PUNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education ______________________________ Date 10/04
Department/Division offering course Department of Special Education & Rehabilitation Counseling

2. Changes proposed:
(a) Present prefix & number EDS 622 Proposed prefix & number EDS 522
(b) Present Title The Family's Role in Early Childhood
New Title Children & Families
(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
Children & Families in IEC
(d) Present credits: 3 Proposed credits: 3
(e) Current lecture: laboratory ratio 3 lecture Proposed: Same
(f) Effective Date of Change: (Semester & Year) Fall 2005

3. To be Cross-listed as: EDS 522

4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s))
The purpose of this course is to provide students with information related to working with children with and without disabilities and their families. This course will focus both on presenting new information and providing opportunities for students to practice skills necessary for working with families.
(b) New description:

(c) Prerequisite(s) for course as changed:

5. What has prompted this proposal? -- Program revision. Changing the currently 600-level Family's Role in ECE course to a 500 level course would allow IEC to offer this course to undergraduates in our program as well as undergraduates in other programs in the department. Currently, there is no course required to (graduate students) in special education in the study of families. By offering this course at the 500 level, the need for content in working with families can be offered to these students. Interest has been expressed by other programs in Special Education to require a children & families course in lieu of the currently required EDS 510, Introduction to Early Childhood Special Education.

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

7. What other departments could be affected by the proposed change? Family Studies (FAM)

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? X Yes ☐ No

9. Will changing this course change the degree requirements in one or more programs?*
If yes, please attach an explanation of the change.*
X Yes ☐ No

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

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☑ Check here if 400G-500.

12. Is this a minor change?  ☑ Yes ☐ No
   (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.)

13. Within the Department, who should be consulted for further information on the proposed course change?

   Name: Katherine McCormick
   Phone Extension: 257-9573

Signatures of Approval:

   [Signature]  1/23/04
   Department Chair
   Date

   [Signature]  1/7/09
   Dean of the College
   Date

   Date of Notice to the Faculty

   Date

   **Undergraduate Council

   **Graduate Council

   **Academic Council for the Medical Center

   **Senate Council

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

   Date of Notice to University Senate

   Date

   ACTION OTHER THAN APPROVAL

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   The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to 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. cross-listing of courses under conditions set forth in item 3.0;
   f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

   Rev 3/04
Application for Change in Existing Course: Major & Minor  EDS 622
Department Special Education Rehabilitation Counseling

Present prefix & number: EDS 622

Present title: The Family’s Role in Early Childhood

Current lecture: laboratory ratio 3 lecture

Current description: The purpose of this course is to provide students with information related to working with children with and without disabilities and their families. This course will focus both on presenting new information and providing opportunities for student to practice skills necessary for working with families.

Proposed prefix & number: EDS 522

New title: Children & Families in IEC

New description: The purpose of this course is to provide students with information related to working with children with and without disabilities and their families. This course will focus both on presenting new information and providing opportunities for student to practice skills necessary for working with families.

Rational: Program revision. Changing the currently 600 level Family’s Role in ECE course to a 500 level course would allow IE to offer this course to undergraduates in our program as well as undergraduates in other programs in the department. Currently, there is no course required to (graduate student) in special education in the study of families. By offering this course at the 500 level, the need for content in working families with can be offered to these students. Interest has been expressed by other programs in Special Education to require a children & families course in lieu of the currently required EDS 510, Introduction to Early Childhood Special Education.
COURSE SYLLABUS
EDS 522 The Family’s Role in Special Education
(3 Credits)

Instructor
Lee Ann Jung, PhD
124 Taylor Education Building
257-7905
ljung@uky.edu

Office Hours
Office hours are by appointment.

Schedule
Summer, 2004
Tuesdays and Thursdays 5pm-9pm
July 13th – August 5th
Dickey Hall 323

Required Text

Supplemental Text

Description
The purpose of this course is to provide students with information related to working with the families of young children with and without disabilities. This course will focus on opportunities for students to practice skills necessary for working well with families.

Objectives
Upon successful completion of the course, students will demonstrate the following competencies:

Competency 1: Identify the importance of family involvement in educational systems.

Competency 2: Identify barriers and strategies to involving families in educational systems.

Competency 3: Demonstrate understanding of the major philosophies and theories under girding collaboration with families.

Competency 4: Demonstrate the ability to assist a family in the assessment of their resources, strengths, priorities, and concerns for the family and child.

Competency 5: Demonstrate the ability to integrate family and child information to develop an Individualized Family Service Plan that reflects current recommended practice.

Competency 6: Demonstrate an understanding of issues surrounding cultural differences, language barriers, and poverty.
**Competency 7:** Demonstrate the ability to make initial contact with a family using family-centered practices.

**Competency 8:** Demonstrate understanding of types of teaming and strengths and weaknesses of each.

**Competency 9:** Integrate knowledge from class and readings to team with others to reflect, locate needed resources, and solve problems

**Competency 10:** Identify styles of parent-child interaction and implications on child development.

**Competency 11:** Demonstrate the ability to provide intervention using basic tenets from coaching and consultation.

**Relationship to the College of Education’s Conceptual Framework and the Kentucky Education Reform Act (KERA)**

EDS 622 and FAM 622 is a master's level course designed to focus on family involvement in early childhood education and early intervention. The course relates to the College of Education’s conceptual framework of the teacher as a reflective decision-maker by emphasizing the need for data-based and "best practices" decisions for young children with disabilities. Research suggests families must be involved in decision-making for their children. This course provides experiences that involve students with the literature, with parent instructors as well as university instructors, with families with disabilities and with other guest speakers, so that students may develop a knowledge base and repertoire of skills that will allow them to work effectively with families.

In addition to the above competencies, the course will address the following educator outcomes (and the related performance criteria) that are associated with the Interdisciplinary Early Childhood Education Certification in the state of Kentucky:

- **Educator Outcome 2** as it relates to providing intervention to children and families in the home.

- **Educator Outcome 6:** 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, childcare, health and social service providers in an interagency and interdisciplinary team; and local, state and federal agencies.

- **Educator Outcome 8:** 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.

**Classroom Format**
This course will incorporate a variety of instructional strategies to include lecture, discussion, demonstration, role play, and case study.

**Dear Lee Ann**
Periodically throughout the semester you will be asked to write Dear Lee Ann letters. Dear Lee Ann letters are anonymous and may be used by students to express whatever they wish without concern about penalty. These are used as a formative evaluation of my teaching. Topics typically addressed by students include general feelings about the course, need for more information, and so forth.

**Students with Disabilities**
Students with disabilities should inform the instructor of any accommodations or modifications needed the first week of class. If you have not already, you should contact the Disability Resource Center, located in Room 2, Alumni Gym, (859) 257-2754. [http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/)
Attendance
Attendance is expected. Five percentage points will be subtracted from the final grade for each unexcused absence. If a student misses more than two classes, excused or not, the student will be asked to drop the course. Please do not ask the instructor to make exceptions to this rule. See the student handbook for an explanation of university approved excuses.

Classroom Etiquette
Discussion and debate are important to academic discovery and are welcomed in class. This course emphasizes teaming and professionalism as key ingredients to success in early intervention. Please express your opinions, but do so with respect to others.

Academic Integrity, Cheating and Plagiarism
The University of Kentucky, the College of Education, and the Department of Special Education and Rehabilitation Counseling expect academic honesty and regard plagiarism and other forms of cheating as absolutely unacceptable. The minimum penalty for either of these offenses is an “E” in the course, with suspension and dismissal also possibilities.

Class Projects
1. Initial Family Contact (50 points)
   **Purpose** The purpose of this project is to extend the student’s skill in making family-centered initial contacts with families of young children.

   **Expectations** Each student will with a partner role play a 10-15 minute initial contact. Students may choose the topic for the initial contact (e.g., early intervention, transition to kindergarten, prepare to enter a new class) Students will videotape their initial contacts and write a 2-3 page reflection evaluating his or her own performance in the activity. Students should be prepared to discuss the activity in class.

2. Eco Map (50 points)
   **Purpose** The purpose of this project is to provide students with skills needed to assist a family in assessing strengths and resources.

   **Expectations** Students will use the format provided in class to develop an Eco Map with their partner. Students will turn in the Eco Map with a 2-3 page narrative of (a) what they learned about the “family” as well as (b) what they learned about the process of using Eco Maps.

3. Routines-Based Assessment (50 points)
   **Purpose** The purpose of this project is to provide students with the knowledge and skill to help families assess their priorities and concerns in a functional way.

   **Expectations** Each student will interview a parent of a young child using a routines-based format provided in class. Students will provide a completed SAFER protocol and typed results of the interview including times, routines, level of participation or engagement, independence, social interaction, and satisfaction with each routine.

4. IFSP (50 points)
   **Purpose** The purpose of this project is to provide students with skills needed to develop functional outcomes for families as part of a larger plan that responds to family strengths, resources, priorities, concerns and daily routines.

   **Expectations** Each student will use the results of the routines-based interview and general conversation with a family to develop an individualized family service plan using Kentucky’s form.

5. Intervention Plan/Activity Plans (50 points)
   **Purpose** The purpose of this project is to provide students with skills needed to develop an intervention plan that is appropriate for implementation by a family.
**Expectations** Students will use the format provided in class to develop an intervention plan that could be implemented by a family within the context of the routines identified in the Routines-Based Assessment. Students will develop three activities that address the outcome in the intervention plan.

6. *(Graduate Students Only) Review of the Literature (100 points)* Participants who are enrolled in graduate school will write a comprehensive review of the literature on a topic of their choice related to working with families. This review may need to be conducted at several libraries (medical, education, family studies) in order to identify sufficient information for the paper. The paper should be a maximum of 15 pages (double-spaced) and should include a minimum of 25 references. The paper should be completed in APA format using the fifth addition of the APA manual. 100 points.

**Case Studies**
Each meeting we will work through case studies in class. At the end of each night you will write a reflection on your in class work and the class discussion. Each reflection is worth 10 points. These must be completed as part of the class activity.

**Portfolio Entry: Parent Child Activity/IFSP**
For those seeking IECE certification, the portfolio entries resulting from this class are the parent-child activity (and the Individualized Family Service Plan (IFSP). The parent-child activity involves components from assignments 3 and 5. The IFSP portfolio entry will include components from assignments 3 and 4.

Though students will be graded on projects, all appropriate revisions must be made and approved by the instructor to be included in the final portfolio. Final revisions must be made and turned in by the last day of class.

**Class Participation**
Class participation is expected. Students should come to class thoroughly prepared. That is, students should be on time and having read all required assignments and prepared to participate through discussion with peers.

**Exams**
Two exams, including the final, will be given this semester and will cover both topics discussed in class as well as reading assignments. Exams are worth 50 points each.

**Final Grades**
There are 400 total possible points in this course for undergraduate students and 500 for graduate students. There is no curve or scale used in this course. Grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Undergraduates:</th>
<th>Graduates:</th>
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</thead>
<tbody>
<tr>
<td>A = 92% and above (368-400 points)</td>
<td>A = 92% and above (460-500 points)</td>
</tr>
<tr>
<td>B = 82%-91% (328-367 points)</td>
<td>B = 82%-91% (410-459 points)</td>
</tr>
<tr>
<td>C = 72%-81% (288-327 points)</td>
<td>C = 72%-81% (360-409 points)</td>
</tr>
<tr>
<td>D = 65%-71% (260-326 points)</td>
<td>D = 71% and below (359 points or less)</td>
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<tr>
<td>E = 64% and below (287 points or less)</td>
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