MEMORANDUM

TO: Dr. Douglas Kalika
   Graduate Council

FROM: Dr. Retia S. Walker, Dean
       College of Human Environmental Sciences

DATE: March 18, 2002

RE: Program and Course Proposals

The following course proposals are recommended for consideration of the Graduate Council for implementation in Fall 2002. Please note FAM 555 course change relates to a program revision in Interdisciplinary Early Childhood Education to be considered by the Undergraduate Council. The new course proposals are not related to this issue.

DEPARTMENT OF FAMILY STUDIES
   New courses - FAM 763 and FAM 796

         Change in Existing Course - FAM 555

RSW/lcg

attachments
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Human Environmental Sciences Date 4/12/01
   Department/Division offering course Dept. of Family Studies

2. Changes proposed:
   (a) Present prefix and number FAM 555 Proposed prefix and number (same) FAM 555
   (b) Present Title Fostering Cognitive Development in Children
       New Title (same) Fostering Cognitive Development in Children
   (c) If course title is change and exceeds 24 characters (including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
   (d) Present credits: 3 Proposed credits: 3 (same)
   (e) Current lecture:labatory ratio 3 hrs. lecture Proposed 2 hrs. lecture/2 hrs. lab
   (f) Effective Date of Change: (Semester & Year) Spring 2003

3. To be Cross-listed as
   (Prefix and Number) (Signature: Dept. Chair)

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s)):
       Study of the child's development of reasoning and concept formation, perception of reality, and language. Consideration of relevant research and theory and their applications to the education of pre-school children. Examination of the methods and techniques for teaching preschool children in the areas of math, science, social studies, and language arts. Prereq: FAM 255 or equivalent.
   (b) New description:
       Study of the child's development of reasoning and concept formation, perception of reality, and language. Consideration of relevant research and theory and their applications to the education of pre-school children. Examination of the methods and techniques for teaching preschool children in the areas of math, science, social studies, language arts and curriculum models. Prereq: FAM 255 or equivalent.
   (c) Prerequisite(s) for course as changed: Admission to ECEU Teacher Education Program and FAM 260

5. What has prompted this proposal? In order to articulate with the newly approved Early Childhood Education program at Lexington Community College, this course will now be taken after admission to TEP.

6. If there are to be significant changes in the content or teaching objective of this course, indicate changes: Greater emphasis will be placed on using curriculum models to support learning and development. See attached syllabus.

7. What other departments could be affected by the proposed change?
   N/A
8. Will changing this course change the degree requirements in one or more programs? If yes, attach an explanation of change.* Yes, see the program change proposal.

9. Is this course currently included in the University Studies Program? No If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g. Correspondence) that the Community College System has been consulted.

11. Is this a minor change? Yes ________ No X (NOTE: See the description on this form of 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 latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?
Name: Dr. Jennifer Grisham-Brown  Phone Extension: 257-8943
Name: Dr. Rena Hallam  Phone Extension: 257-7734

Signatures of Approval:

Department Chair: [Signature] Date: 01-05-02
Dean of the College: [Signature] Date: 01-05-02

Date of Notice to the Faculty: ____________________________________________________________________

**Undergraduate Council: ____________________________________________________________________ Date: __________

**Graduate Council: ____________________________________________________________________ Date: __________

**Academic Council for the Med. Ctr. ____________________________________________________________________ Date: __________

**Senate Council: ____________________________________________________________________ Date: __________

Date of Notice to the Univ. Senate: __________

ACTION OTHER THAN APPROVAL: ____________________________________________________________________

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

**If applicable, as provided by the Rules of the University Senate.

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The Minor Change route for courses is provided as a mechanism to make changes in existing course and is limited one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. crosslisting of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III – 3.1]
Course Description and Purpose

Study of the child’s development of reasoning and concept formation, perception of reality, and language. Consideration of relevant research and theory and their applications to the education of preschool children. Examination of the methods and techniques for teaching preschool children in the areas of math, science, social studies, and language arts.

Learning Outcomes

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

1. Demonstrate knowledge of cognitive development in children and the forces which influence it.

2. Demonstrate knowledge of the predominant cognitive developmental theories.

3. Demonstrate knowledge of preschool children’s understanding of mathematical concepts and its relationship to developmentally appropriate curricula.

4. Demonstrate knowledge of preschool children’s understanding of science and its relationship to developmentally appropriate curricula.

5. Demonstrate knowledge of preschool children’s understanding of language and literacy and its relationship to developmentally appropriate curricula.

6. Demonstrate knowledge of preschool children’s understanding of social studies and its relationship to developmentally appropriate curricula.

Course Texts


****Additional readings will be on reserve in the Education Library.

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 utilizes concepts of the Human Ecological Systems Perspective and Systems Theory. These concepts emphasize the reciprocal influence of systems (i.e., individual, family, community, and the larger cultural world). Developmental and Constructivist Theories are
foundational to the philosophy of this course. Thus, the professor views active learning and acquiring personal meaning as central to the learning process.

Course Requirements

1. **Exams** will include information covered in text, class handouts, class presentations, and videos. Two exams (a midterm and a final) will be given in-class. Students must receive an excused absence to be eligible to take a make-up exam. Students must meet the criteria established by the University Senate Excused Absence Policy (see Students Rights and Responsibilities Handbook) to receive an excused absence.

2. **Concept Activity Plans** will include curricular activities designed for preschool children in the areas of the language arts, science, social studies, and math. This assignment will be completed over time and will be turned in at multiple points in the semester.

3. **Group Curricular Unit**—Students will be assigned to small groups to develop activities around a particular unit for the preschool children in the lab school.

Evaluation System

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Exams</strong></td>
<td>200</td>
</tr>
<tr>
<td><strong>Concept Activity Plans</strong></td>
<td>200 (50 points each)</td>
</tr>
<tr>
<td><strong>Group Curricular Unit</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>450</td>
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Grading Scale:

- 405-450 A (Exceptionally High Achievement)
- 360-404 B (High Achievement)
- 315-359 C (Average Achievement)
- 270-314 D (Minimum Passing)
- Below 269 E

Course Policies

*Participation/Attendance:* Students are expected to attend and participate in each class. Students are expected to have completed reading assignments prior to class and will have in-class written and verbal opportunities to demonstrate level of understanding of information. Attendance is mandatory, and for the second and each subsequent unexcused absence your final average will be lowered each time by 10 points. To be counted as present, you must be present for the entire class session and not be more than five minutes late. The university policies regarding excused absences will be followed. Please refer to your copy of the Student Rights and Responsibilities handbook.

*Policies:* Please refer to your copy of the Student Rights and Responsibilities for policies that I will be upholding related to excused absences, cheating, plagiarism, incompletes, withdrawal, and final exams. All students and faculty in the University of Kentucky are responsible for adhering to these policies.

Course Schedule and Assignments

<table>
<thead>
<tr>
<th>DATE</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>Introduction/Course Overview</td>
<td></td>
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<tr>
<td>January 15</td>
<td>Children’s Thinking; Piaget</td>
<td>Siegler, Chapters 1 &amp; 2</td>
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January 17  Information-Processing Theory  Siegler, Chapter 3
January 22  Vygotsky's Theory  Berk & Winsler, Chapters 2 & 3 (Reserve Materials)
January 24  Memory Development  Seigler, Chapter 6
January 29  Conceptual Development  Seigler, Chapter 7
January 31  Problem-Solving  Seigler, Chapter 8
February 5  Language Development  Seigler, Chapter 5
February 7  Reading and Writing in ECE  Neuman, Copple, & Bredekamp, Chapter 1
February 12  Early Literacy Teaching Strategies  Neuman, Copple, & Bredekamp, Chapter 2
February 14  Literacy Instruction – Current Issues  Neuman, Copple, & Bredekamp, Chapter 3
February 19  Mathematical Thinking  Seigler, Chapter 9 (285-298); Copley, Chapter 1
February 21  Numbers & Operations  Copley, Chapters 4 & 5
Patterns, Functions, & Algebra
February 26  Geometry & Spatial Sense;  Copley, Chapters 6 & 7
Measurement
February 28  Data Analysis & Probability  Copley, Chapter 8
March 5  Integrating Math and Literacy  Thatcher, 2001; Murray, 2001
(Reserve Readings)
March 7  Mid-Term Exam  Math Concept Activity Due
March 12-14  SPRING BREAK
March 19  Emergent Curriculum  Bredekamp & Rosegrant, Chapter 3
Bredekamp & Rosegrant, Chapter 5
Ferguson, 2001 (Reserved Readings)
March 21  Science
March 26  Science  Huffman, 1996; Spring, 1996
(Reserved Readings)
March 28  Social Studies  Bredekamp & Rosegrant, Chapter 9
Science Activity Due
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2</td>
<td>Social Studies</td>
<td>Yim, 2001; Thornburg, 2001 (Reserve Readings)</td>
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<td>April 4</td>
<td>Transforming Curriculum</td>
<td>Bredekamp &amp; Rosegrant, Chapter 3</td>
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<td>Social Studies Activity Due</td>
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<td>April 9</td>
<td>Integration of Curriculum</td>
<td>Bredekamp &amp; Rosegrant, Chapter 12</td>
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<tr>
<td>April 11</td>
<td>Adapting Curriculum to Meet the Needs of Diverse Learners</td>
<td>Wolery, 1996; Derman-Sparks, 1992 (Reserved Readings)</td>
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<td>April 16</td>
<td>Group Planning Day</td>
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<td>April 18</td>
<td>Assessment</td>
<td>Hills, 1994 (Reserved Readings)</td>
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<tr>
<td>April 23</td>
<td>Implementation of Curricular Unit in Early Childhood Lab</td>
<td>Bredekamp &amp; Rosegrant, Chapter 2</td>
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<td>April 25</td>
<td>Current Issues in ECE Curriculum</td>
<td>Group Curricular Unit Due</td>
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<tr>
<td>May 3</td>
<td>FINAL EXAM 8:00 am-10:00 am</td>
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