

## 1. General Information

- 1a. Submitted by the College of: EDUCATION  
Date Submitted: 12/7/2016
- 1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel
- 1c. Contact Person  
Name: Allan Allday  
Email: [allan.allday@uky.edu](mailto:allan.allday@uky.edu)  
Phone: 257-0722  
Responsible Faculty ID (if different from Contact)  
Name:  
Email:  
Phone:
- 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 <sup>4</sup>
- 2b. Prefix and Number: EDS 518
- 2c. Full Title: Behavior Management in Applied Settings
- 2d. Transcript Title: Behavior Management in Applied Settings
- 2e. Cross-listing:
- 2f. Meeting Patterns  
LECTURE: 3
- 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: Principles of behavior analysis will be used to determine behavioral functions and intervention development for students exhibiting challenging behaviors within the schools. The course will focus on the key tenants of functional behavioral assessments and behavior intervention planning, with special attention to the provisions of indirect services to students. Field experiences are required as part of this course.

2k. Prerequisites, if any: Co-requisite of EDS 401 or permission of instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

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?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The course would be of interest to students in elementary education, psychology, or other related social science.

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?: Yes

If YES, list affected programs: Bachelor of Science in Special Education

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

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: Allan Allday

Instructor Email: allan.allday@uky.edu

Internet/Web-based: No

Interactive Video: Yes

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? Course will be through interactive video. This allows real-time interaction between students and student-to-faculty. Distance students will be able to participate in all class activities as they occur.

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. These are the same for both groups.

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. All students will submit work through Canvas portal. All quizzes will be completed on Canvas.

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? Students are made aware of student services in the syllabus. They will be encouraged to utilize these services throughout the class by the instructor reminding them of the service options.

6.How do course requirements ensure that students make appropriate use of learning resources? Students will have access to online library databases, which will be used in the course.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. N/A 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/>)? It is addressed in 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.

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: R. Allan Allday

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 518 Behavior Management in Applied Settings**  
**Syllabus**  
*“Research and Reflection for Learning and Leading”*

Instructor:	R. Allan Allday, Ph.D., BCBA-D
Office Location	115 Taylor Education Building
Phone Number	859-257-0722
Email	<a href="mailto:Allan.allday@uky.edu">Allan.allday@uky.edu</a>
Office Hours	By Appointment Only
Technological Requirements	Computer with internet access or access to UK computer facilities.
For Technological assistance	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Preferred method for contacting instructor	Phone Call or Office Visit
Anticipated Response Time	Within 24 hours with phone call or 72 with email.
Face-to-Face Librarian	Sarah Vaughn, Education Librarian <a href="mailto:sarah.vaughn@uky.edu">sarah.vaughn@uky.edu</a> 859.257.7977
Face-to-Face Interlibrary Loan Service	<a href="http://libguides.uky.edu/educ">http://libguides.uky.edu/educ</a>
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a>
Information on Distance Learning Library Service	<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>
Course Website:	N/A

**Course Description**

Principles of behavior analysis will be used to determine behavioral functions and intervention development for students exhibiting challenging behaviors within the schools. The course will focus on the key tenants of functional behavioral assessments and behavior intervention planning, with special attention to the provisions of indirect services to students. Field experiences are required as part of this course.

**Corequisite:**

EDS 401; or permission of instructor.

### 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*. Candidates 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 candidate's 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 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 Unbridled Learning expectations including, Kentucky Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

Learning Target/Outcomes: Special Education Content	Assessment (Formative/Summative)
<ul style="list-style-type: none"> <li>Functionally analyze social behavior deficits and excesses of children and youth</li> </ul>	Formative: Course readings, class discussions and activities, burning questions Summative: Quizzes, Data Collection, BIP development, brief literature review.
<ul style="list-style-type: none"> <li>Report the function of aberrant behavior to professionals</li> </ul>	Formative: Course readings, class discussions and activities, burning questions Summative: Quizzes, Data Collection, BIP development, brief literature review.
<ul style="list-style-type: none"> <li>Design behavioral intervention plans based on functional behavioral assessments</li> </ul>	Formative: Course readings, class discussions and activities, burning questions Summative: Quizzes, Data Collection, BIP development, brief literature review.
<ul style="list-style-type: none"> <li>Report to and train school personnel to implement function based interventions</li> </ul>	Formative: Course readings, class discussions and activities, burning questions Summative: Quizzes, Data Collection, BIP development, brief literature review.
<ul style="list-style-type: none"> <li>Set up technologies in which to observe students, consult with school personnel, and train other personnel to implement function-based interventions.</li> </ul>	Formative: Course readings, class discussions and activities, burning questions Summative: Quizzes, Data Collection, BIP development, brief literature review.

**Course Delivery**

This course is designed to be a hybrid course, delivered both via synchronous technology and face-to-face.

**Unbridled Learning Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

**Required Texts**

Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K.L. (2007). *Functional Behavioral Assessment and Function-Based Intervention: An Effective, Practical Approach*. Pearson.

**\*ARTICLES WILL BE ASSIGNED DURING THE SEMESTER. STUDENTS WILL BE NOTIFIED OF ADDITIONAL READINGS AT LEAST ONE WEEK IN ADVANCE.**

**Grades**

<b>Course Evaluation –</b>	<b>Undergraduate</b>	<b>Graduate</b>
Data Collection Plan	100 Points	100 Points
Behavior Intervention Plan	150 Points	150 Points
“Burning Questions” 10 @ 5 points	50 Points	50 Points
Quizzes 4 @ 25 points	100 Points	100 Points
Brief Literature Review	-----	100 Points
<i>Total Points</i>	400 Points	500 Points

**Grading Scale -**

Letter Grade	U-grad Range*	Graduate Range*	% Range	Grade Points	Interpretation
A	360 – 400	450 – 500	90 – 100	4.0	Superior
B	320 – 359	400 – 449	80 – 89	3.0	Good
C	280 – 319	350 – 399	70 – 79	2.0	Fair
D	240 – 279	--	--	1.0	Unacceptable
E	≤ 239	≤ 349	≤ 69	0.0	Failure

**\*Note the Graduate College does not recognize “D” for graduate students.**

**Graduate student expectations.** Graduate students will have different expectations from undergraduate students. The course assignments clearly indicate the assignment to be completed by all students or graduate students only. In addition, a differentiated grading scale is provided.



Task	Task Description	Standards Alignment
<b>Data Collection Plan and Summary</b>	You will collect a variety of data on an individual who exhibits challenging behavior. This data will include direct and indirect methods. You will turn in a summary of all the data you collected on the individual's behavior.	EPSB 1, 5, 7, 8 Unbridled Learning Initiatives 1.d, 4.2. UK Funct. Skills and Dispositions 1, 2, 3, 4, 5
<b>Behavior Intervention Plan</b>	You will write a behavior intervention plan that can be provided to the school/staff working with the individual. The plan must be based within interventions that are evidence-based practices and must be "doable". This will include a 3-4 page write-up of the specific steps of the plan (citing specific research supporting your intervention). You will provide a short presentation regarding your FBA/BIP plan. This will be completed in EDS 401 and uploaded to OTIS.	EPSB 2, 7, 8, 9 Unbridled Learning Initiatives 1.d, 4.2. UK Funct. Skills and Dispositions 1, 2, 3, 4, 5
<b>"Burning Questions"</b>	You will complete a "burning question" each week at the end of class. This is meant to serve as an opportunity to reflect each week and to inform me of questions you have that may not have been answered.	EPSB 1, 8 Unbridled Learning Initiatives 1.d, 4.2. UK Funct. Skills and Dispositions 1, 3, 5
<b>Quizzes</b>	You will take a 10-15 minute quiz at the beginning of class. The quizzes will include short answer, fill-in-the-blank, multiple choice, and true/false. Quizzes are designed to build on each other, meaning you will have some cumulative questions on each quiz. These cumulative questions will focus on the most pertinent information covered in the class. <b>THE LOWEST QUIZ GRADE WILL BE DROPPED.</b> Make up quizzes will only be allowed when I have been notified in advance (email) that you will be absent.	EPSB Standard 1 Unbridled Learning Initiatives 1.c, 4.5 UK Funct. Skills and Dispositions 1, 3, 5
<b>Brief Literature Review</b>	You will prepare a paper focusing on a specific risk factor or intervention in working with students with challenging behaviors. The paper should be 5 pages ( <b>not including title page and references</b> ), double-spaced, 12-font, 1" margins, using 6 <sup>th</sup> ed. APA style. You must have a minimum of 15 references from professional publications (e.g., journals, books, NOT textbook used in class). You must use current references (2005-2015). Detailed information will be given to you on the date of assignment.	EPSB Kentucky Teacher Standards 1,2,3,5,6,7 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Funct. Skills and Dispositions 1, 2, 3, 4, 5

**Final Exam Information**

There will be no final exam in the course.

### **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### **Submission of Assignments**

All assignments should be completed in a professional manner, which includes writing in APA style. Unless otherwise specified, assignments should be *type-written in 12-font (Times New Roman) with 1" margins*. *Assignments not completed in this manner WILL NOT be accepted.*

Assignments should be turned at the beginning of the class in hard copy form. To be eligible for all points on assignments, they should be turned in “on-time”. This means that assignments should be emailed no later than 5 minutes after the start of class. *Every weekday that an assignment is submitted late one-fifth of the total possible point value for the assignments will be deducted from your grade for that assignment.* After five (5) weekdays, you will earn a zero for the assignment.

Make-up activities will NOT be given for unexcused absences.

### **Attendance**

You are expected to attend each class session in its entirety. As a student entering a professional field, attendance and punctuality are expected. You are responsible for gathering information and completing assignments on time. For any medical/family emergencies that will cause you to miss several class session, please inform me in writing (email) that you will be absent. *A student may receive a letter grade deduction for excessive absences (i.e., more than 3 sessions in a class meeting 1x per week or 6 sessions in a class meeting 2x per week).* Use your professional judgment when missing class.

### **Excused Absences**

Students need to notify me 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. 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 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.

### **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 dropped by the instructor from 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)*

### **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.

### **Behavioral Expectations**

Topics covered in this course may be of a confidential and/or sensitive nature. Professional discretion is expected both in and out of the class. Discussion of cases presented in class should remain in confidence to protect the privacy of the cases presented.

Due to the nature of the assignments completed in this class, you are asked to use pseudonyms for all students in written and verbal communication.

Out of respect for your classmates, cell phones should be turned OFF before entering the classroom. If your cell phone interrupts class, you may be asked to leave class. Please notify me if you have a family emergency that would require your attention during class.

Please refrain from text messaging, sending email, or using the Internet for non-class activities during class. Failure to do so may result in you being asked to leave class.

Please extend to me and your classmates the same courtesies that you hope your students will

extend to you, such as refraining from side-bar conversations, reading the paper, or other behaviors have may interfere with your classmates learning.

### **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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (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. Belva Collins, chair of the Department of 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/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.

### **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 Diversity & Equity**

The Special Education 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 <<content area>> 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 engaged 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 special education.

### **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.

Although technology provides a wonderful professional tool, in the current course, you will not need any technology on a weekly basis. All course content will be presented in a manner where you will be able to complete the course requirements without the use of technological devices. Specifically, you will not need a laptop, tablet or smartphone for use during class (except for instances of documented accommodations). If there is an instance where technology is needed for class, you will be provided with that information at least a week in advance so you can plan accordingly. Should you use these devices without instructor permission, the following steps will be taken. First, you will be asked to put it away. If you choose to not put it away, you will be asked to leave class, which will result in an absence for the class.

### **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.**

**CHANGES IN TOPICS AND ASSIGNMENT DUE DATES MAY BE NECESSARY TO MEET THE NEEDS OF THE STUDENTS DURING THE SEMESTER. IF THERE ARE CHANGES IN THE COURSE SCHEDULE OR ASSIGNMENT DATES, STUDENTS WILL BE PROVIDED WITH A NEW SCHEDULE. CHANGES TO ASSIGNMENT DUE DATES WILL NOT BE MADE EARLIER IN THE SEMESTER.**

**Tentative Course Schedule and Outline**

Date	Topics, Agenda, and Readings	Assign/Due Dates
Class 1	Syllabus Expectations Review of Behavioral Principles	
Class 2	Review of Basic Behavioral Principles	Chapter 1
Class 3	Behavior Interviewing	Chapter 3
	Behavior Interviewing (cont'd)/ Using Indirect Behavioral Measurement	Chapter 2 <b>Quiz 1</b>
Class 4	Using Indirect Behavioral Measurement/ Using Direct Behavioral Measurement	<i>Data Collection Assigned</i> Chapter 9
Class 5	Using Direct Behavioral Measurement/Identifying Problem Behaviors and their Functions	Chapter 4
Class 6	Identifying Problem Behaviors and their Functions	Chapter 5 <b>Quiz 2</b>
Class 7	Functional Analysis	Readings TBD
Class 8	Analysis of Instruction	Readings TBD
Class 9	Intervention Planning	<b>Data Collection DUE</b> <b>Quiz 3</b>
	<b>No Class: Spring Break</b>	NO READINGS
Class 10	Intervention Planning Intervention Implementation	Chapters 6 & 11 <i>Behavior Intervention Plan Assigned</i>
Class 11	Intervention Implementation (cont'd)	Chapter 7 & 12 <b>Quiz 4</b>
Class 12	Evaluation	Chapter 8 & 13
Class 13	Generalization and Maintenance	Chapter 14
Class 14	Individual Case Presentations	<b>Behavior Intervention Plan DUE</b> <b>Quiz 5</b>
Class 15	Individual Case Presentations	<b>Brief Literature Review DUE</b>
Class 16	<b>Final Individual Meetings</b>	

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.