**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: [January 12, 2011]
   
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] [Minor]  
   
   (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 Term]: [_____

2. **Designation and Description of Proposed Course.**
   
a. **Current Prefix and Number:** [IEC 710]
   
   **Proposed Prefix & Number:** [IEC 710]
   
b. **Full Title:** [Advanced Instructional Methods in Interdisciplinary Early Childhood Education]
   
   **Proposed Title:** [Advanced Instructional Methods in Interdisciplinary Early Childhood Education]
   
c. **Current Transcript Title** (if full title is more than 40 characters): [IEC Advanced Instructional Methods]
   
   **Proposed Transcript Title** (if full title is more than 40 characters): [IEC Advanced Instructional Methods]
   
d. **Current Cross-listing:** [N/A] OR [Currently Cross-listed with (Prefix & Number): [_____
   
   
   
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.
   
   **Current:**
   
   2 Lecture  ______ Laboratory  ______ Recitation  1 Discussion  ______ Indep. Study
   
   ______ Clinical  ______ Colloquium  ______ Practicum  ______ Research  ______ Residency
   
   ______ Seminar  ______ Studio  ______ Other – Please explain: [_____
   
   **Proposed:**
   
   2 Lecture  ______ Laboratory  ______ Recitation  1 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]

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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.)
## COURSE CHANGE FORM

### g. Current number of credit hours: 3  Proposed number of credit hours: 3

### h. Currently, is this course repeatable for additional credit?  
- YES ☑  NO ☒  

Proposed to be repeatable for additional credit?  
- YES ☑  NO ☒  

If YES: Maximum number of credit hours:  

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

### i. Current Course Description for Bulletin:

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.

Proposed Course Description for Bulletin:

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.

### j. Current Prerequisites, if any:  
IEC 659 or consent of instructor  

Proposed Prerequisites, if any:  
IEC 659 or consent of instructor

### k. Current Distance Learning (DL) Status:  
- ☐ N/A  
- ☑ Already approved for DL*  
- ☑ Please Add  
- ☐ 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 ☒  

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* for ANY program?  
- YES ☑  NO ☒  

If YES*, list the program(s) here:  

6. Information to be Placed on Syllabus.

a. Check box if changed to 400G or 500.  

- ☐ 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

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

*In order to change a program, a program change form must also be submitted.
students. (See SR 3.1.4.)
### COURSE CHANGE FORM

**General Information:**

- **Signature Routing Log**

**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:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/EDSRC</td>
<td>1/12/10</td>
<td>Debra Harley / 257-7199 / <a href="mailto:dharl00@uky.edu">dharl00@uky.edu</a></td>
<td></td>
</tr>
<tr>
<td>Courses &amp; Curriculum</td>
<td>2/22/10</td>
<td>/</td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td>3/9/10</td>
<td>/</td>
<td></td>
</tr>
</tbody>
</table>

### External-to-College Approvals:

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
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<tr>
<td>Graduate Council</td>
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<tr>
<td>Health Care Colleges Council</td>
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<tr>
<td>Senate Council Approval</td>
<td></td>
<td></td>
<td>University Senate Approval</td>
</tr>
</tbody>
</table>

**Comments:**

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

Rev 09/09
Distance Learning Form

This form must accompany every 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!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at [http://www.uky.edu/USC/New/forms.htm](http://www.uky.edu/USC/New/forms.htm)).

<table>
<thead>
<tr>
<th>Course Number and Prefix: IEC 710</th>
<th>Date: January 11, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name: Jennifer Grisham-Brown</td>
<td>Instructor Email: <a href="mailto:jgleat00@uky.edu">jgleat00@uky.edu</a></td>
</tr>
</tbody>
</table>

Check the method below that best reflects how the majority of course of the course content will be delivered.

- [ ] Internet/Web-based
- [x] Interactive Video
- [ ] Hybrid

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**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-based 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?

   Not a degree program. Our 5th year program is offered totally via Distance Learning for our off campus students.

   If yes, which percentage, and which program(s)?

   *100% of IEC 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

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

Revised 8/09
### Distance Learning Form

This form must accompany every 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!**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>student taking the class in a traditional classroom setting?</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>

### 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 distance 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.
### Distance Learning Form

This form must accompany every 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!**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>10.</strong> Does the syllabus contain all the required components, below?</td>
<td>☒ Yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor’s <em>virtual</em> office hours, if any.</td>
</tr>
<tr>
<td></td>
<td>The technological requirements for the course.</td>
</tr>
<tr>
<td></td>
<td>Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/ITCS/">http://www.uky.edu/ITCS/</a>; 859-257-1300).</td>
</tr>
<tr>
<td></td>
<td>Procedure for resolving technical complaints.</td>
</tr>
<tr>
<td></td>
<td>Preferred method for reaching instructor, e.g. email, phone, text message.</td>
</tr>
<tr>
<td></td>
<td>Maximum timeframe for responding to student communications.</td>
</tr>
<tr>
<td></td>
<td>Language pertaining academic accommodations:</td>
</tr>
<tr>
<td></td>
<td>□ &quot;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 <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>.&quot;</td>
</tr>
<tr>
<td></td>
<td>Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)</td>
</tr>
<tr>
<td></td>
<td>□ Carla Cantagallo, DL Librarian</td>
</tr>
<tr>
<td></td>
<td>□ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</td>
</tr>
<tr>
<td></td>
<td>□ Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></td>
</tr>
</tbody>
</table>

### 11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Jennifer Grisham Brown

Instructor Signature: [Signature]

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**Abbreviations:** TASC = Teaching and Academic Support Center  
DL = distance learning  
DLP = Distance Learning Programs
IEC 710
Advanced Instructional Methods in Interdisciplinary Early Childhood Education

Spring 2011

Location: 127 Dickey Hall

Instructor
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
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 designing a curriculum framework in blended early childhood classrooms.
- Effective strategies for designing instruction using principles of universal design, tiered instruction, and systematic teaching.
- A rich “library” of resources related to designing instruction for young children.
- A strong network of colleagues who are interested in improving instruction in early childhood classrooms.

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, 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. 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
pract
cise.
• 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:
Weekly readings will be assigned.

Students are also expected to seek additional resources independently

Course Assignments

Assignment One – Participation
Points – 25
Due Date: Ongoing

Students will receive 1 point for active participation during class sessions, as defined above. In
addition, students will lead a discussion on two articles covered between the weeks of 2/8 and
4/26 (students will sign up on the first night of class for the articles they want to discuss). To
prepare for the discussion, students will need to abstract the article (e.g., purpose, research
questions, participants, methods, results, conclusions) and turn in that abstract on the evening
they lead the discussion (worth 5 points each). Students are required to read ALL readings; not
just those that on which they will lead the discussion!

Assignment Two – Intervention Planning and Implementation
Points – 150
Due Dates:

Intervention Plan 1: 3/29
Intervention Plan 2: 4/12
Intervention Plan 3: 4/26

Intervention Plans and Data: 5/3

Description of Assignment:
The purpose of this assignment is to give students an opportunity to practice writing and
implementing systematic instruction with young children with and without disabilities. As well,
the assignment is intended to support students in considering possible options for their thesis
work. Students must design 3 intervention plans as follows:

- Intervention Plan 1: Consequence or Peer-mediated strategy
- Intervention Plan 2: Naturalistic Teaching Procedure
- Intervention Plan 3: Prompt and Prompt Fading Procedure

All intervention plans may be developed on one child or each on a different child. The children selected may be those with or without disabilities. Regardless, students must have regular access to the child, as students will have to collect data on child responses to the implementation of the intervention plan (i.e., minimum or 3 baseline and 3 intervention sessions). Students are encouraged to share drafts of intervention plans with the instructor prior to submission for contingent feedback. The scoring guide at the end of the syllabus provides information on the elements of the intervention plan that must be present.

Assignment Three – Reflective Paper
Points – 25
Due Date: Negotiated with Instructor – Must be turned in by May 3

Description:
The purpose of this assignment is for students to delve deeper into one of the topics we discuss in class. Students will write a 7-10 page paper, exclusive of references on the topic they choose. Although this is an opinion paper, your position should be supported with a minimum of 5 references from refereed peer-reviewed journals. Below are suggested topics, although students may select another topic, with consent of instructor.

- The instructional strategies discussed in this class are evidence-based practices. However, research shows that teachers often do not implement those practices, implement them inaccurately, and/or do not generalize their use to multiple children. Based on your classroom experience and the literature, what are possible reasons for the discrepancy between research and practice?
- The use of principles of universal design has not been regularly discussed in early childhood education. However, their use in preschool is logical, particularly in blended programs. Considering the current setting in which you are working, what would you do to apply the principles of universal design to the classroom? What specific changes would you make to the environment and what literature supports your recommended changes?
- Some of the research on naturalistic teaching procedures and prompt and prompt fading procedures is dated. In other words, little new research has been conducted on some procedures (e.g., system of least prompts), although there is evidence of the successful use of the procedures. Based on what you have read about those procedures, why might early childhood teachers today not view these procedures as useful in their classrooms? Under what circumstances would you consider using one of the naturalistic teaching procedures or prompt and prompt fading procedures in your classroom (i.e. what skill would you teach? what materials would you use? where would you provide instruction?).

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:
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](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](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 Monday from 11:00 am to 1:00 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/](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
       - “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 200
   180 - 200 Points = A
   160 - 179 Points = B
   140 - 159 Points = C
   Below 140 Points = E

Copyright and Plagiarism Policy

Across course assignments (e.g., abstracts, intervention plans, and reflective paper) 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

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 (Room2, 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/
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Pretti-Frontczak, et al. (2007)</td>
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<tr>
<td></td>
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<td>Pretti-Frontczak, Jackson, McKeen, &amp; Bricker (2008)</td>
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<tr>
<td>2/1</td>
<td>Evidence Based Practices</td>
<td>Buysee, Wesley, Snyder, &amp; Winton (2006)</td>
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<td></td>
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<td>FPG (2006)</td>
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<td></td>
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<td>Odom &amp; Wolery (2003)</td>
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<td><strong>2/15</strong></td>
<td>Activity Based Intervention/Embedding</td>
<td>Dada, Granlund, &amp; Alast (2007)</td>
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<td></td>
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<td>Grisham-Brown, Ridgley, Pretti-Frontczak, &amp; Litt (2006)</td>
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<td></td>
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<td>Horn, Leiber, Li, Sandall, &amp; Schwartz (2000)</td>
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<td>Macy &amp; Bricker (2006)</td>
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<td></td>
<td></td>
<td>Noh, Allen, &amp; Squires (2009)</td>
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<td></td>
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<td>Ziolkowski &amp; Goldstein (2008)</td>
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<td>(Change)</td>
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<td>Delaware Department of Education</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Guest Speaker</td>
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<td>VanDerHeydon, Snyder, Broussard, &amp; Ramsdell (2007)</td>
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<td>3/1</td>
<td>Developing Intervention Plans</td>
<td>Guest Speaker: Lee Ann Jung</td>
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<td></td>
<td>• <em>Differential Reinforcement</em></td>
<td>Bevill, Gast, Maguire, and Vail (2001)</td>
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<tr>
<td>3/15</td>
<td>Spring Break</td>
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<td>Procedures</td>
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<td>Session Title</td>
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<td>4/5</td>
<td>Prompt and Prompt Fading Procedures – Part I</td>
<td>Alig-Cibrywsky, Wolery, &amp; Gast (1990)</td>
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<td>Daugherty, Grisham-Brown, &amp; Hemmeter (2001)</td>
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<td>Filla, Wolery, &amp; Anthony (1999)</td>
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<td>Grisham-Brown, Pretti-Frontczak, Hawkins, &amp; Winchell (2009)</td>
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<td>Kurt &amp; Tekin-Iftar (2008)</td>
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<td></td>
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<td>Malskog &amp; McDonnell (1999)</td>
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<td>4/12</td>
<td>Instruction for Children with Autism</td>
<td>Guest Speaker: Lisa Ruble</td>
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<td>Keilty, LaRocco, &amp; Bankler (2009)</td>
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<td></td>
<td></td>
<td>Odom, et al. 2010</td>
</tr>
<tr>
<td>5/3</td>
<td>All assignments due</td>
<td>Sandall, Schwartz, &amp; Lacroix (2004)</td>
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</table>
## Intervention Plan Scoring Guide

<table>
<thead>
<tr>
<th>Variables</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Child Description</strong> including name, age, description of any unique learning needs, strengths, and weaknesses.</td>
<td>/2</td>
</tr>
<tr>
<td><strong>Goal/Objective</strong> including condition, response, and criterion. Criterion must match the data collection system.</td>
<td>/5</td>
</tr>
<tr>
<td><strong>Prerequisite skills</strong> the child needs to learn the target skills. May be sensory motor, cognitive, and/or receptive/expressive language.</td>
<td>/1</td>
</tr>
<tr>
<td><strong>Instructional setting and arrangement</strong> including activities in which the instruction will occur (minimum of two) and whether the instruction will occur in a one-on-one or small group situation.</td>
<td>/2</td>
</tr>
<tr>
<td><strong>General procedures</strong> including the dependent and independent variable for the intervention.</td>
<td>/2</td>
</tr>
<tr>
<td><strong>Materials and equipment</strong> including the type of materials needed to teach the target skill, as well as any equipment needed for data collection.</td>
<td>/1</td>
</tr>
<tr>
<td><strong>Baseline procedures</strong> including number of sessions and number of embedded learning opportunities per activity.</td>
<td>/3</td>
</tr>
<tr>
<td><strong>Instructional procedures</strong> including number of embedded learning opportunities per activity and criterion for determining acquisition.</td>
<td>/3</td>
</tr>
<tr>
<td><strong>Embedded learning opportunity (ELO) operationalized.</strong> ELO’s for both baseline and instruction should be operationalized. This includes: a) antecedents that set the occasion for the target behavior to occur (environment, teacher, materials, other children); b) expected behaviors (correct/incorrect/no response); c) consequences (what happens if child correctly responds? what happens if child does not respond? what happens if the child incorrectly responds?). <strong>Embedded learning opportunity should follow guidelines for selected procedure.</strong></td>
<td>/15</td>
</tr>
<tr>
<td><strong>Data Sheets</strong> (completed) for both baseline and intervention. <strong>Data sheet should follow guidelines for selected procedure.</strong></td>
<td>/5</td>
</tr>
<tr>
<td><strong>Results</strong> including graphed data, as well as brief narrative of impact of intervention on child’s target behavior.</td>
<td>/10</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td>/50</td>
</tr>
</tbody>
</table>
References


*Journal of Early Intervention, 31*(1), 67-90.
I EC 710
Current Trends in Interdisciplinary Early Childhood Education
Spring 2008

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 Tuesday;
Lexington, KY 40506-0001  Please call for appointments.

Course Description:
A study of major trends and issues in early childhood education and care, several contemporary early childhood trends will be examined and analyzed in terms of appropriateness for specific populations.

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

1. Trace the major historical, philosophical, and cultural influences on the development of constructivism, as it relates to early childhood development and education.
2. Design developmentally and culturally appropriate environments and curriculum for inclusive groups of young children with additional emphasis on family and community involvement.
3. Demonstrate an increasing capacity for scholarly inquiry, critical analysis, and personal reflectivity relative to professional literature and societal influences on young children and families.
4. Articulate to the general public the current major issues and trends in early childhood development, education, and care.

Required Readings:

Additional readings will 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.

IECE Professional Standards:
The Interdisciplinary Early Childhood Education (IECE) certification is designed around nine Teacher Standards that were developed as a result of the Kentucky Educational Reform Act (KERA). The standards describe the skills that teachers certified in this area should have. This course places specific emphasis on the following standards:

I. The early childhood educator shall design and organize learning environments, experiences, and instruction that address the developmental needs of infants, toddlers, preschool children, and kindergarten children and goals stated by KRS 158.6451. The early childhood educator shall develop plans for implementation in a classroom setting; in a home setting or other settings; implementation by teaching assistants and other staff in a variety of settings and training teaching assistants, other staff, and parents.

II. The early childhood educator shall create appropriate learning environments for infants, toddlers, preschool children, and kindergarten children that are supportive of developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall provide developmental and learning activities in classroom and home settings, such as other preschools, child care programs, and hospitals. Within these settings, the learning context may include individual child activities, parent-child activities, small groups, and large groups. The early childhood educator shall create appropriate learning environments for children with diverse abilities, including children with and without disabilities.

III. The early childhood educator shall introduce, implement, facilitate, and manage development and learning for infants, toddlers, preschool children, and kindergarten children to promote growth toward developmental needs of the age group and goals established by KRS 158.6451. The early childhood educator shall implement instruction in classroom and home settings, through itinerant services, and in other settings such as day care, other preschools, and hospitals. The early childhood educator shall implement instruction for young children with diverse abilities including children with and without disabilities.

VI. The early childhood educator shall collaborate and consult with the following to design, implement, and support learning programs for children: staff in a team effort; volunteers; families and primary caregivers; other educational, child care, health and social services providers in an interagency and interdisciplinary team; and, local, state, and federal agencies.
VII. The early childhood educator shall engage in self-evaluation of teaching and management skills and participate in professional development to improve performance. This shall include the following performance areas: designing and planning developmental and learning activities; creating learning environments; implementing and managing activities; assessing children’s learning development; evaluating learning situations and environment programs, and, collaborating with colleagues, parents, and others.

VIII. The early childhood educator supports and promotes the self-sufficiency of families as they care for and provide safe, healthy, stimulating, and nurturing environments for young children.

IX. The early childhood educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Course Requirements:

1. All assignments must be submitted before class time on the due date. 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. NO cell phones or beepers in class.

Course Requirements and Evaluation

1. Attendance and 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

2. **Concept-Based Curriculum Plan (IECE Portfolio Task)** – Students who are seeking initial Interdisciplinary Early Childhood Education are required to develop a concept-based unit that meets the criteria for IECE certification. Guidelines for this project will be distributed and discussed in class. The development of this curriculum plan will be based on case studies distributed in class. The concept unit will be due April 1.

   --OR--

3. **Research Paper** – Students who have IECE certification or are not seeking IECE certification, are required to write a research paper on a topic relevant to early care and education. By **February 26** students should submit a summary of their topic and 10 references to the instructor. The paper should be a maximum of 20 pages and contain at least 20 references. **March 25** students will submit a two-page outline and a list of all 20 references in APA style. The paper should be written in APA style. The final research paper is due **April 15**.

4. **Class Presentation** – Students will present their research paper/concept-based curriculum plan in a 20-25 minute oral presentation. Presentations will take place on **April 22**.

5. **Abstracts** – Students will submit six (6) 1-2 page abstracts of articles from professional journals that relate to an issue that will be discussed 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. Student will submit the abstracts before class begins of the assigned night and be prepared to discuss the abstract in class.

6. **Kentucky General Assembly Legislative Session Bill Tracking** – Students will select and track a piece of early childhood legislation introduced into the 2008 Kentucky General Assembly Legislative Session. Students will select and submit for approval to the instructor a bill that has been filed by **February 6**. Student will follow the progress of the bill, attend legislative committee meetings, and contact legislators in regard to the bill. Weekly updates will be shared with the class.
   a. [www.lrc.ky.gov](http://www.lrc.ky.gov)
   b. Legislative Message Line 1-800-372-7178
   c. Meeting Information Line 1-800-633-9650
**Evaluation System**

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<th>Component</th>
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<tr>
<td>Participation</td>
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<td>Concept-Based Curriculum Plan/Research Paper</td>
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<tr>
<td>Abstracts</td>
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<td>Presentation</td>
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<tr>
<td>Legislative Bill Tracking</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

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, research paper, presentation, abstracts, and legislative bill tracking 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).

**Schedule and Assignments**
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>January 15 – Week 1</td>
<td>Orientation</td>
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<td>January 22 – Week 2</td>
<td>Historical Perspectives, KY Public Policy</td>
<td>Seefeldt, Chapter 1</td>
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<td>Isenberg, Chapter 12</td>
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<td>Paciorek, Chapter 8</td>
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<td>January 29 – Week 3</td>
<td>Developmentally Appropriate Practice</td>
<td>Isenberg, Chapters 5 &amp; 8</td>
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<td>Paciorek, Chapter 18, 25, 21, 31, 32, 39</td>
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<td>February 5 – Week 4</td>
<td>Universal Preschool</td>
<td>Paciorek, Chapters 1, 2, 3, 4, 5, 6</td>
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<td>February 12 – Week 5</td>
<td>Social/Emotional</td>
<td>Paciorek, Chapters 13, 20, 27, 28, 29, 30, 33</td>
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<td>February 19 – Week 6</td>
<td>Language and Literacy</td>
<td>Seefeldt, Chapters 3 &amp; 4</td>
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<td>Paciorek, Chapters 9, 34, 35, 36</td>
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<td>February 26 – Week 7</td>
<td>Science/Discovery and Social Studies</td>
<td>Seefeldt, Chapters 6 &amp; 7</td>
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<td>Mathematics</td>
<td>Seefeldt, Chapters 2 &amp; 5</td>
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<td>March 11 – Week 9</td>
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<td>March 18 – Week 10</td>
<td>The Arts</td>
<td>Seefeldt, Chapters 8 &amp; 9</td>
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<td>March 25 – Week 11</td>
<td>Technology</td>
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<td>Paciorek, Chapter 37</td>
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<td>Anti-Biased Practices</td>
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<td>Isenberg, Chapter 2</td>
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<td>Family Participation and Engagement</td>
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<td>Class Presentations</td>
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<td>April 29 – Week 16</td>
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