

# REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

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

<b>1. General Information.</b>					
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>1/29/10</u>			
b. Department/Division: <u>Special Education &amp; Rehabilitation Counseling</u>					
c. Is there a change in "ownership" of the course? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>					
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition)					
e. Contact Person Name: <u>Kim F. Townley</u>		Email: <u>kim.townley@uky.edu</u>		Phone: <u>257-9776</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term <sup>2</sup> : _____					
<b>2. Designation and Description of Proposed Course.</b>					
a. Current Prefix and Number: <u>IEC 710</u>		Proposed Prefix & Number: <u>IEC 710</u>			
b. Full Title: <u>Advanced Instructional Methods in Interdisciplinary Early Childhood Education</u>		Proposed Title: <u>Advanced Instruction Methods in Interdisciplinary Early Childhood Education</u>			
c. Current Transcript Title (if full title is more than 40 characters): <u>Advanced Instructional Methods in IECE</u>					
Proposed Transcript Title (if full title is more than 40 characters): <u>Advanced Instructional Methods in IECE</u>					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____					
e. Courses must be described by <b>at least one</b> of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:	<u>2</u> Lecture	_____ Laboratory <sup>5</sup>	_____ Recitation	<u>1</u> Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency

**Comment [OSC1]:** Excerpt from SR 3.3.0.G.2  
**Definition.** A request may be considered a minor change if it meets one of the following criteria:  
a. 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]

<sup>1</sup> 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.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

**REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)**

	_____ Seminar	_____ Studio	_____ Other – Please explain: _____
<b>Proposed:</b>	<u>2</u> Lecture	_____ Laboratory	_____ Recitation
	_____ Clinical	_____ Colloquium	_____ Practicum
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____
<b>f. Current Grading System:</b>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
<b>Proposed Grading System:</b>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
<b>g. Current number of credit hours:</b>	<u>3</u>	<b>Proposed number of credit hours:</b>	<u>3</u>
<b>h. Currently, is this course repeatable for additional credit?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>Proposed to be repeatable for additional credit?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>If YES:</b>	<b>Maximum number of credit hours:</b> _____		
<b>If YES:</b>	<b>Will this course allow multiple registrations during the same semester?</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>		
<b>i. Current Course Description for Bulletin:</b>	<u>A study of major trends and issues in early care and education curriculum. multiple contemporary early childhood trends will be examined and analyzed in terms of appropriateness for specific populations, including children with and without disabilities.</u>		
<b>Proposed Course Description for Bulletin:</b>	<u>A study of how to design, implement, and evaluate a curriculum framework in blended early childhood education environments using principles of universal design, tiered instruction, and responsive learning environments. Students will support curriculum design with evidence from empirically validated practices.</u>		
<b>j. Current Prerequisites, if any:</b>	<u>IEC 659 or consent of instructor</u>		
<b>Proposed Prerequisites, if any:</b>	<u>IEC 659 or consent of instructor</u>		
<b>k. Current Distance Learning(DL) Status:</b>	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Already approved for DL*	<input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> 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 <input checked="" type="checkbox"/> ) that the proposed changes do not affect DL delivery.			
<b>l. Current Supplementary Teaching Component, if any:</b>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>Proposed Supplementary Teaching Component:</b>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3. Currently, is this course taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>Proposed to be taught off campus?</b>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
<b>4. Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>If YES, explain and offer brief rationale:</b>			

<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

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

5. Course Relationship to Program(s).

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

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

b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program? YES  NO

If YES<sup>7</sup>, 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.)

<sup>7</sup> In order to change a program, a program change form must also be submitted.

# REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

## Signature Routing Log

**General Information:**

Course Prefix and Number: IEC 710

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 - <b>EDSRC</b>	1/12/10	Debra Harley / 257-7199 / dharl00@uky.edu	<i>Debra A. Harley</i>
<b>Courses + Curricula</b>	<b>2/22/10</b>	<b>Jeff Reese / 7-4909 / jeff.reese@uky.edu</b>	<i>Jeff Reese</i>
<b>College of Education</b>	<b>3/9/10</b>	<b>Rob Shapiro 7-9795 rshap01</b>	<i>Robert Shapiro</i>
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

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

## IEC 710

### *Advanced Instructional Methods in Interdisciplinary Early Childhood Education*

#### Spring 2011

Jennifer Grisham-Brown, Ed.D. Phone: 859-257-8943

119 Taylor Ed. Bldg. (office) University of Kentucky, Lexington, KY 40506-0001

FAX: 859-257-1325 229 Taylor Ed. Bldg. (mailbox)

E-mail: [jgleat00@uky.edu](mailto:jgleat00@uky.edu)

Office hours: 11:00 – 1:00 Monday;

*Please call for appointments*

#### **Course Description**

A study of how to design, implement, and evaluate a curriculum framework in blended early childhood education environments using principles of universal design, tiered instruction, and responsive learning environments. Students will support curriculum design with evidence from empirically validated practices.

**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.

#### **What is expected of me as a participant in this class?**

- Students are expected to attend, be prepared for, and participate in **all** class sessions. Each class session will be composed of problem-based learning activities, cooperative learning group activities, demonstrations, lectures, panel discussions, time for group and individual reflection, and lectures supported by PowerPoint. Class sessions will also provide students with opportunities to apply new knowledge and receive feedback on assignments. 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
- Students are expected to complete all assignments according to all course policies. All products should be complete, professional, and on time.
- Students will find creative ways to explore new ideas and problem solve with others
- Students will work together in learning and applying course content.

- Students will engage in self-reflection and evaluation activities to facilitate changes in their practice.
- Lastly, students are expected to use technology in their search for information, communication with the instructors and other students, and in dissemination of products. All students must ensure they have **weekly** access to a computer to engage in word processing activities, e-mail communications, and Internet searches.

**What is expected of the instructors for this class?**

- Flexibility
- Supportive learning environment
- Ongoing critical feedback
- Stimulating learning activities

**Course Requirements**

**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 – March 30th***

**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) 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 March 15**
- 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, April 20, May 4th***

**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
- Select a leadership role. 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
- Understand the challenge the director or supervisor faces)
- 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 **April 27<sup>th</sup>**.

Casequest teams will share their final set of recommendations (verbally and/or non-verbally) as well as their process during the culminating activity on **May 4<sup>th</sup>**.

#### **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](mailto: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](mailto:dllservice@email.uky.edu). For an interlibrary loan visit [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](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 .
    - ***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. 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.
  - "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. Grading - Points Total 100
    - 90-100 Points = A
    - 80-89 Points = B
    - 70-79 Points = C

### **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*

*borrowing 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**

### 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](mailto: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/](http://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:**

Spring Break

### **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