

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2103 (Summer 2010)

Subject Area - Course Number: SPECFLD 685G

Cross-listing:

(See Note #1 below)

Course Title: (Limited to 65 characters) Field-Study Inf./Todd. with Disabilities

25-Character Abbreviation: Field Study B-3

Sponsor(s): Simone DeVore

Department(s): Special Education

College(s): Education

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments:

Programs Affected: **Only affects licensure course options for 809 add-on license**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: Professional Education Admission

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location Field based

College: Education **Dept/Area(s):** SPECFLD

Instructor: Simone DeVore or other faculty in ECSE

Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Technological Literacy Requirement Writing Requirement
 Diversity General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

Credit/Contact Hours: (per semester)

Total lab hours: Total lecture hours:
Number of credits: 1 Total contact hours: field based - 45 hours plus assignments

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:

No of credits in major:

No of times in degree:

No of credits in degree:

Proposal Information: ([Procedures for form #3](#))

Course justification: When the early childhood education undergraduate major was established, faculty assumed that post-baccalaureate students seeking add-on licensure would be able to take the listed licensure courses. However, it has become apparent that graduate students who teach full time need a more advanced and individualized field placement working with infants and toddlers with disabilities. The course has been listed as an independent study, which is not helpful when students choose early childhood special education as an add-on license and as part of the specialization core towards a Masters in Special Education / Professional Development. Therefore, a graduate level field study teaching infants and toddlers with disabilities is needed.

Relationship to program assessment objectives: Students taking this course will do so to seek add-on licensure in early childhood special education (809) and may choose it as part of an early childhood specialization core within the Masters of Science in Special Education – Professional Development program.

Budgetary impact: None – currently, students take the course content as an independent study typically during the summer.

Course description: (50 word limit)

In this field study, students practice written and oral reflection about early intervening services and accommodate their beliefs and knowledge of theory to the daily experiences of families living and raising infants and toddlers with disabilities in natural environments. Students share their reflections during weekly on-line discussions with the instructor.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus:

Students will be able to:

Students will demonstrate the following knowledge and skills:	<i>WTS/CEC/ EC</i>
1. Apply knowledge of evidence-based practices to direct observations of service provision for infants and toddlers with disabilities. .	1, 2
2. Understand how learning goals are individualized for infants and toddlers and practiced within daily routines and natural environments.	3, 4, 5
3. Link what they observe in the field to research literature they study as guided by the instructor. The reviewed literature is related to current issues and topics in early childhood/special education.	1, 9
4. Reflect on and evaluate the effectiveness of intervention strategies by using on-going observations and culturally responsive consultation with professionals and families.	9, 10

5. Understand the roles, responsibilities, and challenges of professionals in birth to three including special educators, therapists, and program administrators.	1, 9
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See syllabus attached!

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Bibliography:

Bailey, D. & Wolery, M. (2002). *Teaching infants and preschoolers with disabilities*. New York: Macmillan Publishing Company.

Bronte-Tinkew, J., Carrano, A., & Horowitz, A. (2008). Involvement among resident fathers and links to Infant cognitive outcomes. *Journal of Family Issues* 29, 1211.

Danaher, J. (2009) Introduction to the special issue, history of HCEEP, *Topics in Early Childhood Special Education*, 29(1) 5-6

Dunst, C. (2008). Early child contingency learning and detection: Research Evidence and Implications for Practice. *Exceptionality*, 16(1) 4 -17

Gardner, F., Trentacosta, C. J., Shaw, D. S., Dishion, T. J., & Wilson, M. N. (2009). Moderators of outcome in a brief family-centered intervention for preventing early problem behavior. *Journal of Counseling and Clinical Psychology*, 77(3), 543-553.

Hallam, R. A., Rous, B., Grove, J., LoBianco, T. (2009). Level and intensity of early intervention services for infants and toddlers with disabilities: The impact of child, family, system, and community-level factors on service provision. *Journal of Early Intervention*, 31(2), 179-196.

Hanft, B. Rush, D. & M.'Lisa L. (2004). *Coaching families and colleagues in early childhood*. Baltimore: Paul H. Brookes Publishing

Hyson, M. (2004). *The emotional development of young children: building an emotion centered curriculum*. New York: Teachers College Press.

Keramidas', C. G. (2009). Assistive technology use with the Birth to Three population: A rural perspective. *Rural Special Education Quarterly*.

Samuels, C. A. (2009). Stimulus providing big funding boost for early childhood. *Education Week*, 4(27), 8.

O'Brien, M. (1997). *Inclusive child care for infants and toddlers*. Baltimore: Paul H. Brookes

Odom, S., (2009). The tie that binds: Evidence-based practice, implementation science, and outcomes for children. *Topics in Early Childhood Special Education*, 29(1) 53 -61

Notes:

who provides services to children and families in the field study placement and provide an in-depth discussion and reflection about the following:

- a. Description of their job
- b. Philosophy regarding working with children and families in Early Head Start
- c. Why they choose to work in Early Head Start or B-Three
- d. The aspects of the job they like best
- e. The biggest challenges of the job (make sure you ask them to include challenges related to collaborating across agencies)

3. **Write an article review:** Find and review two recent (i.e. less than five years old) articles or descriptions of articles in professional journals or on program web sites. The articles' authors must have a clear focus on best practice for infants and toddlers with disabilities. Do not use the same articles you selected for the working with infants/toddlers methods course. You can use web sites for this assignment. Descriptions of projects related to language development and family support would be especially useful. The reviews can be one page. The goal is to help the student think about the differences between what research says should happen, and what happens in the real world.

Here are some links to web sites to get started.

<http://peabody.vanderbilt.edu/x10241.xml>

<http://www.nectac.org/>

<http://old.nichcy.org/directories/sepm/default.asp>

<http://www.zerotothree.org/site/PageServer>

4. **Maintain a reflective log:** In a written log, experiences in the field placement are captured by reporting about the following: Maintain a reflective log of the experience. The log should include at least the following information.

- a. description of activities
- b. reflections on the activities and the extent to which they represent best practice in B-Three. Reflections must be linked the best practices literature or descriptions of model demonstration projects (see links above to start).
- c. A final reflection about the meaning of the experience as an enhancement of the student's current teaching practices.

The log is submitted to the university supervisor once per week or as specified by the supervisor. Due dates are discussed and agreed to at the beginning of the field study.

Grading:

Learning Experiences	%		Grading Scale	
Document completion of field hours	25%		A	93-100%
Review state resources	10%		AB	88- 92%
Conduct interviews	25%		B	83- 87%
Write an article review	20%		BC	78- 82%
Maintain a reflective log	20%		C	73- 77%

College of Education Conceptual Framework:

In keeping with our philosophy of “The Teacher as a Reflective Facilitator”, we, as educators, are committed to acting as facilitators of your learning in our teacher education program. Our goal is to help you become a teacher who: facilitates your students’ active participation in learning by providing creative learning experiences; improves your practice through reflection, active inquiry, and the assessment of your students’ unique learning styles; understands the needs of a diverse community of learners; and promotes literacy in all areas, including technology. We strive to reflect our commitment to this philosophy in all courses required for licensure, and our own teaching practice, scholarship and service.

Code of Ethics:

The student’s professional and personal conduct in this course should reflect his or her professional association’s code of ethics (DEC, CEC, NAEYC) including such standards as maintaining the confidentiality of children, families and your colleagues.

University Policies:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [*Special Accommodations*](#), [*Academic Misconduct*](#), [*Religious Beliefs Accommodation*](#), [*Discrimination*](#) and [*Absence for University Sponsored Events*](#) (for details please refer to the Schedule of Classes; the “[*Rights and Responsibilities*](#)” section of the [*Undergraduate Catalog*](#); [*the Academic Requirements*](#) and Policies and the [*Facilities and Services*](#) sections of the [*Graduate Catalog*](#); and the “[*Student Academic Disciplinary Procedures*](#)” (UWS Chapter 14); and the “[*Student Nonacademic Disciplinary Procedures*](#)” (UWS Chapter 17).

Syllabus Changes:

The learning experiences in this course are often individualized based on the student’s needs and prior field experiences. Any changes will be discussed prior to the beginning of the field study. Students are responsible to be aware of any syllabus changes.