

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

RECEIVED

~~AUG 14 08~~

~~OFFICE OF THE
SENATE COUNCIL~~

1. Submitted by the College of College of Education Date: 3/20/08
 Department/Division offering course: Special Education & Rehabilitation Counseling

2. What type of change is being proposed? Major Minor*
 *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: 6

3. Current prefix & number: IEC 709 Proposed prefix & number: N/A

4. Current Title Seminar In Interdisciplinary Early Childhood Education

Proposed Title† N/A

†If title is longer than 24 characters, offer a sensible title of 24 characters or less: Seminar in IEC

5. Current number of credit hours: 3 Proposed number of credit hours: N/A

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: 9

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

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

Current:
 CLINICAL COLLOQUIUM DISCUSSION LABORATORY LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

Proposed:
 CLINICAL COLLOQUITUM DISCUSSION LABORATORY LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

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

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both

Proposed supplementary teaching component: Community-Based Experience Service Learning Both

11. Cross-listing: N/A or _____

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Current Prefix & Number printed name Current Cross-listing Department Chair Signature

a. Proposed - REMOVE current cross-listing:

printed name: Current Cross-listing Department Chair Signature

b. Proposed - ADD cross-listing:

Prefix & Number printed name Proposed Cross-listing Department Chair Signature

12. Current Distance Learning (DL) status: Already approved for DL Please Add Please Drop
 If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.

Internet/Web-based Interactive Video Extended Campus

13. Current prerequisites:

Admission to Ed.S. or Ed. D in Special Education.

Proposed prerequisites:

Admission to Ed.S. or Ph.D in Special Education

14. Current Bulletin description:

Advanced study of issues related to inclusive programs for all young children and their families including etiology of disabilities, developmentally appropriate practice, assessment, intervention and instruction, theories, and contemporary research findings.

Proposed Bulletin description:

N/A

15. What has prompted this change?

Students need more flexibility in programming to explore multiple, complex issues in early childhood.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

N/A

17. Please list any other department that could be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus? YES NO

If YES[†], list below the programs that require this course:

[†] In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

19. Is this course currently included in the University Studies Program? Yes No

20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

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21. Within the department, who should be contacted for further information on the proposed course change?

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

22. Signatures to report approvals:

April 2008
DATE of Approval by
Department Faculty

Debra Harley Debra H. Harley
printed name Reported by Department Chair signature

4/7/09
DATE of Approval by College
Faculty

Deborah Elston Deborah Elston
printed name Reported by College Dean signature

*DATE of Approval by
Undergraduate Council

/
printed name Reported by Undergraduate Council Chair signature

*DATE of Approval by Graduate
Council

/
printed name Reported by Graduate Council Chair signature

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

/
printed name Reported by Health Care Colleges Council Chair signature

*DATE of Approval by Senate
Council

Reported by Office of the Senate Council

*DATE of Approval by the
University Senate

Reported by the Office of the Senate Council

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

Excerpt from *University Senate Rules*:

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.



IEC 709 Doctoral Seminar:
Ensuring Access and Progress of All Children within the General Curriculum
Syllabus

Course Contact Information:	
Dr. Katherine McCormick	Office Hours: T & Thurs: 2:00 - 4:00 pm
Office – 126 Taylor Education	And By appointment
Phone – 859-257-9573	Dept Office 859-257-4713
kmcco2@uky.edu (preferred)	FAX: 859-257-1325
Program: Interdisciplinary Early Childhood Education (IECE)	Department: Special Education & Rehabilitation Counseling (EDSRC)
College: Education	

Course Content/Description: Students who participate in this course will gain access to:

- Information regarding current trends and issues facing those who identify, implement, and evaluate curricula for young children and their families.
- Effective strategies for guiding programs through systems change and innovation.
- A rich “library” of resources related to curriculum for young children.
- A strong network of colleagues who are interested in improving early childhood systems.

Schedule:

Face to face (F2F) Meetings will held at **Room 27 Dickey Hall** on **Mondays from 4:30 until 7:00**

Text/Tools:

Grisham Brown, J. L., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore: Paul Brookes Publishing Company.

Weekly readings will be assigned.

Students are also expected to seek additional resources independently

Course Assignments

Assignment One – Participation

Points – 30

Due Date: Ongoing

Purpose of Assignment One – To encourage and support active participation in all course related activities. To give participants opportunities to promote critical thinking, enhance team collaboration skills, and improve communication skills.

General Description – A critical aspect of any learning experience is the active and sustained participation by the learner. Participation will be evaluated in terms of how actively members participate in class sessions. Examples of active participation include listening, commenting, asking follow-up questions, working collaboratively, sharing resources/ideas, providing solutions, and engaging in discussion.

Participation will be evaluated in terms of *readiness* to discuss issues related to class topics. Participants demonstrate readiness by conducting Internet searches, reading supplemental or recommended readings, and/or talking to community experts. Evidence of being ready for class will come in the form of ability to answer questions, provide brief summaries and solutions during discussions, and/or provide examples and resources to share with other class members. Participation will be evaluated in terms of *following through* with requests from the instructor designed to develop, sustain, and improve the learning experience.

Assignment Two – Quality Curriculum Frameworks Points – 30

Due Date – October 31st

Purpose of Assignment Two – An opportunity for students to explore one or more of the elements of a curriculum framework in greater detail and to disseminate a product that has utility beyond a class assignment.

General Description – A curriculum framework as defined by the Division for Early Childhood and as described in class includes four elements: assessment, scope and sequence, activities and instruction, and progress monitoring. While continuing to evolve, a definition of each can be provided; however, what can or should be considered as a quality feature of each element is still open for discussion.

- Students will work independently to learn about the quality features of one or more of the curriculum framework elements.
- After selecting one or more elements students will brainstorm and begin to explore the literature in an effort to determine what is or should be meant by “quality” as it relates to their selected element or elements. Students can utilize one another in brainstorming and for support during their beginning searches.
- The end result of student inquiry will be a product that at a minimum includes a supported observable/measurable statement or definition regarding the quality features of a particular element(s).

- Students will have week 8 (beginning October 15th) to brainstorm, explore, and discuss issues related to quality.
- Students will be expected to disseminate their products electronically. Products should be ready for presentation and disseminated **by October 31st**
- The length and type of product is determined by the student through conversations with the instructor. The only requirements are that the product be in an electronic format and be usable beyond as a class assignment (i.e., has utility in practice).

**Assignment Three – CaseQuest
Points – 40**

Due Date – Ongoing, November 26th, December 10th

Purpose: Students will be asked to demonstrate critical thinking, communication, and collaboration skills as they reach consensus on a “real life” challenge faced by many leaders in the field.

General Description: *Casequest Defined: A Casequest is an inquiry-oriented activity in which some or all of the information used to guide the activity is located by the learner or group of learners. The Casequest is designed to allow the learner to analyze a body of knowledge deeply, transform it in some way, and demonstrate an understanding of the material by creating something that others can respond to. A final product is developed that demonstrates the group's understanding regarding the task, process, evaluation process, conclusions, and resources used.*

Teams will engage in a Casequest with the challenge of creating a single set of recommendations for either an early intervention/child care center director or a preschool program supervisor.

Process

- Select a case (i.e., select ABC community preschool or Mason Early Intervention and Childcare Center) – see descriptions in VISTA
- Select a leadership (see VISTA sign up sheet). For each leadership role a description of the role's perspective/identity that is to be assumed is provided.
- Embrace the biases and perspective of the selected role and review resources provided to help you get started (see VISTA)
- Understand the challenge the director or supervisor faces (see VISTA)
- Work asynchronously and/or synchronously to develop a set of recommendations for the director/supervisor. Each role/perspective is expected to generate their own set of recommendations but after reviewing all recommendations, students will work together to

develop single, agreed upon plan or set of recommendations to propose to the director/supervisor. All individual and group recommendations must be supported from the literature (e.g., evidence-based practices literature, systems change and organizational development literature etc.).

Products/Suggested Timelines

Students are encouraged to work and share findings as well as their individual recommendations throughout the semester. It is fine to discuss and work with the other Casequest members as well as members of your assigned case. Individual recommendations should be made by **November 26th**.

Casequest teams will share their final set of recommendations (verbally and/or non-verbally) as well as their process during the culminating activity on **December 10th**.

Information for Distance Learning Students:

Technical Requirements:

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

Distance Learning Library Services:

As a Distance Learning student you have access to the Distance Learning Library services (<http://www.uky.edu/Libraries/DLLS>). This service can provide you access to UK's circulating collections and can deliver to you manuscripts or books from UK's library or other libraries. The DL Librarian, Carla Cantagallo, may be reached at 859.257.0500, ext. 2171, 800.828.0439 (option #6), or by email at dllservice@email.uky.edu. For an interlibrary loan visit http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16.

Communicating with the Instructor:

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

TASC

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

Grading Policies

1. All assignments are due on the date specified in the syllabus. Five points will be subtracted for each day the assignment is late. If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted. **NOTE:** If you are overwhelmed or feeling behind, please contact me before the assignment is due to discuss options.
 - Procedures for submitting electronic assignments and/or e-mail
 - Electronic submission of assignments is encouraged and can be sent to the instructor via:
 - University e-mail for instructors as a backup.
 - ***It is the student's responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.***
 - When submitting work electronically, the following procedures **must** be followed or the assignment will be returned and 5% will be deducted from the overall point value of the assignment:
 - The **subject line** of the e-mail **AND/OR** the **file** must include three pieces of information: (a) student's full name, (b) date of submission, and (c) assignment name
 - The document itself must be **saved in a readable** format (i.e., do not submit Office 2007 files at this time). Convert all Office files to 2003-2007 documents, as rich text format (.rtf), as a pdf, or in the case of movies and audio files, see the instructor's drop box or other course information for directions on appropriate file extensions.
 - "Written" documents must also be page numbered and include the participant's full name on a title page or as a header to the document.
2. All students are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work met the expectations of the instructors, completed fully, met stated criteria, represents a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate *superior* performance through critical thinking, exemplary products, positive and supportive interactions with colleagues, and sustained active participation across course activities.
3. Any assignment (EXCLUDING THOSE WHICH ARE SUBMITTED LATE) that earns **less** than an 80% may be revised and resubmitted. In order to gain additional points, students must indicate in writing what component or activity they would like to improve and how they plan to do so. Students will then have a full week (but no more than one week) following receipt of a grade to make revisions. Students are encouraged to work with their peers and share their work in order to receive peer feedback prior to due dates. A grade of higher than 89% cannot be obtained on work that is revised.

4. Grading - Points Total 100
90-100 Points = A
80-89 Points = B
70-79 Points = C

Participation Policies

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

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

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

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

Attendance Policy

Students are expected to attend all scheduled class sessions One point will be subtracted from the over-all course grade for each class missed. **NOTE:** If special circumstances interfere with a student's attendance, they must notify the instructor(s) as soon as a conflict arises so options can be discussed. In general,

students may be excused from one class session if **necessary** for professional, health, or family reasons without penalty.

Professionalism Policy

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

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

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

Copyright and Plagiarism Policy

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact the instructor(s) if you are not sure about how to appropriately cite the work of others or how to incorporate your review of the literature into your own products.

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

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

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

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

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

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

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

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

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

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

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

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

Resources for students on plagiarism

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

Site with information and resources regarding copyright laws and fair use

<http://www.siec.k12.in.us/~west/online/copy.htm>

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

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

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

The following are several helpful online APA citation guidelines sites.

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

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

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

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

Registration Policy

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

Students with Disabilities Policy

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

Schedule of Topics:

Class 1:

Introductions
Overview of course
Questions & Answers

Class 2:

View Recording on Defining Curriculum and the Elements of a Curriculum Framework

Class 3:

Evidence-Based Practices

Class 4:

Discussion of NAEYC Position Statement
Discussion of the evolution of Developmentally Appropriate Practice (DAP)
Discussion of DAP and its relationship to curriculum and inclusive practices

Class 5:

Curriculum Framework &
Professional Development

Class 6:

Discussion of the Importance of ongoing and systematic Professional Development (PD)

Class 7:

Attend the 25th International Conference for the Division of Early Childhood

Class 8:

Historical evaluation of Blended Practices and the Curriculum Framework

Class 9:

Curriculum Framework &
Professional Development

Class 10:

K – 12 Interpretation of Accessing the General Curriculum and Legal Evolution of
the Term

Class 11:

Historical evolution in assessment and program monitoring – how the field has
evolved and changed,
Accountability and assessment

Class 12:

Curriculum Framework &
Professional Development

Class 13:

Curriculum Framework &
Professional Development
Concluding Discussion

Class 14:

Student Presentations

Class 15:

Student Presentations