APPLICATION FOR NEW COURSE

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

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number IEC 510
   b. Title* Practicum in Interdisciplinary Early Childhood Education
      *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts

   c. Lecture/Discussion hours per week
   d. Laboratory hours per week 3

   e. Studio hours per week
   f. Credits 3

   g. Course description - this course is the field based component of the Early Childhood block (IEC 507, 508 & 509) and is taught concurrently with these courses. This course provides an opportunity for students to demonstrate application of readings and content from the Early Childhood block courses.

   h. Prerequisites (if any)

   Admission to Teacher Education Program or enrollment as required/elective course for IEC graduate students.

   Co-Requisite with IEC 507, 508 & 509

   i. May be repeated to a maximum of (if applicable)

4. To be cross-listed as

   Prefix and Number

   Signature, Chairman, cross-listing department

5. Effective Date Fall, 2005 (semester and year)

6. Course to be offered
   ☒ Fall  ☐ Spring  ☐ Summer

7. Will the course be offered each year?
   (Explain if not annually)

   ☒ Yes  ☐ No

8. Why is this course needed?
   Program revision

9. a. By whom will the course be taught? Faculty in IEC, Department of EDSRC

   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them?

      ☒ Yes  ☐ No
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10. What enrollment may be reasonably anticipated?

11. Will this course serve students in the Department primarily? 
   Will it be of service to a significant number of students outside the Department? 
   If so, explain.
   ☒ Yes  ☐ No  ☐ Yes  ☒ No

12. Will the course serve as a University Studies Program course? 
   If yes, under what Area?
   ☐ Yes  ☒ No

13. Check the category most applicable to this course
   ☒ traditional, offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

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

15. Is this course part of a proposed new program? 
   If yes, which? 
   ☐ Yes  ☒ No

16. Will adding this course change the degree requirements in one or more programs?*
   If yes, explain the change(s) below
   ☒ Yes  ☐ No

17. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

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

19. 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.

Within the Department, who should be contacted for further information about the proposed course?

Name  Katherine McCormick     Phone Extension  257-9573

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

Department Chair

Dean of the College

11/2/04

Date

1/7/05

Date

Date of Notice to the Faculty

Date

Date

Date

Date of Notice to University Senate

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

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

ACTION OTHER THAN APPROVAL

Rev 3/04
Application for New Course Department of Special Education & Rehabilitation Counseling

Prefix and Number: IEC 510

Title: Practicum in Interdisciplinary Early Childhood Education

Laboratory: hours per week 3

Credits: 3

Course Description: This course is the field based component of the Early Childhood block (IEC 507, 508 & 509) and is taught concurrently with these courses. This course provides an opportunity for students to demonstrate application of readings and content from Early Childhood block courses.

Prerequisites: Admission to Teacher Education Program or enrollment as required/ elective courses for IEC graduate students.
Co-Requisite with ICE 507, 508 & 509

Rational Program revision
COURSE SYLLABUS
IEC 510 Early Childhood Practicum
3 Credits
Fall 2005

INSTRUCTOR
Lee Ann Jung, Ph. D.
124 Taylor Education Building
257-7905
ljung@uky.edu
Office Hours: By appointment

SCHEDULED MEETINGS
All students enrolled in practicum are required to participate in online discussions each week using Blackboard. Instructions for participation will be placed online. Students should check the Announcements daily, since all communication to the class as a whole will take place there.

READINGS
NAEYC Recommended Practices
DEC Recommended Practices.
The Division of Early Childhood (DEC) position papers -- available at http://www.dec-sped.org/positions/

DESCRIPTION
IEC 510 is a supervised practicum in a community or educational setting. This is the field-based component of the early childhood block, which consists of IEC 507, IEC 508, and IEC 509. This course is designed to provide students with experiences to bridge professional preparation and professional practice. Emphasis is placed on assessing, planning curriculum for, and individualizing instruction for young children with and without disabilities. Weekly discussion will provide analysis of problems related to those competencies.

Lecture, one hour weekly; laboratory, eight hours per week.
Prerequisite: Interdisciplinary Early Childhood majors only;

STUDENTS WITH DISABILITIES
Students with disabilities should inform the instructors 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/

RELATIONSHIP TO THE COLLEGE OF EDUCATION’S CONCEPTUAL FRAMEWORK AND THE KENTUCKY EDUCATION REFORM ACT (KERA)
Faculty in the College of Education at the University of Kentucky have adopted a conceptual framework that views the teacher as a reflective decision maker. A primary tenant in this conceptualization is that personnel preparation programs should be based upon student outcomes, a view that is consistent with the educational reforms that are required by KERA. EDS 612/623 is designed to teach students in the Early Childhood Special Education Program to implement recommended practices in their classroom settings and to evaluate the extent to which they are implementing those practices and the extent to which children are learning as a result.

ATTENDANCE
Required Hours
Students must work in their practicum sites at least 8 hours each week from the first through last week of classes. The hours and days spent in your practicum site will be arranged with the supervising teacher or personnel at the practicum site. Student’s attendance and punctuality at the times that they are scheduled to be in the practicum site classroom is imperative. For each absence without a university-recognized excuse, the student will receive a 5% grade reduction for the course. For the second and each subsequent tardy to the
practicum site, the student will receive a 2% grade reduction for the course. If a student is going to be absent he/she must contact the course instructors as well as the classroom teacher. Each student is responsible for keeping a sign-in and sign-out log at the practicum site.

General Role of Practicum Student
Consider yourself a guest in someone’s home. The first priority for the student is to assist the teacher or supervisor in the practicum site. It is expected that as an assistant, the student will perform all duties assigned by the teacher or supervisor. The student must promote positive public relations between the University of Kentucky and the school or agency. This position requires that the student present a favorable image of him/herself as a conscientious student and worker. Good public relations are not only self-rewarding, but in addition, assist in the placement of other qualified students in the practicum site. All criticisms pertaining to programs and activities in the classroom must be limited to the weekly practicum discussion and should be constructive. It is not the role of the practicum student to critique or criticize the teacher or program.

Professional Dress
All practicum students are expected to dress professionally and modestly in the practicum site. Specifically, T-shirts with writing, shirts and pants that expose the midsection when bending or squatting, any clothing with holes, flip flops, and short skirts are unacceptable. Blue jeans may be worn only if other lead teachers in the setting also wear jeans.

EVALUATION
Performance Observation
Since mastery of outcomes cannot all be demonstrated by written products, the classroom teacher or supervisor and the course instructor will evaluate the student’s participation and performance. The supervising teacher will be invited to provide one or more on-site observations. In the case of students who are functioning as classroom teachers, the teacher’s supervisor and/or principal will be invited to provide on-site observations. To successfully complete practicum, students must receive a rating of “S” on at least three observations. A student’s receiving of more than 2 “N” ratings or any formal complaint from the cooperating site will result in a grade reduction.

Assignments
1. Each student will participate in weekly online discussion during practicum. Specific guidelines for participation will be provided through Blackboard. 100 points
2. Each student will submit a weekly journal chronicling their experiences in practicum. 100 points
3. Each student will prepare an inclusion plan for the context of the practicum site and based on the coursework in the early childhood block. The inclusion plan is based on formal assessment of the child and interviews with caregivers, the curriculum plan for the class, and includes intervention plans, an activity matrix, and a narrative describing the plan in detail. 200 points

Graduate Students Only Participants who are enrolled in this course through the graduate school will also complete a 12-15 page literature review paper at the conclusion of their practicum experience on a topic of their choice. 100 points

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>
</tr>
</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>E = 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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