1. General Information

1a. Submitted by the College of: EDUCATION

  Date Submitted: 11/20/2015

1b. Department/Division: Education Curriculum &Instr

1c. Contact Person

  Name: Judy Embry

  Email: jembry@uky.edu

  Phone: 257-7859

  Responsible Faculty ID (if different from Contact)

  Name: Susan Cantrell

  Email: susan.cantrell@uky.edu

  Phone: 257-6731

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: EDC 628

2c. Full Title: Theoretical Foundations: Issues in Literacy Difficulties

 2d. Transcript Title: Theortcl Fndtns: Iss in Litrcy Diffclty

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 1

   DISCUSSION: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

  If Yes: Maximum number of credit hours:

  If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The purpose of this course is three fold. First, to acquaint students with the most current thinking about reading and learning processes relative to young, low progress, 'at-risk' students. Second, to acquaint students with the seminal research and theories which have influenced the reading difficulties field. Third, to help students relate recent and seminal theories of learning and, in particular, reading difficulties, to young students who are hard for us to teach.

2k. Prerequisites, if any: Applied for and been accepted to a Reading Recovery position in a school district. EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   Yes

   If YES, enter the off campus address: various school district training sites across the state (varies from year to year)

4. Frequency of Course Offering: Spring,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   8

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   No

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Melinda Harmon

Instructor Email: lindy.harmon@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

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? Yes, the course syllabus conforms to University Senate Guidelines, specifically the Distance Learning Considerations. This course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will be available via email, pone, and online conferencing for consultation with students outside of class meeting times.

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. Students will engage in similar readings, research investigations, and discussions (through CANVAS and Adobe Connect) that they would experience in a classroom-based setting. Classroom goals and assessments will be similar.

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 integrity of student work is ensured by having a password-protected CANVAS site for the course. No exams are given. All written work is submitted to the instructor for grading. The academic offense policy is stated in the syllabus.

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? No.

If yes, which percentage, and which program(s)? N/A

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information about student services as well as information for students with special needs (e.g. religious absences, etc.) is also included in the syllabus.

6.How do course requirements ensure that students make appropriate use of learning resources? Links to course readings and online research activities are provided in the course CANVAS shell. Modules for each week will be posted in the course shell.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access to laboratories and equipment is not needed for this course.

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 Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Technological requirements, technological assistance information, and Technology Customer Service Center information is listed at the beginning of the syllabus.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student 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.   N/A

10.Does the syllabus contain all the required components?   YES

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

Instructor Name: Melinda Harmon

SIGNATURE|MYRT|Martha L Geoghegan|EDC 628 NEW College Review|20160303

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDC 628 NEW Graduate Council Review|20160322

University of Kentucky
Course Syllabus for EDC 628-001
Theoretical Foundations: Issues in Literacy Difficulties
Spring, 2016
Monday 1:00 p.m. – 3:30 p.m.
3 Credit Hours
Dickey Hall, Room 323

Instructor:
Dr. Melinda 'Lindy' Harmon
Reading Recovery University Trainer
Room 316, Dickey Hall
Office hours: Available upon request
859-257-7859 (w)
859-533-2860 (c)
lindy.harmon@uky.edu

Technological Requirements
Computer with internet access, webcam, and microphone or access to UK computer facilities.

Course website
Canvas : https://www.uky.edu/canvas/

Preferred method for contacting instructor
Email or Phone

Technological Assistance
Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300

Distance Learning Library Services
DL Librarian: Cantagallo, Carla
Phone: (859) 218-1240
Email: dllservice@email.uky.edu
DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Course Description
The purpose of this course is three fold. First, to acquaint students with the most current thinking about reading and learning processes relative to young, low progress, 'at-risk' students. Second, to acquaint students with the seminal research and theories which have influenced the reading difficulties field. Third, to help students relate recent and seminal theories of learning and, in particular, reading difficulties, to young students who are hard for us to teach.

Prerequisites: EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627

Course Content
The following topics will be addressed:

- Historical perspectives
- Concepts and classifications (Learning Disabilities, Dyslexia)
- Causality/single-variable versus complex theories of literacy difficulties
- Remediation, retention and referral
- Prevention and early intervention
- Response to intervention

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading.* Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Outcomes
Teacher Leaders in Training will:
- Develop conceptual understandings of seminal and recent research and theories of learning, literacy instruction, and reading difficulties that have influenced literacy education in the last 25 years.
- Develop clear theoretical rationales to support the teaching of young, low progress students.
- Critically analyze changing and seminal theories of reading and writing difficulties.
- Construct and internalize theories about learning and teaching relative to beginning reading instruction.

Required Texts (other books and articles as assigned):

Clay, M.M. (1987). Learning to be learning disabled. *New Zealand Journal of*

Educational Studies, 22(2), 155-173.

Clay, M.M. (1996). Accommodating diversity in early literacy learning. In Olson, D. and

    N. Torrance (Eds.), *The handbook of education and human development* (202-

    224). London: Blackwell Publishers. (Reprinted in Clay, M. M. (1998) *By*

    different paths to common outcomes. York, ME: Stenhouse.)

Lyons, C. A. (2003). *Teaching struggling readers: How to use brain-based research to*

    maximize learning. Portsmouth, NH: Heinemann.

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual

    differences in the acquisition of literacy. *Reading Research Quarterly, 21*(4), 360-

    407. (Reprinted in 2004 R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models*

    and processes of Reading (454-516).)

Additional Readings: (Others as assigned)

Askew, B. J., Kaye, E., Frasier, D. F., Mobasher, M., Anderson, N., & Rodriguez, Y. G.

    (2002). Making a case for prevention in education. *Literacy Teaching and*

    Learning, 6(2), 43-73.

Clay, M. M. (2015). *Change over time in children's literacy development.* Portsmouth,

    NH: Heinemann.

Ehri, L. C., Dreyer, L. G., Flugman, B., & Gross, A. (2007). Reading Rescue: An

    effective tutoring intervention model for language-minority students who are

    struggling readers in first grade. *American Educational Research Journal, 44:2,*

    414 –448.

Invernizzi, M. A. (2002). The complex world of one-to-one tutoring. In S. B. Neuman, &

    D. K. Dickinson, (Eds.), *Handbook of early literacy research, Volume 1* (459-

    470). New York: The Guilford Press.

Jones, N., Johnson, C., Schwartz, R., & Zalud, G. (2005). Two positive outcomes of

    Reading Recovery: Exploring the interface between Reading Recovery and

    special education. *The Journal of Reading Recovery, 4*(3), 19-34.

Lose, M. (2005). Reading Recovery: The optimal response to the Individuals with

    Disabilities Improvement Act of 2004. *The Journal of Reading Recovery, 4*(3),

    35-37.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first

    through fourth grades. *Journal of Educational Psychology, 80*(4), 437-447.

McDermott, R. & Varenne, R. (1995). Culture as disability. *Anthropology and Education*

    Quarterly, 26(3), 324-348.

Moll, L. C. (1990). *Vygotsky and education: Instructional implications and applications*

    of sociohistorical psychology. New York: Cambridge University Press.

Swenson, B., Person, T., & Reed, J. (2008). Reading Recovery: A major component of

    many RTI models. *The Journal of Reading Recovery, 7*(2), 53-56.

Wood, D. Bruner, J. & Ross, G. (1976). The role of tutoring in problem-solving. *Journal*

    of Child Psychology and Phychiatry, 17. 89-100.

Vellutino, F. R. (2010). "Learning to be Learning Disabled:" Marie Clay's Seminal

    Contribution to the Response to Intervention Approach to Identifying Specific

    Reading Disability. *Journal of Reading Recovery,* 5-23.

Vellutino, F., & Fletcher, J.M. (2005). Developmental dyslexia. In M. J. Snowling & C.

    Hulme (Eds.), *The Science of reading: A handbook* (362-378). Oxford, UK:

    Blackwell.

Wixon, K., & Lipson, M. (1991). Perspectives on reading disability research. In R. Barr,

M. Kamil, P. Mosenthal & P. D. Pearson (Eds.), *Handbook of reading research*

Volume 2. New York: Longman.

<u>**Summary Description of Course Assignments:**</u>

1. **Case Study of a Student Having Particular Difficulties with Literacy Learning**-This paper will provide further opportunity to discuss the patterns of progress in learning to read and write based on your systematic observations of a student not making accelerated progress in literacy learning.

<u>**Course Policies**</u>

<u>**Submission of Assignments**</u>

*   **All assignments must be typed or word processed.**
*   **All assignments must be handed in on time or they will be penalized 10% for each day late.**
*   **All assignments must be in APA style, 6th edition (which includes a cover page).**

<u>**Tentative Course Schedule**</u>
A linear listing of topics, assignment due dates, and examination dates will be provided in the first class.

<u>**Course Grading**</u>
A =   Superior work that meets all criteria and shows exceptional merit and creativity (90-100%)
B =   Excellent work that meets all criteria and shows effort (80-89%)
C =   Adequate work which meets all criteria (70-79%)
E =   Poor work (69% and below)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar).

<u>**Final Exam Information**</u>
See Summary Description of Course Assignments above. Date, time, and location to be announced.

<u>**Course Evaluation**</u>
Grading for this course will be based on performance related to course requirements and all assignments on the syllabus for the semester. Performance will be considered on a continuum of understandings that takes place across time and on an individual basis. An important aspect of this course is ongoing communication with the UK trainer to request guidance and support as needed to achieve these requirements.

<u>**Excused Absences:**</u>

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Rhonda Strouse at strouse@pop.uky.edu

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that 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. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Participation and Professionalism:
The Middle School Teacher Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at
http://education.uky.edu/AcadServ/content/ student-handbook-education-programs). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. The Middle Level Teacher Education Program is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner

status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Middle Level Teacher Education Program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Rintamaa if you have questions regarding this requirement.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, 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 (Multidisciplinary Science Building, suite 407, 257-2754, email address: DRC@uky.edu) for coordination of campus disability services available to students with disabilities.

Course Evaluation
Grading for this course will be based on performance related to course requirements and all assignments on the syllabus for the semester. Performance will be considered on a continuum of understandings that takes place across time and on an individual basis. An important aspect of this course is ongoing communication with the UK trainer to request guidance and support as needed to achieve these requirements.

DATE	TOPICS	READINGS	ASSIGNMENTS DUE
1-Theory 1/11 #1-Carmen's Class- Peak's Mill 3:30-6:30 Discontinuing	Overview Syllabus and Assignments Study Session: Self-Regulation/Self-Extending Systems	Horner, S. & O'Connor, E. (2007). Helping Beginning and Struggling Readers to Develop Self-Regulated Strategies: A Reading Recovery Example Afflerbach, P., Pearson, P., & Paris, S.G. (2008). Clarifying differences between reading skills and reading strategies. The Reading Teacher, 61(5), 364–373.	Copy of Historical Perspectives Chart
2- Theory 1/19 Technology	Study Session: Historical Perspectives on Reading Difficulties	Clay, M.M. (1987). Learning to be learning disabled. *New Zealand Journal of Educational Studies, 22*, 155-173. Wixson, K.K. & Lipson, M.Y. (1991). Perspectives on reading disability research. In R. Barr, M. Kamil, P. Mosenthal, P. David Pearson (Eds). *Handbook of Reading Research*, 539-570.	Begin work on Historical Perspectives Chart
3 – Theory 1/25 1:00-3:00 #2-Carmen's Class- Bridgeport 3:30-6:30	Study Session: Historical Perspectives Continued	Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21*, 360 - 407.	1/25-Tracy Visit # 1 at Carmen's Class - Leads one BTG lesson and audio tapes for FIT Cycles. Complete Historical Perspectives Chart

4-Theory 2/1 1:00-3:00 #3-Carmen's Class-Westridge 3:30-6:30	Study Session: The Development of Literacy Processing Links to Clay's Model	Lyons, C. (2004). Applying principles of brain research to maximize every child's learning potential. *The Journal of Reading Recovery*, 4(1), 1-11. Lyons, C. (2010). Changing Lives Forever: Looking Backward and Forward. *The Journal of Reading Recovery* **Review Lyons, Teaching Struggling Readers, Ch. 1 & 2**	Christy Visit # 1 at Carmen's Class to Lead one BTG lesson and audio tape for FIT Cycles. Bring Study Guides for TSR, Ch. 1 & 2
5-Theory 2/8	Attend the National Reading Recovery Conference		Complete handout for follow-up discussion
6-Theory 2/16 Technology	Study Session: The Role of Language in Learning	Diaz, R.M., Neal, C.J., & Amaya-Williams, M. (1990). The social origins of self-regulation. In L. Moll, Vygotsky in Education. p. 127-154 Lyons, C.A. (2003). Teaching Struggling Readers, Ch. 3-Language and Learning	Bring Study Guide for TSR, Ch. 3
7- Theory 2/22 1:00-3:00 # 4-Carmen's Class-ACE 3:30-6:30	Study Session: Effective Teaching Practices	Lyons, C.A. (2003). Teaching Struggling Readers, Ch. 8 & 9 Fried, M.D. (2013). Activating Teaching: Using Running Records to Inform Teaching Decisions. *Journal of Reading Recovery*.	Tracy Visit # 2 at Carmen's Class-Leading one BTG Lesson and 20 minutes of Circle Discussion with Trainer Observation.

| 8-Theory

2/29

1:00-3:00

5-Carmen's Class-Southside
3:30-6:30 | Study Session: Putting it all together: Perspectives on the brain, learning and teaching | Lyons, C.A. (2003). Teaching Struggling Readers, Ch. 10

Vellutino, F.R., (2010). "Learning to be Learning Disabled:" Marie Clay's Seminal Contribution to the Response to Intervention Approach to Identifying Specific Reading Disability., Journal of Reading Recovery.

Wood, D., Bruner J. S., Ross G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, 17*(2), 89-100. | Christy Visit # 2 at Carmen's Class-Leading one BTG Lesson and 20 minutes of Circle Discussion with Trainer Observation. |
|---|---|---|---|
| 9-Theory

3/7 | No Class
Field Work:
Shadow Carmen on Teacher Visits | | Conducting school visits to teachers in training. |
| 10-Theory

3/14 | Class Meetings this week will be on Thursday and Friday.

See Assignments Due | Agendas with Readings or Assignments will be emailed prior to Teacher Leader Professional Development Days. | Attend Teacher Leader PD on Thursday and Friday, March 17 & 18
Dickey Hall Room 323
9:00-4:00 |
| 11-Theory

3/21

1:00-3:00

6-Carmen's Class-Southside

3:30-6:30 | Study Session: Reading Comprehension | Paris & Hamilton, (2009). The Development of Children's Reading Comprehension

Gibson, S. A. (2010). Reading Recovery® Teacher Expertise: Gaining and Structuring Content Knowledge for Early Literacy Intervention. Literacy Teaching and Learning 15, 1 & 2., 17–51.

Cazden, C. B. (2005). The value of conversations for language development and comprehension. Literacy Teaching and Learning, 9(1&2), 1-6. | Back-Up Snow Date-Tracy Visit # 3 at Carmen's Class-Trainer Observes Tracy Leading one Lesson and 20 minutes of Circle Discussion. |

12-Theory 3/28	Study Session: Review of Research	Pinnell, G. S., Lyons, C. A, DeFord, D. E., Bryk, A. S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high risk first graders. Reading Research Quarterly, 29(1), 8-39.	
13-Theory 4/4 Spring Break	No Classes for School Spring Breaks		
14- 4/11 # 7-Carmen's Class-Peak's Mill 3:30-6:30	Review Week Preparation	Lindy Shares Sample Powerpoints for Review Week	Back-Up Date- Christy Visit # 3 at Carmen's Class- Trainer Observes Christy Leading one Lesson and 20 minutes of Circle Discussion.
15- 4/18 Technology	Review Week Preparation	Possible Make Up Classes for Snow Days	Case Study Assignment Due
16- 4/25 Technology	Review Week Preparation		
17 5/3 Tuesday	Finals-	Review Week Presentations	

EDC 628 Course Objectives	Associated Course Assessments	International Literacy Association Standards	COE Framework	Kentucky Teacher Standards	Common Core State Standards
1. Develop conceptual understandings of seminal and recent research and theories of learning, literacy instruction, and reading difficulties that have influenced literacy education in the last 25 years. 2. Develop clear theoretical rationales to support the teaching of young, low progress students. 3. Critically analyze changing and seminal theories of reading and writing difficulties. 4. Construct and internalize theories about learning and teaching relative to beginning reading instruction.	Case Study of a Student Having Particular Difficulties with Literacy Learning	1. Foundational Knowledge 2. Curriculum and Instruction 3. Assessment and Evaluation 4. Diversity 5. Literate Environment 6. Professional Learning and Leadership	1. Research 2. Reflection 3. Learning	KST 1, 2, 3, 4, 5,7,9	*Reading:* 1, 2, 3, 4 *Writing:* 1, 2, 3, 4 *Language:* 1, 2, 3

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

| | Browse... | | Upload File |

	ID	Attachment
Delete	6087	EDC 628-001-Spring -Theory.docx
Delete	6478	EDC 628-001-Spring - REVISED.pdf

First | 1 | Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: EDUCATION ▼   Submission Date: 11/20/2015

b. * Department/Division: Education Curriculum & Instr ▼

c.

   * Contact Person Name: Judy Embry   Email: jembry@uky.edu   Phone: 257-7859

   * Responsible Faculty ID (if different from Contact) Susan Cantrell   Email: susan.cantrell@uky.edu   Phone: 257-6731

d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

e.

   Should this course be a UK Core Course?   ○ Yes ◉ No

   If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry – Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry – Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning?   ◉ Yes [1] ○ No

b. * Prefix and Number: EDC 628

c. * Full Title: Theoretical Foundations: Issues in Literacy Difficulties

d. Transcript Title (if full title is more than 40 characters): Theortcl Fndtns: Iss in Litrcy Diffclty

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours [3] for each meeting pattern type.

1	Lecture	Laboratory[1]	Recitation	2	Discussion
	Indep. Study	Clinical	Colloquium		Practicum
	Research	Residency	Seminar		Studio
	Other	If Other, Please explain:			

g. * Identify a grading system:
   ○ Letter (A, B, C, etc.)
   ○ Pass/Fail
   ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
   ◉ Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course 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

j. * Course Description for Bulletin:

The purpose of this course is three fold. First, to acquaint students with the most current thinking about reading and learning processes relative to young, low progress, 'at-risk' students. Second, to acquaint students with the seminal research and theories which have influenced the reading difficulties field. Third, to help students relate recent and seminal theories of learning and, in particular, reading difficulties, to young students who are hard for us to teach.

k. Prerequisites, if any:

Applied for and been accepted to a Reading Recovery position in a school district.
EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * **Will this course be taught off campus?** ◉ Yes ○ No
   If YES, enter the off campus address: various school district training sites across the state (varies from year to year)

4. **Frequency of Course Offering.**

   a. * Course will be offered (check all that apply): ☐ Fall ☑ Spring ☐ Summer ☐ Winter

   b. * Will the course be offered every year? ◉ Yes ○ No
      If No, explain:

5. * **Are facilities and personnel necessary for the proposed new course available?** ◉ Yes ○ No
   If No, explain:

6. * **What enrollment (per section per semester) may reasonably be expected?** 8

7. **Anticipated Student Demand.**

   a. * Will this course serve students primarily within the degree program? ○ Yes ◉ No

   b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No
      If YES, explain:

8. * **Check the category most applicable to this course:**

   ☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
   ☐ Relatively New – Now Being Widely Established
   ☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

   a. * Is this course part of a proposed new program? ○ Yes ◉ No
      If YES, name the proposed new program:

   b. * Will this course be a new requirement ⁵ for ANY program? ○ Yes ◉ No
      If YES ⁵, list affected programs::

10. **Information to be Placed on Syllabus.**

    a. * Is the course 400G or 500? ○ Yes ◉ No
       IF YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) Identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

    b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10** attached.

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. **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 fo 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 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 requirement 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 students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	EDC 628	Date:	9/21/2015
Instructor Name:	Melinda Hamon	Instructor Email:	lindy.hamon@uky.edu

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

Internet/Web-based ☐ Interactive Video ☐ Hybrid ☑

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 Syllabus Guidelines, specifically the Distance Learning Considerations?

   Yes, the course syllabus conforms to University Senate Guidelines, specifically the Distance Learning Considerations. This course will be offered synchronously online through Adobe Connect or a similar platform. The

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, of student learning outcomes, etc.

   Students will engage in similar readings, research investigations, and discussions (through CANVAS and Adobe Connect) that they would experience in a classroom-based setting. Classroom goals and assessments will be similar.

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 policy; etc.

   The integrity of student work is ensured by having a password-protected CANVAS site for the course. No exams are given. All written work is submitted to the instructor for grading. The academic offense policy is stated in the

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 f as defined above?

   No.

   Which percentage, and which program(s)?

   N/A

   *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 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 student taking the class in a traditional classroom setting

   Information about student services as well as information for students with special needs (e.g. religious absences, etc.) is also included in the syllabus.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   Links to course readings and online research activities are provided in the course CANVAS shell. Modules for each week will be posted in the course shell.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   Access to laboratories and equipment is not needed for this course.

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 r the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   Technological requirements, technological assistance information, and Technology Customer Service Center information is listed at the beginning of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ⦿ 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 techn

   N/A

10. Does the syllabus contain all the required components, below? ☑ Yes

    - Instructor's *virtual* office hours, if any.
    - The technological requirements for the course.
    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
    - Procedure for resolving technical complaints.
    - Preferred method for reaching instructor, e.g. email, phone, text message.
    - Maximum timeframe for responding to student communications.
    - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resourc The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodatior details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

- Specific dates of face-to-face or synchronous class meetings, if any.

- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

    - Carla Cantagallo, DL Librarian

    - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

    - Email: dllservice@email.uky.edu

    - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

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

    Instructor Name: _____
    Melinda Harmon

    Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

University of Kentucky
Course Syllabus for EDC 628-001
Theoretical Foundations: Issues in Literacy Difficulties
Spring, 2016
Monday 1:00 p.m. – 3:30 p.m.
3 Credit Hours
Dickey Hall, Room 323

Instructor:
Dr. Melinda 'Lindy' Harmon
Reading Recovery University Trainer
Room 316, Dickey Hall
Office hours: Available upon request
859-257-7859 (w)
859-533-2860 (c)
lindy.harmon@uky.edu

Technological Requirements
Computer with internet access, webcam, and microphone or access to UK computer facilities.

Course website
Canvas : https://www.uky.edu/canvas/

Preferred method for contacting instructor
Email or Phone

Technological Assistance
Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859-257-1300

Distance Learning Library Services
DL Librarian: Cantagallo, Carla
Phone: (859) 218-1240
Email: dllservice@email.uky.edu
DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Course Description
The purpose of this course is three fold. First, to acquaint students with the most current thinking about reading and learning processes relative to young, low progress, 'at-risk' students. Second, to acquaint students with the seminal research and theories which have influenced the reading difficulties field. Third, to help students relate recent and seminal theories of learning and, in particular, reading difficulties, to young students who are hard for us to teach.

Prerequisites: EDC 502, EDC 503, EDC 622, EDC 623, EDC 624, EDC 627

Course Content
The following topics will be addressed:

- Historical perspectives
- Concepts and classifications (Learning Disabilities, Dyslexia)
- Causality/single-variable versus complex theories of literacy difficulties
- Remediation, retention and referral
- Prevention and early intervention
- Response to intervention

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Outcomes
Teacher Leaders in Training will:
- Develop conceptual understandings of seminal and recent research and theories of learning, literacy instruction, and reading difficulties that have influenced literacy education in the last 25 years.
- Develop clear theoretical rationales to support the teaching of young, low progress students.
- Critically analyze changing and seminal theories of reading and writing difficulties.
- Construct and internalize theories about learning and teaching relative to beginning reading instruction.

Required Texts (other books and articles as assigned):

Clay, M.M. (1987). Learning to be learning disabled. *New Zealand Journal of*

Educational Studies, 22(2), 155-173.

Clay, M.M. (1996). Accommodating diversity in early literacy learning. In Olson, D. and

N. Torrance (Eds.), *The handbook of education and human development* (202-

224). London: Blackwell Publishers. (Reprinted in Clay, M. M. (1998) *By*

different paths to common outcomes. York, ME: Stenhouse.)

Lyons, C. A. (2003). *Teaching struggling readers: How to use brain-based research to*

maximize learning. Portsmouth, NH: Heinemann.

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual

differences in the acquisition of literacy. *Reading Research Quarterly, 21*(4), 360-

407. (Reprinted in 2004 R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models*

and processes of Reading (454-516).)

Additional Readings: (Others as assigned)

Askew, B. J., Kaye, E., Frasier, D. F., Mobasher, M., Anderson, N., & Rodriguez, Y. G.

(2002). Making a case for prevention in education. *Literacy Teaching and*

Learning, 6(2), 43-73.

Clay, M. M. (2015). *Change over time in children's literacy development.* Portsmouth,

NH: Heinemann.

Ehri, L. C., Dreyer, L. G., Flugman, B., & Gross, A. (2007). Reading Rescue: An

effective tutoring intervention model for language-minority students who are

struggling readers in first grade. *American Educational Research Journal, 44:2,*

414 –448.

Invernizzi, M. A. (2002). The complex world of one-to-one tutoring. In S. B. Neuman, &

D. K. Dickinson, (Eds.), *Handbook of early literacy research, Volume 1* (459-

470). New York: The Guilford Press.

Jones, N., Johnson, C., Schwartz, R., & Zalud, G. (2005). Two positive outcomes of

    Reading Recovery: Exploring the interface between Reading Recovery and

    special education. *The Journal of Reading Recovery, 4*(3), 19-34.

Lose, M. (2005). Reading Recovery: The optimal response to the Individuals with

    Disabilities Improvement Act of 2004. *The Journal of Reading Recovery, 4*(3),

    35-37.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first

    through fourth grades. *Journal of Educational Psychology, 80*(4), 437-447.

McDermott, R. & Varenne, R. (1995). Culture as disability. *Anthropology and Education*

    Quarterly, 26(3), 324-348.

Moll, L. C. (1990). *Vygotsky and education: Instructional implications and applications*

    of sociohistorical psychology. New York: Cambridge University Press.

Swenson, B., Person, T., & Reed, J. (2008). Reading Recovery: A major component of

    many RTI models. *The Journal of Reading Recovery, 7*(2), 53-56.

Wood, D. Bruner, J. & Ross, G. (1976). The role of tutoring in problem-solving. *Journal*

    of Child Psychology and Phychiatry, 17. 89-100.

Vellutino, F. R. (2010). "Learning to be Learning Disabled:" Marie Clay's Seminal

    Contribution to the Response to Intervention Approach to Identifying Specific

    Reading Disability. *Journal of Reading Recovery,* 5-23.

Vellutino, F., & Fletcher, J.M. (2005). Developmental dyslexia. In M. J. Snowling & C.

    Hulme (Eds.), *The Science of reading: A handbook* (362-378). Oxford, UK:

    Blackwell.

Wixon, K., & Lipson, M. (1991). Perspectives on reading disability research. In R. Barr,

M. Kamil, P. Mosenthal & P. D. Pearson (Eds.), *Handbook of reading research*

Volume 2. New York: Longman.

Summary Description of Course Assignments:

1. **Case Study of a Student Having Particular Difficulties with Literacy Learning-**This paper will provide further opportunity to discuss the patterns of progress in learning to read and write based on your systematic observations of a student not making accelerated progress in literacy learning.

Course Policies

Submission of Assignments

- **All assignments must be typed or word processed.**
- **All assignments must be handed in on time or they will be penalized 10% for each day late.**
- **All assignments must be in APA style, 6th edition (which includes a cover page).**

Tentative Course Schedule

A linear listing of topics, assignment due dates, and examination dates will be provided in the first class.

Course Grading

A = Superior work that meets all criteria and shows exceptional merit and creativity (90-100%)
B = Excellent work that meets all criteria and shows effort (80-89%)
C = Adequate work which meets all criteria (70-79%)
E = Poor work (69% and below)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar).

Final Exam Information

See Summary Description of Course Assignments above. Date, time, and location to be announced.

Course Evaluation

Grading for this course will be based on performance related to course requirements and all assignments on the syllabus for the semester. Performance will be considered on a continuum of understandings that takes place across time and on an individual basis. An important aspect of this course is ongoing communication with the UK trainer to request guidance and support as needed to achieve these requirements.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Rhonda Strouse at strouse@pop.uky.edu

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that 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. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Participation and Professionalism:
The Middle School Teacher Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at
http://education.uky.edu/AcadServ/content/ student-handbook-education-programs). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. The Middle Level Teacher Education Program is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner

status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Middle Level Teacher Education Program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Rintamaa if you have questions regarding this requirement.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, 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 (Multidisciplinary Science Building, suite 407, 257-2754, email address: DRC@uky.edu) for coordination of campus disability services available to students with disabilities.

Course Evaluation

Grading for this course will be based on performance related to course requirements and all assignments on the syllabus for the semester. Performance will be considered on a continuum of understandings that takes place across time and on an individual basis. An important aspect of this course is ongoing communication with the UK trainer to request guidance and support as needed to achieve these requirements.