

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 9/1/2016

1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

1c. Contact Person

Name: Robert G. McKenzie

Email: rmcke2@uky.edu

Phone: 257-5895

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 ⁴

2b. Prefix and Number: EDS 526

2c. Full Title: Introduction to Special Education Assessment and Program Planning

2d. Transcript Title: Intro Spec Ed Assess &Plan

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: This course provides an introduction to the procedures used in determining special education eligibility and subsequent program planning for students with disabilities. Emphasis is placed on understanding various assessment processes, instruments, norm-referenced and curriculum-based scores, and individualized educational program planning.

2k. Prerequisites, if any: EDS 375, EDS 513, and EDS 516

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

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?: No

If Yes, explain:

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

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: Robert G. McKenzie

Instructor Email: rmcke2@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? This course will use discussion between and among students and faculty. Yes, the syllabus conforms.

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. The DL students will be fully included by prompts and reactions. Exploratory aspects are available to all students.

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. For exams, students will be asked to sign a contract that s/he will not use outside resources, unless allowed. Students will also be required to log into the LMS using their LinkBlue ID for all exams. All students will be expected to complete work independently, unless otherwise directed.

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 will be provided the same opportunities as their on-campus peers

6. How do course requirements ensure that students make appropriate use of learning resources? Students will be required to identify the sources of learning support.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access to libraries, including the UK electronic library will ensure adequate support.

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/>)? this information is contained in detail 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: Robert G. McKenzie

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
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- EDS 513 - no change
 - EDS 516 – no change
 - EDS 547 – no change

EDS 526
Introduction to Special Education Assessment and Program Planning
Fall 2015 Syllabus
Meeting Times: TBD

Instructor:	Robert G. McKenzie, Ph.D.
Office Location	118 Taylor Education Building
Phone Number	859-257-5895
Email	rmcke2@uky.edu
Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities.
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT 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 http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	Within 24 hours
Face-to-Face Librarian	Sarah Vaughn, Education Librarian sarah.vaughn@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ

Course Description

This course provides an introduction to the procedures used in determining special education eligibility and subsequent program planning for students with disabilities. Emphasis is placed on understanding various assessment processes, instruments, norm-referenced and curriculum-based scores, and individualized educational program planning.

Prerequisites/Co-requisites:

The following courses are prerequisites to EDS 526: EDS 375, EDS 513, and EDS 516.

UK College of Education Professional Themes

This course will address four themes of the College of Education's conceptual framework: *research*, *reflection*, *learning*, and *leading*. Assessment and planning methods described in readings and class sessions are *research*-based interventions known to be effective for students with disabilities. This course precedes or is concurrent with required field experience, during which students will produce written *reflections* related to assessment and program planning. *Learning* addresses the knowledge and skills that special education teachers may use to provide

effective assessment and individual program planning for students with disabilities. This course is designed to ensure that students develop the knowledge and skills that will equip them to be active *leaders* in their schools, districts, and professional organizations. The ultimate goal in addressing those four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Student Learning Outcomes & Course Objectives

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding. These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. After completing this course, students will be able to:

Learning Target/Outcome	Assessment (Formative/Summative)
Identify and describe the “Essential Knowledge and Skills” (of the <i>Council for Exceptional Children</i>) related to the assessment of students with disabilities.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Describe and illustrate legal and ethical issues in the assessment of students with disabilities.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Describe the assessment requirements of the Individuals with Disabilities Education Act, including the use of <i>Response-to-Intervention</i> in identifying students with learning disabilities.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Identify, describe, and compare/contrast the technical adequacy of various standardized, norm-referenced tests used to determine the eligibility of students with disabilities. These include norming, reliability, and validity.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Identify, describe, and interpret the types of scores yielded by standardized, norm-referenced tests. These include standard and scaled scores, percentile ranks, standard-error-of measurement, confidence intervals, age and grade norms, basals, and ceilings.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Describe and demonstrate the skills necessary for effective test administration.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Accurately score a standardized, norm-referenced assessment.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Discuss basic concepts associated with data-based decision making in planning instructional programs for students with disabilities to include: screening, referral, eligibility, program planning, progress monitoring, and intervention effectiveness.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects

Evaluate the usefulness of given data collection (assessment) procedures for the purpose of designing appropriate individualized educational programs for students with disabilities.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Define and differentiate assessment purposes, procedures, and instruments that are <i>norm-referenced</i> , <i>criterion referenced</i> , and <i>curriculum-based</i> .	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Critique various norm-referenced tests according to the standards for reliability, validity, and norm population.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Identify and describe assessment accommodations for students with disabilities, and demonstrate that knowledge through case-study application.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Demonstrate the ability to write an instructional/behavioral objective that is acceptable for inclusion on a student's <i>Individualized Educational Program (IEP)</i>	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects
Describe the assessment related components of an <i>Individualized Educational Program (IEP)</i> and demonstrate that knowledge by completing a case-based IEP.	Formative: Course readings, class discussions, in-class activities, quizzes Summative: Exams, projects

Course Delivery

This course is designed as a face-to-face course and as a distance-education course for alternate certification students.

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 Materials

1. **Textbook:** Taylor, R.L. (2009). *Assessment of Exceptional Students: Educational and Psychological Procedures*.
2. **Supporting Material:** Numerous documents from the *Kentucky Department of Education* are required. You will need to access, download, and read these throughout the course (specific timelines for each will be announced in the course).
 - IEP Guidance Document: <http://education.ky.gov/specialed/excep/Pages/IEP-Guidance-and-Documents.aspx>
 - Eligibility guidelines and consent for evaluation: <http://education.ky.gov/specialed/excep/Pages/Special-Education-Forms---Eligibility-Determination.aspx>

- Due Process requirements: <http://education.ky.gov/specialed/excep/Pages/Special-Education-Forms---Due-Process.aspx>
3. **Class handouts:** Numerous handouts will be distributed weekly as “packets” to supplement instruction and guide note taking. Students must maintain these and have them available for reference in subsequent classes throughout the semester.

Course Assignments

The points available for this course are attained as follows:

Undergraduate students (350 possible points)

4 Exams @ 50 points each = 200

3 case-based projects @ 50 points each = 150

Graduate students (400 possible points)

*same as undergraduates + an additional project (will require two different applications and submissions of “Project 1” as described below)

Description of Course Assignments

Task	Task Description	Standards Alignment
Exam 1	This exam is approximately ½ objective and ½ essay and will address: (a) legal and ethical aspects of assessment; (b) response-to-intervention; and, (c) technical aspects of standardized, norm-referenced tests.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 5 Framework for Teaching Standards 1a-1f, 4a-4f Unbridled Learning Initiatives 1 (KY Academic Standards), 2 (Characteristics of Highly Effective Teaching and Learning), 3 (College and Career Readiness), 4 (Assessment) UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children Standards 1, 4 COE Technology Standards 1, 5, 6
Exam 2	This exam is approximately ¾ objective and ¼ essay and will address: (a) the types of scores yielded by standardized, norm-referenced tests; and, (b) proper procedures for administering tests.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 5 Framework for Teaching Standards 1a-1f, 4a-4f Unbridled Learning Initiatives 1 (KY Academic Standards), 2 (Characteristics of Highly Effective Teaching and Learning), 3 (College and Career Readiness), 4 (Assessment) UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children Standards 1, 4 COE Technology Standards 1, 5, 6
Exam 3	This exam is approximately ¼ objective and ¾ essay and will address: (a) eligibility; (b) determining current levels of performance; and, (d) using curriculum-based and criterion-	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 5 Framework for Teaching Standards 1a-1f, 4a-4f Unbridled Learning Initiatives 1 (KY Academic Standards), 2 (Characteristics of Highly Effective

	referenced assessment for monitoring progress.	Teaching and Learning), 3 (College and Career Readiness), 4 (Assessment) UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children Standards 1, 4 COE Technology Standards 1, 5, 6
Exam 4	This exam is entirely objective and will address the ability to utilize the manual of an assessment instrument to derive various scores for an examinee presented in a case-study.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 6, 7, 8, 10 Framework for Teaching Standards 1a-1f, 4a-4f Unbridled Learning Initiatives 1 (KY Academic Standards), 2 (Characteristics of Highly Effective Teaching and Learning), 3 (College and Career Readiness), 4 (Assessment) UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children Standards 1, 4 COE Technology Standards 1, 5, 6
Project 1	Critique the technical adequacy of a standardized, norm-referenced test. Additional information will be provided.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 5 Framework for Teaching Standards 1a-1f, 4a-4f Unbridled Learning Initiatives 1 (KY Academic Standards), 2 (Characteristics of Highly Effective Teaching and Learning), 3 (College and Career Readiness) UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children Standards 1, 4 COE Technology Standards 1, 5, 6
Project 2	Score a standardized, norm-referenced test. Additional information will be provided.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 5 Framework for Teaching Standards 1a-1f, 4a-4f Unbridled Learning Initiatives 1 (KY Academic Standards), 2 (Characteristics of Highly Effective Teaching and Learning), 3 (College and Career Readiness) UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children Standards 1, 4 COE Technology Standards 1, 5, 6
Project 3	Complete assessment-related portions of an <i>Individualized Educational Program</i> . Additional information will be provided.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 5 Framework for Teaching Standards 1a-1f, 2a-2e, 4a-4f Unbridled Learning Initiatives 1 (KY Academic Standards), 2 (Characteristics of Highly Effective Teaching and Learning), 3 (College and Career

		Readiness) Council for Exceptional Children Initial Level UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children Standards 1, 4 COE Technology Standards 1, 5, 6
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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 within one week of the change. Changes to assignment due dates will not be made earlier in the semester.

Grading Scale

	<u>Undergraduates (350 points)</u>	<u>Graduates (400 points)</u>
90 -100% = A	315 – 350	360 – 400
80 – 89% = B	280 – 314	320 – 359
70 – 79% = C	245 – 279	280 – 319
60 – 69% = D*	210 – 244	n/a
< 60% = E	≤ 209	<279

*per Graduate School Policy, graduate students are not eligible for this grade

Final Exam Information

Project #3 will be completed in class on the date specified during final exam week.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar

Evaluation Procedures

Policy on Late Assignments:

All due dates will either be indicated on the class schedule or announced at least two weeks in advance in class. All assignments are due at the beginning of the designated class session. Students will turn work into the instructor. All work must be typed, or it will be returned to the student to re-do. Late penalties will apply (see below). *Occasionally, a test or project is moved back by one class session. Students are expected to be aware of such announcements made in class and/or announced via email correspondence. Assignments submitted after the due date would have 20% of available points deducted for every portion of a 24-hour period that it is overdue, including weekends. That 24-hour period begins immediately after class begins.

*Material submitted late must be hand-delivered to me or my staff assistant in 229 Taylor Education Building to record the day and time the assignment was received. If submitted on a weekend, it must be sent electronically as an attached file.

Policy on make-up exams:

Make-up exams must be arranged within 1 week of the original administration for excused absences or the grade of zero will be recorded.

Incomplete Grade Stipulation: In order to receive a grade for the course, all required exams, quizzes, and projects must be completed. A grade will not be calculated based on points attained from only a portion of the evaluation components. In such a case, the grade of “I” will be

assigned. Such a situation could have an adverse impact on eligibility to progress to subsequent courses and/or continuation in the program.

Attendance

Punctual attendance is expected. Because attendance is expected, no points are awarded. However, unexcused absences or tardiness (i.e., arriving after the classroom door is closed at the beginning of class) will result in a penalty of 20 points for each instance. Excused absences/tardiness will not result in the deduction of points if the student provides the instructor with verification that the absence/tardy was excusable. Excused absences for this course are the same as those described in the *University of Kentucky Bulletin*. If the student provides no verification of the reason for an absence, the instructor will assume the absence should not be excused.

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).

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.

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, the instructor may drop a student who misses more than 20% of the classes for any reason. Note: 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)

Classroom Behavior Policies

Instructor’s Responsibilities to All Students

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

Instructor’s Expectations of All Students

1. Full participation in each class session
2. Completion of all assignments promptly and thoroughly
3. Preparation by completing required reading prior to class
4. No children or other non-class members are permitted in the classroom or in the hallway immediately outside the classroom.

Use of technology during class. Using laptops, tablets, etc. during class is only acceptable when directed by the instructor to access relevant websites/documents (e.g., those listed within “required readings”); using such devices to access non-class related sites and content is not. Cell phones, smart phones, etc. must be turned off. If personal communication technology is visible or audible during class, the student will be asked to leave. In that event, an unexcused absence and the associated penalty will be recorded.

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. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

The course will be conducted with openness and respect to all individuals’ points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group’s religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. The EDSRC department is open and affirming 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 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 website listed below. 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 that 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, the student alone must do it. 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 that are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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 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). Therefore it is essential for our teacher candidates to understand issues related to cultural and linguistic diversity and make a commitment to value diversity.

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.

Tentative Course Schedule x Weeks

1. Overview of course and syllabus review

2. Essential skills and knowledge for assessment personnel identified by the *Council for Exceptional Children*. Legal and ethical issues.
3. Assessment requirements within the *Individuals with Disabilities Education Act* and *Response to Intervention* as an alternative means of identifying students with learning disabilities.
4. Technical characteristics – standardized, norm-referenced tests (continue week #5).
5. Critiquing tests based on their technical characteristics. **Exam 1**
6. Continuation of week #4. Begin: Types of scores produced by standardized, norm-referenced tests (continue week #6). **Project 1 due.**
7. Continuation of week #5
8. **Exam 2.** New content: Principles of “test administration”.
9. Scoring a standardized, norm-referenced test.
10. Using test scores to determine eligibility.
11. Using standardized and curriculum-based scores to determine educational and behavioral needs for planning purposes. **Exam 3. Project 2 due.**
12. Identifying and implementing necessary testing accommodations for students with disabilities.
13. Individualized Educational Programs.
14. Writing educationally relevant goals, objectives, and benchmarks.
15. Synthesis of course content and application activities. **Exam 4.**
16. Final exam week: **Completion of Project 3** (all students) and submission of **additional required project (graduate students)**.