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: <u>Education</u>   Today's Date: <u>11/15/10</u>

b. Department/Division: <u>Special Education & Rehabilitation Counseling</u>

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: <u>Kim F. Townley</u>   Email: <u>kim.townley@uky.edu</u>   Phone: <u>257-9776</u>

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

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

a. **Current Prefix and Number:** <u>IEC 659</u>   *Proposed Prefix & Number*: _____

b. **Full Title:** <u>Advanced Child Development</u>   *Proposed Title*: _____

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

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

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

Proposed:	_____ *Lecture*	_____ *Laboratory*	_____ *Recitation*	_____ *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:** <u>3</u>   *Proposed number of credit hours:* <u>3</u>

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*.)

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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:**	Advanced survey of theoretically and professionally important topics in child development. Particular attention to current theory and research in social/emotional, cognitive, language and physical domains; familial/cultural influences; the interdisciplinary nature of the knowledge base; and issues concerning the application of child development knowledge to professional work with young children.
	Proposed Course Description for Bulletin:	*Advanced survey of theoretically and professionally important topics in child development. Particular attention to current theory and research in social/emotional, cognitive, language and physical domains; familial/cultural influences; the interdisciplinary nature of the knowledge base; and issues concerning the application of child development knowledge to professional work with young children.*

j.	**Current Prerequisites, if any:**	Six hours in social or behavioral sciences, including one course in child or human development, or consent of instructor.
	Proposed Prerequisites, if any:	*Six hours in social or behavioral sciences, including one course in child or human development, or consent 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 <u>unless</u> 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:		

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 If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the*

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

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

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		changed to 400G or 500.	*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*.)

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: _IEC 659_

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 Faculty	August 2008	Debra Harley / 257-7199 / dharl00@uky.edu	Debra A. Harley
Coll of ED. Dean	12/2/10	Steve Parker 257-9143 / sparkb7@uky.edu	_(signature)_
		/	
		/	
		/	

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.

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Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

<u>Introduction/Definition</u>: 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 659	Date: November 16, 2010
Instructor Name: Kim F. Townley	Instructor Email: kim.townley@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☐   Interactive Video ☒   Hybrid ☐

	Curriculum and Instruction
1.	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? This course will be delivered using weekly interactive or web-based video. BlackBoard course management software will be used for interaction between video-based meetings.
2.	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. 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.
3.	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. The syllabus will include policy on academic integrity. Technical support will be available for interactive video and web-baed video sessions as well as for BlackBoard participation.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO, not a degree program. Our 5th year program in IECE is offered totally via Distance Learning for our off campus students. If yes, which percentage, and which program(s)? *100% of IECE 5th year certification only for students who are off campus* *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a

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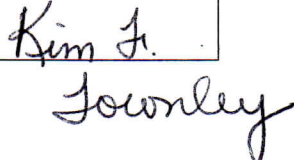
Distance Learning Form

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	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).
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? Course requirements include research, literature reviews, book reviews, and exploration of web-based resources.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. 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 distnace learning experience.
	Student Services
8.	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/)? Yes, the information is included in the syllabus.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ 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.

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

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? ☒ Yes
	Instructor's *virtual* office hours, if any.
	The technological requirements for the course.
	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).
	Procedure for resolving technical complaints.
	Preferred method for reaching instructor, e.g. email, phone, text message.
	Maximum timeframe for responding to student communications.
	Language pertaining academic accommodations:
	o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
	Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	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
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: Kim F. Townley Instructor Signature: *Kim F. Townley*

<div align="center">

IEC 659
Advanced Child Development
Spring 2008

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Kim F. Townley, Ph.D.   Phone: 859-257-9776
116 Taylor Ed. Bldg. (office)   FAX: 859-257-1325
229 Taylor Ed. Bldg. (mailbox)   E-mail: kim.townley@uky.edu
University of Kentucky   Office hours: 2:00 – 4:00 Monday;
Lexington, KY 40506-0001   *Please call or email for appointments.*

Course Description

"Advanced survey of theoretically and professionally important topics in child development. Particular attention to current theory and research in social, affective, cognitive and language domains; familial/cultural influences; the interdisciplinary nature of the knowledge base; and issues concerning the application of child development knowledge to professional work with children." (University of Kentucky Bulletin)

Learning Outcomes

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

1. advance and integrate knowledge about the current status of theory, research, and applications in child development and allied fields (including early childhood education).
2. understand the interdisciplinary nature of the knowledge base in child development (behavioral, medical, and social sciences).
3. consider the issues concerning useful and appropriate (valid) application of child development knowledge to early childhood education and other professional work with children and their families.

Required Readings

Thomas, R.M. (2005). *Comparing theories of child development (6th Ed.).* Thomson Wadsworth.

Berk, L.E. (2005). *Child Development (7th Ed.).* Allyn & Bacon.

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

Conceptual Framework

The conceptual framework utilized in this course follows the Reflective Decision Maker Model, which encourages reflective thinking, open mindedness, and the ability to challenge personal beliefs by continually seeking new information.

In addition, this course utilized concepts of the Human Ecological Systems Perspective and Systems Theory. These concepts emphasize the reciprocal influence of systems (i.e., individual, family, community, and the larger cultural world). Developmental and Constructivist theories are foundational to the philosophy of this

course. Thus, the professor views active learning and acquiring personal meaning as central to the learning process.

Course Requirements

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

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

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

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

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

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

6. Cell phones are to be turned off. Returning text messages and/or email messages is not to occur during class.

Course Requirements and Evaluation

Attendance and Class Participation

The course relies heavily on student active participation and class attendance, but no credit is given for attendance. However, the students' participation in class discussions and activities will be rated each class period. Active participation includes:
- coming to class prepared for the day's topic as well as past class material
- attentive listening
- a respectful attitude
- thoughtful verbal and written contributions
- evidence of ability to analyze and apply course content to life experiences as well as career and personal goals

Literature Review

Students will complete a 20-25 page comprehensive review of the literature on some topic related to course content. The literature review should address a policy/practice issue related to children and families and its impact on child development. The issue should be one not addressed in class. The literature review should include 20 references from recent, referred professional journals, and should be written in accepted scholarly style as defined by the Manual of the American Psychological Association (APA), 6th edition.

Due Dates:
- February 25th: One-page summary of the topic and a list of 10 references in APA style.
- March 24th: Two-page outline and a list of all 20 references in APA style.
- April 14th: Completed research paper submitted. Evaluated research papers will be returned to students April 28th.

Individual Presentation

Each student will be responsible for a 15-25 minute class presentation, a summary of the literature review. Students will prepare overhead transparencies or power point slides and handouts for the presentation. Presentation will be April 14th and April 21st.

Abstracts

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

Final Reflection

April 28th during the final exam period, students will write a reflective essay on one of three broad questions, designed to assess student's ability to synthesize and articulate course concepts. Students should be able to cite theorists and major contributions of prominent researchers in making their points. Specific guidelines will be distributed out in class later in the semester. On Monday, March 24th, the instructor will ask students to select the question topic on which they will write. Each student may bring one file card of notes, 5 x 8 inches or less. Writing paper will be provided. Essays will be evaluated on quality of content, organization, and English usage.

Evaluation System

Participation	30
Literature Review	100
Presentation	50
Abstracts	60
Final Reflection	40
Total	**280**

The following grading scale will be used:

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

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

Information for Distance Learning Students:
Technical Requirements:
In order to participate in this course, you will need access to a computer with the minimum hardware, software, and Internet configuration described at this site: http://www.uky.edu/Blackboard/computer.php. You will also need to have 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. On campus or virtual office hours can be scheduled and are available by appointment. The instructor will respond to emails within 48 hours on weekdays. The instructor may respond much more quickly, but students should not expect a response after 4:30pm on weekdays or during weekends.

Schedule and Assignments

DATE	TOPIC	ASSIGNMENT
January 14 – Week 1	Course Overview	
January 21 – Week 2	No Class Martin Luther King Jr. Holiday	
January 28 – Week 3	Biological Foundations, Prenatal development, and Birth *Topic: Reproductive Technologies*	Berk, Chapters 1 & 2 Thomas Chapters 1, 2, 11, 12, &13
February 4 – Week 4	Prenatal Development *Topic: Prenatal Maternal Stress*	Berk, Chapters 2 & 3
February 11 – Week 5	Infancy *Topic: Extreme Deprivation*	Berk, Chapters 3 & 4 Thomas, Chapters 3 & 4
February 18 – Week 6	Physical Growth *Topic: Childhood Obesity*	Berk, Chapter 5
February 25 – Week 7	Cognitive Development *Topic: Impact of High/Low Quality Early Childhood Programs*	Berk, Chapter 6 Thomas, Chapters 7 & 8 ***Submit summary of literature review and 10 references**
March 3 – Week 8	Intelligence *Topic: Childhood Assessment*	Berk, Chapters 7 & 8 Thomas, Chapters 9 & 10
March 10 – Week 9	No Class UK Spring Break	
March 17 – Week 10	Language Development *Topic: Bilingual Education*	Berk, Chapter 9 Thomas, Chapters 7 & 8
March 24 – Week 11	Emotional Development *Topic: Maternal*	Berk, Chapter 10 Thomas, Chapters 5, 6, 14,

	Employment and Child Outcomes	& 15 ***Submit review outline and list of 20 references *Choose Final Reflection Area**
March 31 – Week 12	Self and Social Understanding, Moral Development, Gender Roles *Topic: Child Abuse/Neglect and Foster Care*	Berk, Chapters 11, 12, 13 Thomas, Chapters 5, 6, 14 & 15
April 7 – Week 13	Contexts for Development *Topic: Television/Media Impact on Children*	Berk, Chapter 14
April 14 – Week 14		Class Presentation ***Literature Review Due**
April 21 – Week 15		Class Presentation
April 28 – Week 16	Final Reflection	