose of this project is to provide students an understanding of the needs of newborns that are premature or have special health care needs.

Expectations Each student will contact and visit a neonatal intensive care unit and make notes about the following: (a) Lighting and noise level, (b) People present in the unit, (c) Interaction between people in the unit, (d) Equipment used with the infants, (e) Physical arrangement of NICU, (f) Positioning of infants, (g) Interactions between parents and their infants. Write a two to three page reflective summary of your visit.

Therapy Report (no prerequisite)5

Purpose The purpose of this project is to provide students with experience in translating medical or therapy reports into family-centered reports and creating electronic copies of the report for easy access and collaboration.

Expectations Students will read a therapy report to evaluate it for family-friendliness. Consider terminology, positiveness, feasibility of recommendations. Write a reflective summary of the report, and re-write the report in a family-centered manner.

Learning Centers (Taught in 508).....10

Purpose The purpose of this project is to provide students with experience designing developmentally appropriate, engaging learning centers.

Expectations Each student will develop a learning center that targets an intervention need for a child with disabilities as well as is appropriate for the entire group. Learning centers should be constructivist in nature-promoting exploration and discovery with minimal support needed from the teacher. Students will provide a list of materials needed for the learning center and five suggested activities for exploration tied to IEP or IFSP goals of children in the class.

Individualized Education Plan (Taught in 507).....5

Purpose The purpose of this project is to give students experience developing an Individualized Education Plan.

Expectations Each student will select a student who has an IEP. Using only the evaluation report and an interview of the family and/or teacher, the student will develop an IEP for the child. Outcomes, placement, and intervention should adhere to recommended practice. Upon completion, the student will compare the new IEP with the official IEP. Students will write a one to two page reflective summary of the similarities and differences. Reflections should include a self-evaluation.

Individualized Family Service Plan (Taught in 509).....5

Purpose The purpose of this project is to give students experience developing an IFSP.

Expectations Each student will select a student who has an IFSP. Using only the evaluation report and an interview of the family and/or teacher, the student will develop an IFSP for the child. Outcomes, placement, and intervention should adhere to recommended practice. Upon completion, the student will compare the new IFSP with the official IFSP. Students will write a one to two page reflective summary of the similarities and differences. Reflections should include a self-evaluation.

Video Self-Evaluation (no prerequisite)5

Purpose The purpose of this project is to evaluate student's teaching style and skills and use this information to make change in future interactions with students.

Expectations Each student will obtain written permission from the program or family to video him or herself implementing a large or small group activity or conducting a home visit. In addition, obtain permission (unless the center has permission that covers your doing this) from the parents of the children who will be in the video. Digitally video yourself for 15-30 minutes. Review the video and write a summary of your performance. This summary should include an overview of strengths as well as areas to consider strengthening. The video should be uploaded in Blackboard under this assignment.

*****This assignment should NOT be uploaded to YouTube or any other public site*****

One-Week Unit (Taught in 508\512)..... 15

Purpose The purpose of this project is to demonstrate proficiency in designing a unit that integrates concepts across several content areas and meets the needs of all children in a program.

Expectations Each student will meet with the supervising teacher to determine date of week for implementing the unit. (They may have some ideas also for the theme). Talk with them about how families might be involved during the week. Examples of parent involvement are home-based activities described in a newsletter, inviting parents in as special visitors, or sending home a specific activity for parents to do with their child. Observe the children for their interests and needs. Finalize a theme with your teacher. Have the theme and date approved by your university instructors by the first day of the fourth week of classes.

Collect information from all IFSPs/IEPs on objectives and short term goals which must be included in activities for your unit. (Example, a play dough activity will promote development of pincer grasp). Develop a list of resources from which you can choose activities. Construct a week's worth of activities. (Not every single activity for every day will be theme based. Thematic concepts are often scheduled at circle and small-group time and in 2-3 interest

centers). These activities must address cultural diversity and individual differences in the classroom. For each of these activities, identify the KERA learner goals that are addressed (get from practicum instructors).

Determine which environmental features will need to reflect your theme, e.g. books in the reading corner, bulletin boards for the children and parents. Do this in line with what your supervising teacher would normally do for their units. Begin assembling materials you will need to implement your plans. Two weeks before implementing your unit, discuss your detailed plans with your teacher. Make any revisions necessary. Submit the plans to your practicum instructors. One week before implementing your unit, give your teacher and university instructors final copies. During this week, finalize your activities and plan with your teacher when you can work on bulletin boards, etc. Implement your unit. Provide materials for the teacher on the days during which you will not be present. Act as lead teacher or co-lead teacher on the days you are present. Evaluate the week as it progresses and at the end with your supervising teacher.

Fundamentals of Effective Training (no prerequisite)..... 10

Purpose The purpose of this project is to gain experience in planning, conducting, and evaluating a training session and reflect on the experience.

Expectations Each student will attend Fundamentals of Effective Training, a 2-3 day workshop on conducting professional development trainings. Students should present their certificate of attendance for practicum credit. For your notebook have a training outline (i.e., your notes) with agenda, handouts, evaluation form and a written reflective self-evaluation with suggestions for technological modes of delivering information based on learning styles.

Note: This does not have to be completed during the practicum but can only count for credit during one practicum. Sign up is required, and participants are oftentimes on a list for months. Sign up well in advance.

Home Visit (Taught in 509)5

Purpose The purpose of this project is to give students exposure to community-based service delivery models.

Expectations Each student will accompany the cooperating teacher on a home visit. If the teacher does not do home visits, see if one can be arranged. If not, see your university supervisors for opportunities. After gaining permission from the family, take notes on the home visit. Consider the following: (a) What happened on the home visit? (b) What was the main topic of conversation? (c) Was the interventionist primarily interacting with the family or the child? (d) Were strategies given to incorporate activities into daily routines? (e) Were objectives being targeted functional? Write a two to three page reflective summary of the home visit.

Developmental Evaluation and Assessment (Taught in 507)10

Purpose The purpose of this project is to provide the students with skills needed to make observations of children's play with regard to their cognitive, social-emotional, adaptive, communication, and motor development.

Expectations Each student will obtain written permission from a parent to conduct a developmental evaluation for their child. Although the student may share observations, scores or developmental ages will not be shared (unless this is a normal part of your current job). To complete the evaluation, students should select at least two instruments appropriate for the child and get approval from the university supervisors. At least one instrument should address all five areas of development, one should be criterion-referenced, and one should lead to norm-referenced information for eligibility. Parent report and a functional vision and hearing screening should also be included. Students then should type a report that addresses background information, instrumentation, physical health, vision, hearing, gross and fine motor, receptive and expressive language, adaptive skills, cognition, and social-emotional development.

Student Designed Assignments (no prerequisite) variable

Purpose The purpose of this project is to allow students the opportunity to improve competency in areas in which they feel a need for improvement.

Expectations Expectations will be negotiated based on the desired competency.

Note: This selection is appropriate if you have agreed to an alternative type practicum (e.g., focus on administration, focus on program evaluation, and focus on early intervention home visiting). This selection may be repeated for up to 50 points credit towards practicum. The university supervisor must approve the activity before it can be a part of the IPP.