

NOV 21 2006

**OFFICE OF THE
SENATE COUNCIL**

APPLICATION FOR NEW COURSE

1. Submitted by College of Education Date 3/22/05

Department/Division offering course Education - Department of Special Education & Rehabilitation Counseling

2. Proposed designation and Bulletin description of this course

a. Prefix and Number EDS 447 b. Title* Strategies for Including Students with Disabilities in the Elementary Classroom

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts Inclusion in Elementary

c. Lecture/Discussion hours per week 2 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 2

g. Course description: This course will focus on inclusion of students with disabilities in all aspects of the elementary classroom. The course will prepare general education elementary teachers to collaborate with special education teachers and other professionals in planning and implementing instruction, behavioral supports, and assessments.

h. Prerequisites (if any)
Admission to Teacher Education Program in Elementary Education, completion of EDP 303, and concurrent enrollment in EDC 322.

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

4. To be cross-listed as
n/a
Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date Fall 2006 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

8. Why is this course needed?

The course is part of the revised curriculum for the undergraduate degree in Elementary Education. Feedback from graduates and their supervisors indicate the need for additional information regarding serving students with disabilities within the elementary classroom. There is a distinct trend in public schools to reduce pull-out classes for students with disabilities and provide their education in the general education classroom.

9. a. By whom will the course be taught? Doctoral-level Teaching Assistant in EDSRC, under the supervision of Dr. John Schuster, Director of Graduate Studies

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated? 60 students per semester, 2 sections

11. Will this course serve students in the Department primarily? Yes No

Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.

The course is restricted to students admitted to the Teacher Education Program in Elementary Education

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? _____

12. 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

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

14. Is this course part of a proposed new program: Yes No
If yes, which?

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

This course is part of the proposed revision to the Elementary Education undergraduate degree and certification program.

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

17. 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.

18. 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.

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

Name Deborah Bott Slaton Phone Extension 257-7912

*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:

Debra Beth Stata

Department Chair

4/5/05

Date

Rosetta J. Sandridge

Dean of the College

4/7/05

Date

J. Dill

*Undergraduate Council

Date of Notice to the Faculty

11-7-06

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to University Senate

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

ACTION OTHER THAN APPROVAL

EDS 447 - Syllabus

Strategies for Including Students with Disabilities
in the Elementary Classroom
University of Kentucky, proposed for Fall 2006

- INSTRUCTOR:** Doctoral-level TA from the Department of Special Education and Rehabilitation Counseling
- SCHEDULE:** 1 day per week, 5:00-6:40 p.m., Room xxx
- OFFICE HOURS:** Approximately 4 hours per week plus available by appointment
- CREDIT:** 2 semester credits

COURSE DESCRIPTION (proposed for *UK Bulletin*):

This course will focus on inclusion of students with disabilities in all aspects of the elementary classroom. The course will prepare general education elementary teachers to collaborate with special education teachers and other professionals in planning and implementing instruction, behavioral supports, and assessments.

PREREQUISITES:

Prerequisites are admission to the Elementary Teacher Education Program, completion of EDP 303, and concurrent enrollment in EDC 322.

RELATIONSHIP TO THE COLLEGE OF EDUCATION'S CONCEPTUAL FRAMEWORK AND THE KENTUCKY EDUCATION REFORM ACT (KERA):

EDS 447 is an upper-division undergraduate course focusing on research-based instructional procedures for students with disabilities served in the general education elementary classroom. The course relates to the College of Education's conceptual framework of the teacher as a reflective decision-maker by emphasizing the need for reflective, data-based instructional decisions in preparing and delivering specially designed instruction, behavioral supports, assessments, and accommodations to students eligible for special education services. The course prepares general education elementary teachers to deliver effective educational programming for students in Primary through Grade 5 who experience all types of disabilities. EDS 447 also addresses the Kentucky Education Reform Act and the ways in which education reforms include and affect students with disabilities. In particular, the course prepares elementary teachers to participate as a member of the team involved in devising expectations for alternative portfolios as assessments within Kentucky's statewide assessments for students with significant disabilities.

COURSE STANDARDS:

This course is designed to promote mastery of professional standards expected of beginning teachers for meeting needs of students with disabilities in general education settings and collaborating with colleagues. The Kentucky Education Professional Standards Board identified New Teacher Standards (NTS) expected of all graduates of teacher education programs in Kentucky. A complete listing of Kentucky's New Teacher Standards is available online at:
<http://kyepsb.net/teacherprep/newteachstandards.asp>

COURSE OBJECTIVES

After attending class sessions, participating in discussions and activities, and completing all required readings and assignments, the EDS 447 student will:

1. Demonstrate understanding of productive collaboration practices and behaviors among professional educators working with students with disabilities through written work and role playing exercises.
2. Analyze case studies and write descriptions of solutions to challenges involving accommodations for academic instruction for students with disabilities in K-5 classrooms.
3. Analyze case studies and write descriptions of solutions to challenges involving behavioral supports for students with disabilities in K-5 classrooms.
4. Analyze case studies and write descriptions of solutions to challenges involving alternative assessments for students with disabilities in K-5 classrooms.
5. Prepare and present an original case study based on a student with disabilities served in the EDC 322 practicum setting including background, behavioral description of specific educational concern, and intervention/accommodation plan.

COURSE ORGANIZATION AND MANAGEMENT

INTERNET ACCESS:

All EDS 447 students must have internet access in order to complete the course. UK provides on-campus internet access to UK students, but home or work access is acceptable as well. Course materials and some assignments will be available on web sites and via e-mail. All students must register with the EDS 447 class discussion list. Directions for joining the list will be covered in class.

Some course materials will be available from the IDEA and Research for Inclusive Settings (IRIS) web site: <http://iris.peabody.vanderbilt.edu>

REQUIRED TEXTS:

Boyle, J. R., & Danforth, S. (2001). *Cases in special education*. Boston, MA: McGraw Hill.

Beninghof, A. M. (2001). *Ideas for inclusion: The classroom teacher's guide*. Longmont, CO: Sopris West.

INSTRUCTOR'S EXPECTATIONS OF EACH STUDENT:

1. Full participation in each class session
2. Completion of all assignments with appropriate effort and promptness
3. Dispositions supportive of professional growth and change

INSTRUCTOR'S RESPONSIBILITIES:

1. Organized and informative class sessions
2. Fairness in evaluating students' performance and products
3. Creation of an environment in which ideas may be shared openly

CLASS ROUTINES AND ETIQUETTE:

1. Please turn off your cell phone during class or silence the ring. No cell phones are to be visible during any probes or problem-solving assessments.
2. Pick up your handout packet as you enter the classroom.
3. Use the IN and OUT folders to exchange products with the professor.
4. Please arrange for appropriate childcare, as no children are permitted in the classroom or in the hallway outside the classroom.
5. In the case of extreme bad weather and road conditions, check UK's web site (www.uky.edu).

EVALUATION PROCEDURES:

A specified number of points are available for each course requirement (see detailed descriptions below). The following is a summary of the point structure:

<u>Requirement</u>	<u>Points available</u>
Class participation (16 sessions @ 5 points each)	80
Analyses of 3 case studies @ 100 points each	300
Original case study with intervention plan	300
Demonstration of collaboration techniques in role-play activities	<u>200</u>
TOTAL	880

Grades will be awarded on the following scale:

90 – 100 % points = A	70 – 79% points = C	0-59 % points = E
80 – 89% points = B	60 – 69% points = D	

POLICY ON LATE ASSIGNMENTS:

All due dates are stated on the class schedule distributed at the first class session, and all assignments are due at the beginning of the class session on designated due dates. Assignments submitted after the due date will have 10% of available points deducted for every portion of a 24-hour period that the assignment is overdue. Material submitted late must be hand-delivered to the instructor or to one of the departmental staff members in 229 Taylor Education Building. The instructor or the staff member will record the day and time the assignment was received. Students who, due to an excused absence, miss an in-class assignment such as a probe or a problem-solving assessment have one week following the missed class and/or return to classes to complete the requirement. It is the student's responsibility to arrange a time with the instructor for completing the assignment. Following the one-week grace period, there will be a 10% response cost deducted for every portion of 24-hour period(s) that lapses without completion of the assignment. If an in-class assignment or exam is missed due to an unexcused absence, the student must not assume that he or she will be allowed to make up an in-class assignment. In this instance, the student should contact the instructor about the possibility of making up assignments.

POLICY ON CHEATING AND PLAGIARISM

All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook and available on UK's web site, www.uky.edu. Students are responsible for being informed of these standards. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above.

Plagiarism can be an issue written assignments required for this course. If students carefully follow the requirements stated in the syllabus and use APA style appropriately, this hazard is reduced. Students are encouraged to take special care with citations, quotations, and paraphrases of published sources used for the required paper. Please do not hesitate to seek advice from the instructor and consultants at UK's writing center about this aspect of your written assignments.

DESCRIPTIONS OF COURSE REQUIREMENTS:

- Class Attendance (16 class sessions)

Attendance at each class meeting is required. Each unexcused absence will result in a deduction of 20 points. Excused absences will result in no deduction of points if the student provides the instructor with verification that the absence was excusable. Excused absences for this course are the same as those described in the *University of Kentucky Bulletin, 2004-2054*. If an absence is to be considered for the "excused" category, students must, if at all possible, notify the instructor *before* the missed class begins. If the student provides no verification of the reason for an absence, the instructor will assume the absence should not be excused. In accordance with University of Kentucky policy, if more than one-fifth (four or more) of the class meetings are missed for any reason, the student will be required to withdraw from the class.

- Class Participation (80 points)

Students may earn up to 5 points per session for participation during class meetings. These points will be available beginning with the first class meeting. Partial or no points may be awarded if the student's behavior in class clearly indicates that he or she is not listening to the speaker or participating appropriately in class discussions and activities. Studying textbooks or notes in class will result in an automatic deduction of participation points. In the case of an excused absence, the instructor assumes that the student would have participated appropriately, and 5 points will be awarded for the session missed due to an excused absence. If a student earns 1 or zero points for any session, the instructor will contact the individual privately about the loss of points.

- Analyses of 3 Case Studies (100 points each)

Students will complete 3 written analyses of cases from the required text, *Case Studies in Special Education* (Boyle & Danforth, 2001). The cases will require original suggestions for interventions and accommodations. Each case will have a particular focus involving (a) academic instructional challenges, (b) behavioral challenges, and (c) assessment challenges. Sample formats, practice activities, and scoring rubrics will be provided in class sessions prior to students completing the original written analyses. Students are permitted to reference professional journal articles, textbooks, and web sites as sources for interventions and accommodations. Sources must be referenced in APA style for reference citations and reference lists in order to avoid plagiarism.

- Original case study with intervention plan (300 points)

Students will complete one case study and intervention plan based on an actual student served in the EDC 322 practicum classroom. The case study will involve both a written report and a presentation to other members of the EDS 447 class. The case study will require reporting on direct

observations of the student and collection of background information from school personnel involved with the student. A specific aspect of the student's academic performance or social behavior will be targeted as a concern in need of intervention or support and described in specific terms describing observable behaviors. The EDS 447 student will write an intervention plan with sufficient detail such that another individual could read the plan and implement it as intended. It is imperative to protect the student's identity in all descriptions within the written report and class presentation. A specific report/presentation format and scoring rubric will be provided in class.

• Demonstration of collaboration techniques in role-play activities (200 points)

Using case studies previously analyzed, EDS 447 students will take assigned roles and interact with a small group of classmates in a simulated problem-solving meeting. The role plays will be video taped for grading purposes. Students will be expected to demonstrate positive, effective collaboration behaviors as described in class sessions, practice activities, and readings. A scoring rubric will be distributed in class.

SESSION TOPICS

Session	Topics
1	Introductions; review of legal requirements pertaining to inclusion
2	Academic accommodations and intervention strategies: reading and writing
3	Academic accommodations and intervention strategies: math and content areas
4	Case studies practice activity: academic accommodations and intervention strategies
5	Pinpointing problem behaviors, behavioral supports and strategies
6	Behavioral supports and strategies
7	Case studies practice activity: behavioral supports and strategies
8	Accommodations for classroom and statewide assessments
9	Alternate portfolios for students with moderate and severe disabilities
10	Case studies practice activity: assessments
11	Collaboration with other professionals: effective approaches and behaviors
12	Collaboration with other professionals: effective approaches and behaviors
13	Collaboration: practice role play activity
14	Role play in collaborative team meetings (video-taped for grading purposes)
15	Original case studies: oral reports in small groups
16	Original case studies: oral reports in small groups