

## Course Information

Date Submitted: 4/19/2016

Current Prefix and Number: EDS - Special Education , EDS 517 ASSISTIVE TECH IN SP EDU

Other Course:

Proposed Prefix and Number: EDS 517

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Margaret Bausch

Email: meb@uky.edu

Phone: 257-8810

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION

Proposed Title: ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION

c. Current Transcript Title: ASSISTIVE TECH IN SP EDU

Proposed Transcript Title: ASSISTIVE TECH IN SP EDU

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A general introduction to the theory, need, and use of assistive devices in the classroom. Review of physical disabilities and basic operation, maintenance, and trouble shooting techniques will be presented. Service personnel typically associated with training in the use of assistive devices will be discussed. Students will be required to simulate a disability and use an assistive device.

Proposed Course Description for Bulletin: This course is designed to enable students to critically discuss issues relating to the educational, psychosocial, medical, and therapeutic aspects of teaching students with specific cognitive, physical, and sensory disabilities and health impairments. Students will learn to use assistive technology. This will include selecting appropriate adaptive devices/strategies, programming for their use in an educational setting, and identifying professionals who support these selections. The conceptual underpinning of the course is based on the Human Function Model which identifies assistive technologies to assist with the areas of existence; communication; body support, alignment and positioning; travel and mobility; education and transition; environmental adaptation; and sports, recreation, and leisure.

2j. Current Prerequisites, if any: Prereq: EDS 375 or permission of instructor.

Proposed Prerequisites, if any: Prereq: EDP 203 or EDS 375 or equivalent; or permission of the Instructor  
Corequisite: EDS 301

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? Yes

If YES, list the program(s) here: A program change form has been submitted. The addition of a course corequisite will require undergraduate students in the Moderate and Severe Disabilities program to take the practicum course at the same time as this course.

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

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

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

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/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

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.

10.Does the syllabus contain all the required components? NO

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

Instructor Name:

February 3, 2015

MEMORANDUM

To: Chair, Courses and Curriculum, College of Education  
Chair, Undergraduate Council  
Chair, Graduate Council  
Chair, Senate Council  
Chair, Senate

From: Amy D. Spriggs, Moderate and Severe Disabilities Program Faculty Chair  
Sara Flanagan, Learning and Behavior Disorders Program Faculty Chair

RE: Proposed Program Change for Moderate and Severe Disabilities

The two program faculties in Special Education (Moderate and Severe Disabilities [MSD] and Learning and Behavior Disorders [LBD]) have been working for four years to address the current special education staffing needs of our state.

There are currently more than six million children in the United States that qualify for Special Education services. These students require specialized, evidence-based instruction. There is a national and state shortage for special education teachers. Currently, we teach our candidates in either MSD or LBD. We are proposing to combine the two into one Special Education program. The Special Education program will prepare pre-service teachers to use these specialized, evidence-based instructional skills to teach students with mild, moderate, and severe disabilities. Changes in this program (currently MSD) will add existing coursework in LBD. Preparing pre-service teachers to teach children with mild, moderate, and severe disabilities meets the need of many classrooms where these students are taught together. Students who graduate from this program will be more marketable, receiving certification in both MSD and LBD. This will also prepare students to enter UK's Teacher Leader Master's in Special Education (currently, our candidates are only eligible to get a Master's degree in the same area in which an undergraduate degree has already been awarded). The Special Education undergraduate program is the only program at UK that prepares pre-service teachers in the area of Special Education.

There are a few changes to courses outside of the Department of Early Childhood, Special Education, and Rehabilitation Counseling that will be affected. These changes were made in consultation with the course instructors and department chairs. For example, candidates teaching special education are required to teach all content areas so courses in Social Studies and Science methods were added. Letters of support are attached.

The materials that are included in this program change include:

- Program Change Form, Moderate and Severe Disabilities

- EDS 301 – New Course
  - EDS 401 – New Course
  - EDS 402 – New Course
  - EDS 517 – Minor Change
  - EDS 518 – New Course; DL
  - EDS 526 – New Course; DL
  - EDS 528 – Major Change; DL
  - EDS 529 – Major Change; DL
  - EDS 530 – Major Change
  - EDS 546 – Major Change
  - EDS 548 – Minor Change
  - EDS 549 – Minor Change
  - EDS 550 – Major Change
  - EDS 570 – Major Change; DL
  - EDS 650 – New Course; DL \*This is not an undergraduate course, but since EDS 550 is being changed, it is no longer appropriate for some of the graduate students who take the course; this course was created for them
- 
- EDS 513 - no change
  - EDS 516 – no change
  - EDS 547 – no change

**EDS 517 ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION  
DEPARTMENT OF EARLY CHILDHOOD, SPECIAL EDUCATION,  
& REHABILITATION COUNSELING**

**UNIVERSITY OF KENTUCKY  
Fall XXX Syllabus**

**Class Schedule**

Tuesday - 4:30 pm - 7:00 pm  
240 Taylor Education Building

**Instructor**

Dr. Margaret E. Bausch  
229 Taylor Education Building  
859.257.8810  
E-mail: meb@uky.edu

**Office Hours**

Tuesdays 11:00 - 12:00 pm and 3:00 - 4:00

I have an open door policy. Please feel free to stop by my office unannounced. If I am available, I will meet with you. If not, you can schedule an appointment at that time. Please let me know if you need more than a fifteen minute appointment so that I can block my schedule to accommodate your needs. Office appointments are available on most days by e-mailing me.

**Preferred method for contacting instructor: e-mail**

Anticipated Response Time-- Within 24 hours and within 72 hours on weekends and holidays. Please send a second e-mail if you have not received a response within that time.

**Prerequisites**

EDP 203 or EDS 375 or equivalent; or permission of the Instructor  
It is preferred that you have previously taken EDS 514, but not required.

**Co-requisite**

EDS 301

**Multi Purpose Labs**

240 Taylor Education Building (Classroom)  
Please make arrangements with Dr. Bausch for available times.

## **Technical Complaints**

Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <http://www.uky.edu/UKIT> or 859.257.1300

Face-to-Face Librarian

Sarah Vaughn, Education Librarian

[sarah.vaughn@uky.edu](mailto:sarah.vaughn@uky.edu)

859.257.7977

Face-to-Face Interlibrary Loan Service

<http://libguides.uky.edu/educ>

**Course Website:** <http://www.uky.edu/canvas/>

## **Course Description**

This course is designed to enable students to critically discuss issues relating to the educational, psychosocial, medical, and therapeutic aspects of teaching students with specific cognitive, physical, and sensory disabilities and health impairments. Students will learn to design appropriate instructional programs utilizing instructional and assistive technology. This will include selecting appropriate adaptive devices/strategies, programming for their use in an educational setting, and identifying professionals who make and support these selections. The conceptual underpinning of the course is based on the Human Function Model which identifies assistive technologies to assist with the areas of existence; communication; body support, alignment and positioning; travel and mobility; education and transition; environmental adaptation; and sports, recreation, and leisure.

## **Course Learning Targets, Outcomes, and Assessments**

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including Kentucky Academic Standards, Assessment Literacy, College & Career Readiness, Characteristics of Highly Effective Teaching and Learning, and the Praxis Knowledge and Content. By the end of this course, students will have gained the following:



Learning Target/Outcome	Assessment (Formative/Summative)
Demonstrate understanding of what assistive technology (AT) is and the important elements of the laws and historical perspective related to AT	Formative: Course readings, class discussions and activities Summative: Exam
Describe the Human Function Model and how it relates to Assistive Technology	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, Exam
Describe terms used to describe various physical disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, Exam
Identify adaptive equipment (i.e., prosthetic, orthotic, computer related) and describe their use in the areas of existence; communication, travel and mobility; environmental adaptation, travel and mobility, education and transition, and sports, fitness and recreation.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, Exam
Identify and explore national and local agencies, organizations, associations, and centers specializing in specific disability areas as well as manufacturers and distributors of specialized equipment for individuals with disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Describe the role of assistive technology across educational settings in the appropriate education of students with physical and multiple disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, Exam
Systematically plan and evaluate for the integration of technology into curricula for persons with disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment

## **Class Structure**

A combination of formats will be used throughout the semester. These include but are not limited to:

- Lecture and demonstration.
- Group discussion - everyone is expected to participate.
- Hands-on activities - everyone is expected to participate.

## **Required Supplies, Textbook and Readings**

- **SUPPLIES:** Each student should have their own portable USB drive (flash drive, thumb drive). The drive should be a minimum of 8 GB.
- **BOOK:** No formal textbook is required for this course
- **READINGS:** several readings will be required which will be distributed in class or available on the Internet.
- **WEB REFERENCES:**
  1. <http://natri.uky.edu/resources/fundamentals/funmenu.html>
  2. <http://www.qiat.org>
  3. <http://www.uky.edu/canvas/>

## **Instructor's Expectations of the Student**

- Full participation in each class session.
- Completion of all assignments on time.
- Sufficient outside time spent on the course to meet the course objectives.
- Demonstrated effort toward excellence in class work.
- Enthusiasm toward professional growth, exploration, and change.
- Silencing of cell phones and no texting at any time during class.
- Listening to and respecting all student and faculty's opinions and viewpoints throughout class sessions.
- Ask questions if you are unsure.
- Critically reflecting on topics and activities from class

## **Student's Expectations of the Instructor**

- Implementation of clear and precise goals and expectations.
- Clear objectives for all class sessions, assignments, projects, and in-class activities.
- Planned and organized class sessions.
- Demonstration of good practices of teaching with technology.
- Fair evaluation procedures.
- Creation of an environment in which ideas may be openly shared and discussed.
- Availability for questions and support.
- Remain calm, flexible, and maintain a sense of humor when technology gremlins decide to attend class

### **Courtesy and Good Manners**

Please be seated promptly when class begins. If you need to arrive late, please let the instructor know ahead of time. Also, most of our class sessions will be held in the computer lab. Please do not use the computer or personal electronics to check email, social network sites, or search the Internet during lectures, student presentations, group discussions, etc. You are welcome to use the computers for personal use before and after class and during **organized** breaks. Students using personal technologies other than for the intended purposes of the class will be given the choice to relinquish the device for the remainder of class or leave the classroom for the day. Leaving the classroom for the day will be considered an unexcused absence and the student will not be allowed to make up missed in-class work. Students using classroom computers for purposes other than classwork will have 10 points deducted for each infraction from their final point total. You may think these are "elementary" school consequences. However, you have NO idea what I have faced in the past!!

### **Graduate Student Assignments**

University student guidelines state that "Combined instruction of graduate and undergraduate students in 400G and 500-level courses must be structured to ensure appropriate attention to both groups, and a corresponding differentiation in expectations. This differentiation is to be accomplished by (i) the completion of additional or distinct assignments by enrolled graduate students that are consistent with graduate-level scholarship; and/or (ii) the establishment of different grading criteria in the course for graduate students versus undergraduate students, reflecting a higher standard for graduate students. The grading scales for both graduate and undergraduate students must be clearly stated in the syllabus." In compliance with that University guideline, you will find additional requirements for graduate students listed on individual assignments that are distributed in this course. The point value for each assignment will remain the same as listed in the syllabus - only the requirements will for graduate students will be different.

### **Work Outside Of Class**

This class has time built into it for hands-on activities. However, this will not be enough to gain competency in all of the areas addressed in this class. It is expected that students will spend additional time reading and using a computer to practice the skills taught to become competent before the conclusion of the course.

University student guidelines state that students should expect to spend an average of three hours each week on outside course-related activities for each credit hour taken. In other words, the University guidelines say that you should spend 9 hours per week outside of class on a three-hour course taken during a 16-week semester. Although it is not anticipated that you will need that much time for this course, you will be expected to plan for sufficient time to be spent outside of class in order to meet the course objectives. If the class is taking more time than that stated in the University

guidelines, please see the instructor so adjustments can be made.

Since EDS 517 is a Special Education technology courses, you should anticipate that specialized software and devices will be used to complete the assignments in this course. Because of their specialized uses and cost, these devices and software programs are available on a limited basis and may not available outside of the classroom TEB 240. You will be expected to spend some of your outside course-related activity time in the TEB 240 computer lab.

### **Class Attendance and Participation**

Information will be presented in each class that is not available through other means. Successful completion of course objectives requires that students have hands-on experience with hardware and software that is used during class sessions. In cases of absences, the student should contact the instructor as soon as possible. Always leave a message via e-mail, or voice mail. See above for contact information. Students who miss a hands-on activity may be required to complete an alternate assignment.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

## Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be required by the instructor to drop the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course. From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences: *If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)*

## Class Schedule

The following is a tentative schedule of course topics and due dates for assignments. Changes in assignment due dates may be necessary to meet the needs of the students during the semester. If there are major changes in the course schedule, students will be provided with a new schedule.

QIAT Website: <http://www.qiat.org>

DATE	TOPICS	ASSIGNMENTS DUE
<b>Week 1</b>	Syllabus review  Overview of Assistive Technology - The Functional Model  Essential Elements of AT related Laws	
<b>Week 2</b>	AT for Existence Activities and Activities of Daily Living	<a href="http://natri.uky.edu/resources/fundamentals/funmenu.html">http://natri.uky.edu/resources/fundamentals/funmenu.html</a>  Sign up for QIAT listserv <a href="http://www.qiat.org">http://www.qiat.org</a>  QIAT 1 comment

<b>Week 3</b>	Introduction to Switches  Switch Construction	QIAT 2 comment  AT for Existence Activities and Activities of Daily Living Assignment
<b>Week 4</b>	Using switches with devices  "Switch Sabotage"	QIAT 3 comment  Fully Functioning switch to be used with selected activities during weeks 4, 5, & 6
<b>Week 5</b>	Using Alternate Input Assistive Technologies to Access Computers (Completed packet due at the end of class on Week 6)	QIAT 4 comment
<b>Week 6</b>	Using Alternate Input Assistive Technologies to Access Computers	QIAT 5 Comment  Bring Alternate Input Activity Packet to Class  Turn in Switch Sabotage Activity Sheet, Alternate Input Activity Packet and Switch
<b>Week 7</b>	AT for Body Support, Alignment, and Positioning  AT for Travel and Mobility - Physical Management Techniques  AT for Sports, Fitness, & Recreation	QIAT 6 comment
<b>Week 8</b>	Midterm Exam	No QIAT comment

<b>Week 9</b>	<p>Sports, Fitness, and Recreation Presentations – Part 1</p> <p>AT for Augmentative Communication</p> <p>Low Tech Communication Devices &amp; Board Maker Software</p>	<p>QIAT 7 comment</p> <p>Sports, Fitness, and Recreation Assignment</p>
<b>Week 10</b>	<p>Sports, Fitness, and Recreation Presentations – Part 2</p> <p>High Tech Communication Devices – Direct Selection</p>	<p>QIAT 8 comment</p> <p>Low Tech Communication Assignment</p>
<b>Week 11</b>	<p>High Tech Communication Devices – Scanning</p>	<p>QIAT 9 comment</p>
<b>Week 12</b>	<p>Introduction to Universal Design for Learning and the Accessible Curriculum</p> <p>Access to the Curriculum</p>	<p>QIAT 10 comment</p> <p>High Tech Communication Assignment</p>
<b>Week 13</b>	<p>Thanksgiving Break</p>	
<b>Week 14</b>	<p>Access to the Curriculum</p>	<p>QIAT 11 comment</p> <p>Accessible Curriculum Project I</p>
<b>Week 15</b>	<p>Access to the Curriculum</p>	<p>No QIAT Comment</p> <p>Accessible Curriculum Project II – Completed in Class</p>
<b>Week 16</b>	<p>Final Evaluation/Exam</p>	<p>No QIAT Comment</p>

## Assignments

All readings, class activities, and assignments must be completed by the date listed on the schedule. All assignments must be submitted in order to receive a final course grade. The instructor reserves the right to request that a student recycle a product that is unsatisfactory. A 10% response cost will be assessed for all returned products.

A 10% deduction in total points possible will be made for each day an assignment is late unless specific arrangements have been made with the instructor at least one day prior to the assigned due date.

All assignments, unless otherwise stated in class, must be word-processed.

Assignments, unless otherwise stated in class, must be uploaded to the online course management system.

Regardless of discipline, teachers have the right -and the obligation- to expect that students use English properly in all aspects of the course. (S.R.5.2.4.3). All assignments are subject to a point deduction of up to 10% of the total point value of the assignment for spelling and grammatical errors that demonstrate the assignment was not proofread before it was turned in

## List of Assignments

The following is a tentative schedule of assignments. Changes in assignment due dates may be necessary to meet the needs of the students during the semester.

Assignment #	Assignment	Due Date	Possible Points	Points Earned
1	Existence Activities		50	
2	Switch		75	
3	Access to the Curriculum and Computers		150	
4	Midterm Exam		150	
5	Sports, Fitness, & Recreation		50	
6	Low Tech Communication Assignment		50	
7	Programmed High Tech Communication Software		75	



8	Accessible Curriculum Projects I & II <b>OTIS Artifact</b>		200	
9	Final Evaluation Exam		150	
10	Attendance/QIAT/blog contribution (5 points/week - you are allowed 1 QIAT-free week)		50	
	TOTAL POSSIBLE POINTS		1000	

### Grading Criteria

Evaluation will be based upon a point system. The point value for each assignment is listed on the assignment table.

Points will be totaled for all assignments, competency checks, and class participation. Assignments constitute 100% of the total points. Several of the assignments will be completed in class. Grades are then computed according to the following scale:

Undergraduate Students	Graduate Students
A - 930 - 1000 points	A - 930 - 1000 points
B - 860 - 929 points	B - 860 - 929 points
C - 790 - 859 points	C - 790 - 859 points
D - 720 - 789 points	E - Below 789 points
E - Below 720 points	

### Midterm Grades

Midterm grades will be calculated on the number of points earned to date on all assignments, tests, and quizzes and divided by the number of points possible at midterm. Midterm grades will be posted in myUK by the deadline established in the Academic Calendar

(<http://www.uky.edu/registrar/content/academic-calendar>)

### Incomplete Grades

The grade I means that part of the regularly assigned work of the course remains undone. It shall be conferred only when there is a reasonable possibility that the student can complete the work within the allowable period of time for removal of an I grade and that a passing grade will result from completion of the work. Except under exceptional circumstances, the student shall initiate the

request for the I grade. An I grade shall not be conferred when the student's reason for incompleteness is unsatisfactory to the Instructor of Record. A grade of I must be replaced by a regular final letter grade not later than 12 months from the end of the academic term in which the I grade was awarded or prior to the student's graduation, whichever occurs first. The Registrar's Office shall provide notification to the Instructor of Record at least two months prior to expiration of the allowable period. The Instructor of Record can extend the allowable period for up to an additional 12 months by completing a grade assignment form. If the Instructor of Record is not available, the department chair or dean of the college in which the course is offered may complete a grade assignment form to extend the allowable period for up to 12 months. In the event the grade of I is not replaced by a regular final letter grade within the allowable period, the Registrar shall change the I grade to a grade of E on the student's permanent academic record and adjust the student's GPA accordingly. In the event that an I becomes an E, the instructor of record may submit a grade assignment form to replace the E within 12 months from the time the E was assigned. A graduate who had an I grade on his or her academic record at the time of graduation (and which grade was subsequently changed to an E by the Registrar) may be allowed a maximum of 12 months following the end of the semester, term or session in which the course was taken to satisfactorily complete the course and receive a grade change.

### Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

On overview of each assignment is provided below. You may complete some assignments in pairs or small groups. Others are to be completed individually. Please read the descriptions carefully and use the supporting materials distributed in class to complete each assignment.

Assignment	Description	Standards Alignment
<b>Assignment 1: Existence Activities (50</b>	Using the Internet, complete the activities distributed in class. Be prepared to share your findings with	EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8

points)	fellow students.	Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10
<b>Assignment 2: Switch (75 points)</b>	After a demonstration in class, construct an operable switch that can be used with toys, computers, and other switch interface devices. Much of this assignment will be completed in class, however, if your switch is not completed in class, you must make arrangements to use the materials to complete your switch. Your switch will be graded during the next class meeting where you will be required to demonstrate its operation to the class. You will use this switch periodically throughout the class and it is your responsibility to keep it good working order.	EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10
<b>Assignment 3: Access to the Computer and Writing (150 points)</b>	These assignments will be completed individually, in pairs, or small groups. Detailed instructions will be given in class, however, you will be required to set up, use, and demonstrate proficiency of numerous low tech and computer access devices.  In addition, you will be given assignment 1 to be completed in your practicum. This practicum assignment corresponds to accessing the computer and writing.	EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10

	<i>Graduate students will have an additional section to complete on this assignment.</i>	
<b>Assignment 4: Midterm (150 points)</b>	The midterm will test material covered in class and in assigned readings to date. Expect multiple formats including short answer, fill-in-the-blank, and matching. Questions will test recall and application of information learned.	EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10
<b>Assignment 5: Sports, Fitness, &amp; Recreation (50 points)</b>	This assignment will be completed individually. A description of the assignment will be distributed in class.	EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10

<p><b>Assignment 6: Low Tech Communication Assignment (50 points)</b></p>	<p>Following directions distributed in class, you will complete a low tech communication assignment.</p>	<p>EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10</p>
<p><b>Assignment 7: High Tech Communication Device (75 points)</b></p>	<p>Working individually, in pairs, or small groups, you will program augmentative communication software for a specific use by an individual. <i>Graduate students will have an additional section to complete on this assignment.</i></p>	<p>EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10</p>
<p><b>Assignment 8: Accessible Curriculum Projects (100 points each/200 points total)</b></p>	<p>These assignments will be completed individually, in pairs, or small groups. Detailed instructions will be given in class; however, you will be required to create lessons in several different programs following the principles of UDL. <i>Graduate students will have an additional section to complete on this assignment.</i></p> <p>This assignment is an OTIS Artifact.</p> <p>In addition, you will be given</p>	<p>EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10</p>

	assignment 2 to be completed in your practicum. This practicum assignment corresponds to accessing the general education curriculum.	
<b>Assignment 9: Final Evaluation (150 points)</b>	The quiz will test material covered in class and in reading assignments to date. Expect multiple formats including short answer, fill-in-the-blank, matching. Questions will test recall and application of information learned.	EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10
<b>Assignment 10: Attendance and Contribution from QIAT and blog reflections (50 points)</b>	Beginning on day 2, you will be responsible for bringing to class a printed question, comment, or solution provided on the QIAT listserv. You are to answer, comment, or question the information you obtained. There will be discussions of noteworthy items as time permits. You will be awarded 8 points for class attendance, participation, and submission of a QIAT item.	EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Functional Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 9, 10

### Participation and Professionalism

The Special 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. Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

### **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 or by an appointment. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center for coordination of campus disability services available to students with disabilities. The Disability Resource Center is located at 725 Rose Street, Multidisciplinary Science Building, Suite 407 Lexington, KY 40536-0082 To contact the Disability Resource Center by phone, please call V/TDD (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. EDSRC 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 Special 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. Margaret Bausch, chair of the Department of Early Childhood, Special Education, and Rehabilitation Counseling if you have questions regarding this requirement.

### **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/StudentAffairs/Code/part1.html>. 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. Plagiarism will result in a course grade of E and referral to the LBD or IECE Program Faculty for disposition.

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).

Students making unauthorized copies of copyrighted computer software will receive a failing grade and face possible expulsion.

*Any assignment turned in may be submitted to an electronic database to check for plagiarism.*

### **Legal Action**

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

### **Commitment to Technology**

The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

### **Commitment to Diversity & Equity**

The Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth. Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Special Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in functional and content areas that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts

regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

### **Commitment to Addressing the Achievement Gap**

The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in education. "Lack of knowledge of these differences can lead to the overrepresentation of students from diverse backgrounds in special education and to the underrepresentation of these students in gifted and talented programs" ([http://www.cec.sped.org/AM/Template.cfm?Section=Cultural\\_and\\_Linguistic\\_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541](http://www.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541)). Therefore it is essential for our teacher candidates to understand issues related to cultural and linguistic diversity and make a commitment to value diversity.

### **Relationship of this Course to the UK Professional Education Unit &**

#### **Conceptual Framework:**

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 special education, including professional scholarship and data-based interventions, 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 analyses of assistive technology practices as presented in case studies and hands-on practice 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 *learning* in two ways. First, the course addresses knowledge and skills that teachers may use to provide effective special education services and accomplish positive learning outcomes for students with disabilities. Second, this course conveys 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.

#### **Unit, State, and National Standards Addressed by this Course:**

This course is designed to address standards designed to accomplish high quality teacher education. Some of these standards apply to all educator preparation programs in Kentucky, and some are particular to special education

teacher education. A summary of these standards appears in a checklist attached to this syllabus. In this checklist, the particular standards addressed by this course are noted in the far left column. For additional information and description of these standards, please see the following websites:

**Kentucky Education Professional Standards Board:**

<http://www.kyepsb.net/teacherprep/standards.asp>

**EPSB/NCATE Themes Addressed by this Course:**

In this course, the four EPSB themes of literacy, diversity, assessment, and closing the achievement gap are heavily emphasized. Additionally, the entire course is focused on technology with an emphasis on technologies to increase, improve or maintain the academic and functional capabilities of individuals with disabilities. Students will be engaged in activities that, through high and low technology, allow individuals access to the curriculum regardless of their ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, or geographic area in order to close the achievement gap.

<b>University of Kentucky College of Education (COE) Functional Skills &amp; Dispositions</b>	<b>Addressed in Course</b>
1. Candidates communicate appropriately and effectively	X
2. Candidates demonstrate constructive attitudes	X
3. Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
4. Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
5. Candidates demonstrate a commitment to professional ethics and behavior.	X

<b>Council for Exceptional Children Advanced Teacher Standards</b>	
1. Leadership and Policy	X
2. Program Development and Organization	X
3. Research and Inquiry	X
4. Student and Program Evaluation	X
5. Professional Development and Ethical Practice	X
6. Collaboration	

<b>Education Professional Standards Board (EPSB) Teacher Standards</b>	
Standard 1: The Teacher Demonstrates Applied Content Knowledge	X
Standard 2: The Teacher Designs and Plans Instruction	X
Standard 3: The Teacher Creates and Maintains Learning Climate	X
Standard 4: The Teacher Implements and Manages Instruction	X
Standard 5: The Teacher Assesses and Communicates Learning Results	X
Standard 6: The Teacher Demonstrates the Implementation of Technology	X
Standard 7: Reflects on and Evaluates Teaching and Learning	X
Standard 8: Collaborates with Colleagues/Parents/ Others	X
Standard 9: Evaluates Teaching and Implements Professional Development	X
Standard 10: Provides Leadership within School/Community/Profession	X

<b>EPSB Themes</b>	
Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X