

## Course Information

Date Submitted: 9/1/2016

Current Prefix and Number: EDS - Special Education , EDS 528 EDUAL ASSESSMENT FOR STU W/ MILD DISABIL

Other Course:

Proposed Prefix and Number: EDS 528

What type of change is being proposed?

Major – Add Distance Learning

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: Sara Flanagan

Email: [sara.flanagan@uky.edu](mailto:sara.flanagan@uky.edu)

Phone: (859) 257-0590

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: Please Add

b. Full Title: EDUCATIONAL ASSESSMENT FOR STUDENTS WITH MILD DISABILITIES

Proposed Title: Educational Programming and Evaluation for Students with Mild Disabilities in Reading

c. Current Transcript Title: EDUAL ASSESSMENT FOR STU W/ MILD DISABIL

Proposed Transcript Title: ED ASSESSMENT FOR MILD DISAB in READING

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: Procedures for administering formal and informal tests to determine specific educationally relevant strengths and deficits of children with learning and behavior disorders. The characteristics of children with learning and behavior disorders are surveyed, as they relate to special education programming. Lecture, three hours; field experience, two hours.

Proposed Course Description for Bulletin: EDS 528 focuses on designing, implementing, and evaluating individualized reading programs based on the educational characteristics of children with learning and behavior disorders. This course also addresses the procedures needed for assessing the educationally relevant strengths and weakness in reading using informal and formal evaluation measures.

2j. Current Prerequisites, if any: Prereq: EDS 375, EDS 516 and admission to the Teacher Education Program; or consent of instructor.

Proposed Prerequisites, if any: Admission to Teacher Education Program, EDS 570, EDS 516, and/or permission of the instructor  
Corequisite: EDS 401

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? Yes

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? Yes

If YES, explain and offer brief rationale: This course will focus on reading assessment and intervention. A separate class is being submitted to address assessment and program planning (EDS 526).

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: N/A

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: Sara Flanagan

Instructor Email: sara.flanagan@uky.edu

Internet/Web-based: Yes

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 and small group activities. Yes, the course syllabus conforms to guidelines.

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 included in discussion by calling on the student and encouraging active participation for everyone. Textbooks, course goals, activities, and assessments are applicable 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. If exams, students will be asked to sign a contract that he/she 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 peers in class.

6. How do course requirements ensure that students make appropriate use of learning resources? Studnets will required to identify of learning support (ex. finding articles on the library databases).

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. All students will have access to facilities that they would have on campus, such as the UK electronic libraries. There is no lab component or other facilities needed for this course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The information is in the syllabus. The syllabus includes the information.

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: Sara Michelle Flanagan

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 528: Educational Programming and Evaluation for  
Students with Mild Disabilities in Reading  
Spring XXXX Syllabus, Time/Room: TBA  
“Research and Reflection for Learning and Leading”**

Instructor:	Sara Flanagan, Ph.D.
Office Location	237F Taylor Education Building
Phone Number	859-257-4713
Email	<a href="mailto:sara.flanagan@uky.edu">sara.flanagan@uky.edu</a>
Office Hours	Monday 1:00 to 2:00 PM; or, by appointment
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	Email
Anticipated Response Time	Within 24 hours
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 Library Services	Carla Cantagallo, DL Librarian; 859-257-0500 ex 2171; <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a> ; <a href="http://libraries.uky.edu/libpage.php?lweb_id=253&amp;llib_id=16">http://libraries.uky.edu/libpage.php?lweb_id=253&amp;llib_id=16</a>
Course Website:	Canvas ( <a href="http://uk.instructure.com/">http://uk.instructure.com/</a> )

### Course Description

EDS 528 focuses on designing, implementing, and evaluating individualized reading programs based on the educational characteristics of children with learning and behavior disorders. This course also addresses the procedures needed for assessing the educationally relevant strengths and weakness in reading using informal and formal evaluation measures.

### Prerequisite

Admission to Teacher Education Program, EDS 570, EDS 516, and/or permission of the instructor. Corequisite: Students must also be concurrently enrolled in EDS 401 (practicum).

### 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*. Instructional methods described in readings and class sessions are *research*-based interventions known to be effective for students with learning and behavioral disabilities. This course preceded or is concurrent with the field experience. The evidence base for

effective academic interventions is a tool that students will use during field experience assignments requiring written *reflection* on one's own teaching. This course emphasizes *learning* in two ways. First, the course addresses knowledge and skills that special education 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 as *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.

### 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, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Identify, describe, and explain each part of the larger concept of "reading" (e.g., emergent literacy, vocabulary, fluency, comprehension)	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading intervention program, secondary literacy plan, case study
Identify, describe, and explain how different parts of reading are difficult for students with disabilities	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading intervention program, reading assessment, secondary literacy plan, case study
Identify, describe, and explain the strengths and weaknesses of, and provide examples of models of service delivery for reading appropriate for students with disabilities.	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading intervention program, secondary literacy plan
Identify sources of reading curriculum for students with disabilities (e.g., KY Standards, developmental textbook series, teacher education texts, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading intervention program, secondary literacy plan, case study
Based on student characteristics (e.g., functioning level, goals and objectives, etc.), determine an appropriate curriculum in reading	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading assessment, reading intervention program, secondary literacy plan, case study
Identify, provide examples of, and demonstrate research-validated assessment practices for planning and delivering instruction in reading (e.g., model, prompted practice, direct instruction, feedback, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: CBM, reading lesson plan, reading assessment, reading intervention program, case study, secondary literacy lesson
Describe, provide examples of, and demonstrate research-validated assessment practices which focus on instructional planning (i.e., curriculum-based assessment,	Formative: Course readings, class discussions, and in-class activities Summative: CBM, reading lesson plan, reading



curriculum-based measurement, functional assessment, performance-based assessment, portfolio assessment, and technology-assisted assessment)	assessment, reading intervention program, case study, secondary literacy lesson
Use formal and informal assessment procedures to determine a student's needs in reading	Formative: Course readings, class discussions, and in-class activities Summative: CBM, reading assessment
Describe and provide examples of research-validated effective teaching behaviors (e.g., frequent OTRs, pacing, high success rate, proportional responding, maintaining attention, providing frequent and descriptive feedback, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading assessment, reading intervention program, secondary literacy plan, case study
Describe and provide examples of procedures for developing and facilitating the completion of independent work.	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading assessment, reading intervention program, secondary literacy plan, case study
Describe and provide examples of procedures for developing and facilitating generalization and maintenance of reading strategies/knowledge	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading assessment, reading intervention program, secondary literacy plan, case study
Identify, describe, and provide examples of procedures for implementing research-validated instructional arrangements, including peer tutoring, cooperative learning, and computer-assisted instruction.	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading assessment, reading intervention program, secondary literacy plan, case study
Describe and provide examples of procedures for modifying curriculum and instruction for students with disabilities in reading (e.g., content enhancements, parallel alternative curricula, learning strategies, testing accommodations, assistive technology, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading assessment, reading intervention program, secondary literacy plan, case study
Describe and provide examples of how technology can support reading in students with disabilities (e.g., instructional software, text-to-speech software, electronic dictionaries, Reading Pen)	Formative: Course readings, class discussions, and in-class activities Summative: Reading lesson plan, reading intervention program, secondary literacy plan, case study
Identify, describe, and explain how outside factors may impact a student's reading (e.g., motivation, learned helplessness, self-concept in reading, teachers' attitudes)	Formative: Course readings, class discussions, and in-class activities Summative: Reading assessment, reading intervention program, secondary literacy plan, case study, literacy perceptions

### 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 Texts

The required texts are designed to provide information on the course topics. Additionally, each text was selected to be a quick resource for teaching strategies and assessments during this class and others, and when teaching.

Chard, D. J., Cook, B. G., & Tankersley, M. (2013). *Research-based strategies for improving outcomes in academics*. Upper Saddle River, N.J.: Pearson. \*\*You will use this in EDS 529.

McCormack, R. L., & Pasquarelli, S. L. (2010). *Teaching reading: Strategies & resources for grades K-6*. New York: The Guilford Press.

McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction* (2<sup>nd</sup> ed.). New York: The Guilford Press.

Other required readings to be assigned, and will be available on Canvas or will be sent via email/provided in class.

### Grades

Reading lesson plan	100
Reading assessment	100
Reading intervention program and presentation	125
CBM development	100
Case study	100
Secondary lesson plan	100
Literacy perceptions	50
Attendance/participation	25

**Total Points** **700 Points**

\*\**Specific rubrics and guidelines will be discussed in class and posted on Canvas*

### Grading Scale, undergraduate students

100% to 90% = A	79% to 70% = C	59% and below = E
89% to 80% = B	69% to 60% = D	

### Grading Scale, graduate students

100% to 90% = A	79% to 70% = C
89% to 80% = B	69% and below = E

*Graduate students will negotiate a project with the instructor that can be used in the student's classroom (e.g., develop an intervention, develop an assessment) or towards a research study (e.g., literature review, small research study). The project must include a formal written product and be related to literacy. This project will be worth 100 points for a total course point possible of 800 points (12.5% of grade).*

## Final Exam Information

There will be no final exam unless otherwise noted.

## Mid-term Grades

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)*. *Assignments not completed in this manner **WILL NOT** be accepted.* All assignments should be submitted to Canvas, unless other directions are provided.

To be eligible for all points on assignments, they should be turned in “on-time.” This means that assignments should be turned in at the beginning of the class period or as otherwise directed. *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. If you will miss class for any reason, it is your responsibility to notify me as soon as possible and make arrangements for turning in assignments/making up activities.

## Attendance

You are expected to attend each class session in its entirety. As a student entering a professional field, attendance and punctuality are expected. Material presented in class will be need for completing all assignments. 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. If you are tardy during an activity, quiz, or learning challenge, you will be expected to complete the task in its entirety within the time remaining.

Students will be allowed to make-up class activities within one week of the absence. However, no separate attendance/participation points will be earned. For all quizzes (Case Studies), the student must contact the instructor within one week with the appropriate documentation for an excused absence.

## Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. 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.

### **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.

**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, 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

### **Participation and Professionalism**

All students are expected to demonstrate high professional standards in their (a) attendance at assigned placement sites; (b) interactions with parents, teachers, teacher aides, therapists, university supervisor, and other school personnel; (c) interactions with students; (d) confidential and respectful treatment of events observed and information acquired while in the placement; (e) completion of products in a timely manner and in a scholarly form; and (f) attendance at scheduled meetings.

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. 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 of 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 following website: <http://www.uky.edu/deanofstudents/student-rights-and-responsibilities>. 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. Any occurrence of plagiarism will be reported to the appropriate program faculty.

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 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.

### 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.

### 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.

Task	Task Description	Standards Alignment
<b>Reading lesson plan</b>	<p>You will write one formal lesson plan to accompany your reading assessment and intervention plans (see below). This lesson will be written in the KTIP format with additional requirements. You may choose to integrate technology, if resources are available. You are responsible for developing a lesson that is consistent with the validated instructional and planning practices discussed in this course. The lesson plan will include a list of prerequisite skills, a short-term objective, a list of materials, a description of how technology will be integrated into the lesson, a description of provisions for facilitating maintenance and generalization, plans for recording and maintaining records of student performance, and additional elements as discussed in class. Finally, you will complete a reflection of the lesson delivery that includes a minimum of three strengths and three weaknesses of the lesson. Additional information will be provided.</p> <p>Note: If you score less than an 85% on the lesson plan, you will be required to re-do this assignment. This includes writing a and/or teaching a new lesson.</p>	<p>EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8            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            UK Technology Standards: 1, 2, 3, 4, 5, 6            Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10            International Reading Association Standards 1, 2, 3, 4, and 5</p>
<b>Reading assessment</b>	<p>In your practicum, you will select a student (or students) with your cooperating teacher to focus on. You will assess the student’s reading abilities on a skill of your choice (i.e., fluency, comprehension, phonemic awareness). You will also interview the student about their perceptions of reading. From the assessments you give, you will write a narrative that focuses on the student’s strengths, needs, mitigating factors,</p>	<p>EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8            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, 5            Council for Exceptional Children</p>

	<p>instructional implications, and the type of intervention you will implement. Given your findings, you will then implement an intervention program (see below). You will turn in how you plan to assess the student (e.g., give a worksheet where the students identifies the noun and verb in 10 sentences, write an essay) one week prior to administering the assessment. Additional information and examples for assessment will be provided.</p>	<p>ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10 International Reading Association Standards 1, 3, 4, and 5</p>
<p><b>Reading intervention program and presentation</b></p>	<p>Given the findings from your reading assessment, you will implement an intervention. You will be expected to collect data throughout, for at least 3 sessions, when you teach/remediate the skill to the student. You will also detail your teaching procedures in a chart to be provided as “mini” lesson plans. Following the conclusion of your intervention, you will give your student another assessment to examine his or her progress and the effectiveness of the intervention. You may choose to integrate technology, if resources are available. You will also write a reflection that addresses the following: (1) why you selected the intervention you did; (2) three strengths of your instruction/ intervention; (3) three weakness of your instruction/ intervention; (4) the student’s experiences during the instruction; and (5) the progress of your student. Additional information will be provided for the intervention program and specific reflective questions.</p> <p>You will present your final project to the class. You will also be asked to informally present their project to their cooperating teacher, including providing teacher-oriented websites where additional resources could be provided. You will also have time in class (dates TBA) to discuss your intervention program with your peers. You will upload this assignment to OTIS as a midpoint entry.</p>	<p>EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8 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 UK Technology Standards: 1, 2, 3, 4, 5, 6 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10 International Reading Association Standards 1, 2, 3, 4, 5, and 6</p>
<p><b>CBM development</b></p>	<p>You will create a CBM that could be used to assess a hypothetical student’s reading fluency and/or comprehension. You will include the reading passage, a rationale for selection, and a sample data sheet. You may reference already created materials, but need to create your own. If appropriate, you may use it as part of your Reading Intervention Program. Additional information and samples will be provided.</p>	<p>EPSB Kentucky Teacher Standards 1, 2, 3, 4, 5, 6, 7, 8 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 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10 International Reading Association Standard 3</p>
<p><b>Case study</b></p>	<p>You will respond to a case study addressing literacy at the elementary and secondary levels. In this case study, you will</p>	<p>EPSB Kentucky Teacher Standards 1, 2, 4, 5, 6, 7, 8</p>



	<p>identify the learning goals and objectives of students in regards to reading; identify how students' disabilities impact learning across content areas (e.g., how poor reading comprehension impacts mathematics); potential strategies, accommodations, or modifications; potential usage for technology; strategies for the general education curriculum; and, how you would monitor the student's progress. You will include potential CBMs and how you would use the results to make decisions for students. Additional information will be provided. You will upload this assignment to OTIS. You may use any notes or resources, but not work with each other. You will access this case study via Canvas using your LinkBlue ID.</p>	<p>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          UK Technology Standards: 3, 5, 6          Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10          International Reading Association Standards 1, 2, 3, 4, and 5</p>
<p><b>Secondary literacy lesson plan</b></p>	<p>Given case study students, you will write a lesson plan that could be used to teach or support a student or students a literacy skill within the context of mathematics, social studies, science, art, or any content area but English/Language Arts. You will not actually teach this lesson plan. The lesson plan will include a list of prerequisite skills, a short-term objective, a list of materials, a description of how technology will be integrated into the lesson, a description of provisions for facilitating maintenance and generalization, plans for recording and maintaining records of student performance, and additional elements as discussed in class. You will also include a description of the strategies and your rationale. You will not actually teach this lesson. Additional information will be provided.</p>	<p>EPSB Kentucky Teacher Standards 1, 2, 4, 5, 6, 7, 8          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          UK Technology Standards: 3, 5, 6          Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10          International Reading Association Standards 1, 2, 3, 4, and 5</p>
<p><b>Literacy perceptions</b></p>	<p>You will be provided short readings and complete in-class activities related to your perceptions about your abilities in literacy and the importance of literacy. You will respond to guiding questions in 2 to 4 page narrative. You will not be graded on your experiences or beliefs about literacy. Additional information will be provided.</p>	<p>EPSB Kentucky Teacher Standards 1, 2, 3, 4, 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          Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10          International Reading Association Standard 4</p>

*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.*

*Tentative Course Schedule and Outline*

<b>Date</b>	<b>Topics</b>	<b>Read for class</b>	<b>Due for class</b>
Week 1	Course syllabus and assignments Introduction to reading		
Week 2	Importance of reading Qualities of a reading teacher	See Canvas Chapter 13 (TR)	
Week 3	Reading assessment basics	Chapter 1 and 2 (ARI) Chapter 1 (TR)	Literacy perceptions
Week 4	Formal and information reading assessment	Chapter 3 (ARI) Chapter 11 and 12 (TR, skim)	
Week 5	Influential factors on reading Characteristics of “good readers”	Chapter 9 (ARI) See Canvas	Reading assessment due by <i>Friday at 5 pm</i>
Week 6	Emergent literacy	Chapter 4 (ARI) Chapter 2 (RB)	
Week 7	Phonological awareness	Chapter 3 (TR)	Reading lesson plan due by <i>Friday at 5 pm</i>
Week 8	Word recognition and spelling	Chapter 5 (ARI)	
Week 9	Fluency	Chapter 6 (ARI) Chapter 3 (RB)	CBM development
Week 10	Comprehension	Chapter 7 (ARI) Chapter 6 (TR) Chapter 4 (RB)	
Week 11	Strategic knowledge and vocabulary	Chapter 8 (ARI) Chapter 4 (TR) Chapter 5 (RB)	Case Study
Week 12	Selecting and using fiction and nonfiction readings	See Canvas	(Optional: Draft of Reading intervention program)
Week 13	Writing and reading	Chapter 9 (TR)	
Week 14	Reading across the curriculum	See Canvas Chapter 7 (TR)	Reading intervention program
Week 15	Literacy-rich classrooms Promoting diversity in literacy	See Canvas Chapter 2 (TR)	Secondary literacy lesson plan

Week 16      Presentation (Reading intervention  
program)

---

This schedule is subject to change and additional readings posted on Canvas with prior communication to student.

*\*\*ARI: Assessment for Reading Instruction; TR: Teaching Reading, RB: Research-Based Strategies for Improving Outcomes in Academics\*\**

## Materials Referenced

- Allington, R. L. (ed.). (2010). *Essential Readings on Struggling Learners*. Newark, DE: International Reading Association.
- Allington, R. L. (2006). *What Really Matters for Struggling Readers: Designing Research-Based Programs* (2<sup>nd</sup> ed.). New York: Pearson.
- Bryant, D. P., et al. (2000). Reading outcomes for students with and without reading disabilities in general education middle-school content area classes. *Learning Disability Quarterly*, 23, 238-252.
- Chard, D. J., Vaughn, S., & Tyler, B.-J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35, 386-406.
- Eldredge, J. L. (2004). *Phonics for Teachers: Self-instruction, Methods, and Activities* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71, 279-320.
- MacArthur, C. A., Ferretti, R. P., Okolo, C. M., & Cavalier, A. R. (2001). Technology applications for students with literacy problems: A critical review. *The Elementary School Journals*, 101, 273-301.
- Mooney, M., & Silver-Pacuilla, H. (2010). *Literacy, employment, and youth with learning disabilities: Aligning workforce development policies and programs* (No. ED-04-CO-0121/0002). Washington, D. C.: The National Institute for Literacy.
- National Council for Teachers of English. (2012). *NCTE position statements on reading*. Available from <http://www.ncte.org/positions/reading>.
- National Council for Teachers of English. (2012). *Reading instruction for ALL students*. Available from <http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0221-sep2012/Chron0221PolicyBrief.pdf>.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of scientific research literature on reading and its implications for reading instruction, reports of the subgroups*. Available from <http://www.nationalreadingpanel.org/publications/summary.htm> and <http://www.nationalreadingpanel.org/publications/subgroups.htm>.
- Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction of older students with learning disabilities. *Learning Disabilities Research and Practice*, 23(2), 63-69.
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based Methods of Reading Instruction, Grades K-3*. Alexandria, VA: Association for Supervision and Curriculum Development.