EDS - 529 - MATHEMATICS ASSESSMENT AND METHODS FOR STUDENTS WITH MILD TO MODERATE DISABILITIES

Major Course Change Form

Course Change

Turn on help text

To ensure that your course change proposal is launched correctly, please follow the steps below. Course change proposals that are not launched properly will be returned to the originator who will be asked to resubmit the proposal following the steps below.

CLICK HERE FOR COMPLETE INSTRUCTIONS ON CREATING A COURSE CHANGE PROPOSAL.

Turn on help text.

Click the import icon to import data from SAP. **THIS IS REQUIRED FOR ALL COURSE CHANGE PROPOSALS. DO NOT** change data that was imported from SAP.

Make sure all required fields have been completed. These fields are denoted with an (*). **DO NOT** change data that was imported from SAP.

Launch the proposal by clicking the launch icon.

The proposal will return to the originators inbox under the 'My Tasks' tab.

At this time, you may make the proposed changes to the course change proposal.

Once you have made all of the changes click the launch button. *Please note, once you click the launch button on this step the proposal will move onto the next approval step in the workflow..*

* denotes required fields

| **Current Prefix:*** | EDS | | **Current Number:*** | 529 |

| **Proposed Prefix** | | | **Proposed Number** | |

Check if same as current ☐ Same as current

Is this course clinical? Also select "Yes" if the course is not clinical but you wish for the course to be reviewd by the HCCC* ○ Yes ⦿ No

1. General Information

a. Submitted by the College of:* College of Education (8G000)

b. Department/ Division:* Early Childhood, Spec Ed, Rehab Counsel (8G070)

c. Is there a change in "ownership" of the course? * ○ Yes ⦿ No

If YES, what college/ department will offer the course instead?

e. Contact Person Name:* Kera Ackerman

Email:* kera.ackerman@uky.edu

Phone:* 859-257-7927

f. Requested Effective Date:*	⦿ Semester Following Approval ◯ Specific Term

If specific term:

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

What is the rationale for this proposal?*	Current regulations require that all educator preparation programs that train P-12 teachers have a literacy course that addresses standards set forth by the International Literacy Association. Our program meets this requirement in EDS 528. Similarly, there are additional SPA standards from the Council for Exceptional Children and state regulations that require educator preparation programs in special education to address content area assessment and educational programming. EDS 529 will meet these regulations through addressing assessment and educational programming in mathematics, language, and content areas.

2. Designation and Description of Proposed Course.

a. Distance Learning(DL) Status:*	◯ N/A
	⦿ Already approved for DL*
	◯ Please Add
	◯ Please Drop

Already approved for DL	☑ *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

The FULL title of the course needs to be written out in the first box and IF the title is more than 40 characters, THEN, the title needs to be shortened for the insertion on the transcript. The full title of the course is what is put in the bulletin and the second is what is inserted on the transcript.

b. Current Title:*	MATHEMATICS ASSESSMENT AND METHODS FOR STUDENTS WITH MILD TO MODERATE DISABILITIES

Proposed Title*	Educational Programming for Students with Mild to Moderate Disabilities

c. Transcript Title (if full title is more than 40 characters):*	Educational Programming FOR STUDENTS WITH LD

d. Current Cross-listing:*	⦿ N/A ◯ Currently Cross-listed

Currently Cross-listed with (Prefix & Number):	

ADD Cross-listing (Prefix & Number):	

REMOVE Cross-listing (Prefix & Number):	

Using the Files tab in the Proposal Toolbox, attach a letter of support from the chair of the cross-listing department.

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

For courses with variable credit, please use the following format (no spaces): #-##

Lecture:	3

Laboratory:	

Clinical:	

Colloquium:	

Seminar:	

Studio:	

Recitation:	

Residency:	

Discussion:	

Indep. Study:	

Practicum:	

Research:	

Other:	

f. Grading System:* ⦿ Letter (A, B, C, etc.)
◯ Pass/Fail
◯ Medicine Numeric Grade
◯ Graduate Level Grade Scale

Please Explain:	

g. Number of credit hours:* 3

h. Is this course repeatable for additional credit?* ◯ Yes ⦿ No

If YES, Maximum number of credit hours:

If YES, Will this course allow multiple registrations during the same semester? ◯ Yes ◯ No

i. Course Description for Bulletin:* EDS 529 focuses on designing, implementing and evaluating individualized programs based on the educational characteristics of children with mild to moderate disabilities (e.g., learning, behavior) in elementary and secondary school. This course includes utilizing educational assessment to plan programming in math, language, and content areas. This course provides full GCCR credit for the special education program.

j. Prerequisites, if any: Prereq: Admission to Teacher Education Program, EDS 570, EDS 516, and/or permission of the instructor. Coreq: Students must also be concurrently enrolled in EDS 402.

3. Is this course taught off campus?

a.* ◯ Yes ⦿ No

If YES, enter the off campus address:

4. Are significant changes in content/ student learning outcomes of the course being proposed?

a.* ⦿ Yes ◯ No

If YES, explain and offer brief rationale: SPA standards from the Council for Exceptional Children and state regulations that require educator preparation programs in special education to address content area assessment and educational programming. EDS 529 will meet these regulations through addressing assessment and educational programming in mathematics, language, and content areas. The student learning targets have been modified to reflect this.

5. Course Relationship to Program(s).

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

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

b. Will modifying this course result in a new requirement for ANY program?*	○ Yes ◉ No

If YES, list the program(s) here:	

In order to change a program, a program change form must also be submitted.

6. Information to be Placed on Syllabus.

a.	☐ Check box if changed to 400G or 500.

If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests a change in delivery mode. All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Instructor Name:		Instructor Email:	

Check the method below that best reflects how the majority of the course content will be delivered.	○ Internet/Web-based
	○ Interactive Video
	○ Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?	

2. How do you ensure that the experience for DL student is comparable to that of a classroom-based student's experience? Aspects to explore:textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Are you adding distance learning delivery to this course as part of an effort to offer a complete degree program 100% online? ◯ Yes ◯ No

If yes, which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Library and Learning Resources

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

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

Student Services

8. How are students informed of procedures for resolving technical complaint? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Canvas Support Hotline/Chat or ITS Service Desk?

Canvas Support Hotline/Chat (https://uk.instructure.com/; Click Help Button for 24/7 service)

Information Technology Services (ITS) Service Desk (http://www.uky/edu/UKIT/Help/)

9. Will the course be delivered via services available through UK Online? ◯ Yes ◯ No

If no, explain how students 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, below?** | ☐ Yes |

Instructor's **virtual** office hours, if any.

Technological requirements for the course.

Procedure for resolving technical complaints.

Preferred methods for reaching instructor, e.g. email, phone, or text message.

Maximum timeframe for responding to student communications.

Contact information for Information Technology Customer Service Center:

    Web: http://www.uky.edu/UKIT/

    Phone: 859-218-HELP

Web Address for Distance Learning services: http://www.uky.edu/ukonline/

Language pertaining academic accommodations (below):

"If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. Please initiate the accommodation process by submitting an online Intake Form (found at http://www.uky.edu/DisabilityResourceCenter/content/apply-services) or by contacting the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. DRC staff will discuss possible accommodations with you and provide you with a Letter of Accommodation. Once you receive your Letter of Accommodation, please set up an appointment to see me or stop by during scheduled office hours to discuss how your accommodation will be addressed. The DRC 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/.

Information on Distance Learning Library services

    Carla Cantagallo, DL librarian

    Phone: (859) 218-1240

    Email: carla@.uky.edu

    Web: http://libraries.uky.edu/DLLS

    DL Interlibrary Loan Service: http://libraries.uky.edu/dlls

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

| **Instructor Name** | |

Administration Use Only

| **OBJID** | 98003352 |

Educational Programming for Students with Mild to Moderate Disabilities

Semester/Term: Fall 2020
Credit Hours: 3
Meeting Days/Time/Location: Monday 1:30-4:00/ DH 135

Instructor Information

Instructor: Kera Ackerman, PhD
Office Building & Room Number: 118 Taylor Education Building
Email: kera.ackerman@uky.edu
Office Phone: (859) 257-7927
Office Hours: by appointment
Virtual Office Hours: by appointment
Preferred Method of Communication: phone, email, face to face; responses within 24 hours if by phone or email

Course Description

EDS 529 focuses on designing, implementing and evaluating individualized programs based on the educational characteristics of children with mild to moderate disabilities (e.g., learning, behavior) in elementary and secondary school. This course includes utilizing educational assessment to plan programming in math, language, and content areas. This course provides full GCCR credit for the special education program.

Course Prerequisites

Admission to Teacher Education Program, EDS 570, EDS 516, and/or permission of the instructor. Co-requisite: Students must also be concurrently enrolled in EDS 402 (practicum).

Skill Requirements

Graduation Composition and Communication Requirement (GCCR):

This course fulfills the writing and oral component of the Graduation Composition and Communication Requirement (GCCR; http://www.uky.edu/UGE/writing.html). The writing component of the GCCR requires that students complete one or more written assignments that total 4500 words, that a draft/feedback/revision component is included, and that students earn an average grade of "C" or better on the writing assignments to fulfill the GCCR. In this course students will complete multiple writing assignments including performance-based assessments that will have a draft/feedback component, and an oral presentation component that will have a draft/feedback component.

Student Learning Outcomes

Learning Target/Outcome	Assessment (Formative/Summative)

Based on student characteristics analyze appropriate curriculum, instructional arrangements, models of service delivery, teaching methods, and strategies	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plan; intervention program; IEP development
Demonstrate effective use of research-validated formal and informal assessment practices for evaluation of students and intervention effectiveness (e.g., curriculum based measures, norm-referenced tests)	Formative: Course readings, class discussions, and in-class activities Summative: intervention program; assessment; IEP development
List, describe, and provide examples of specially designed instruction, effective teaching behaviors (e.g., opportunities to respond, pacing, high success rate, maintaining attention, providing frequent and descriptive feedback), accommodations, and modifications	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plan; intervention program
GCCR Writing and Oral Learning Targets: Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.	Summative: intervention program
Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.	Formative: Peer Review Summative: intervention program
Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.	Formative: Peer Review Summative: intervention program
Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.	Summative: intervention program
Demonstrate an ability to clearly express thoughts through oral communication for a period of at least 10 minutes.	Summative: Oral presentation of intervention program

Required Materials

Vaughn, S., & Bos, C. S. (2015). *Strategies for teaching students with learning and behavior problems (9th ed).* Upper Saddle River, NJ: Pearson.

Other required readings will be posted to Canvas.

Datchuk, S. M. & O'Hier, B. (2019)
Hughes, C. A., & Lee, J. Y. (2019)
IES Practice Guide RtI
IES Practice Guide Using Student Achievement Data
KDE (2014). IEP and Lesson Plan Development Handbook
KDE (2019). IEP Guidance Document
Morano, S. (2019)
Riccomini, P. J., & Morano, S. (2019)

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at ITS Student Hardware & Software Guidelines.

Students are responsible for checking e-mail regularly for messages related to class**.** *Only UKY accounts are utilized.

Students are responsible for checking Canvas.

Technical Support

For account help, contact UK's Information Technology Customer Services online, by email, or by phone at 859-218-HELP (4357).

Activities and Assignments

Course Assignments
Grades

Lesson plan 50pts x 3	150
Participation	40
Intervention program	200^
Peer Review	10
Total Points	**400 points**

Note: ^Indicates **GCCR** (Graduation Writing Requirement). You MUST get a C or higher on the assignment. You must have a minimum of 15 pages or 4,500 words and use information literacy (e.g., researching an intervention in the library databases). Your presentation must be a minimum of 10 minutes. Additional information will be provided.

Summary Description of Course Assignments

Task	Task Description	Standards Alignment

| Lesson Plans | You will write a series of 3 sequential explicit instruction lesson plans to accompany your intervention plan (see below). You will teach the lessons in class and in your practicum placement and complete a reflection of the lesson delivery. Additional information will be provided.

You will upload this assignment to OTIS as a midpoint entry. | Council for Exceptional Children 5.1, 5.7

KTPS 1, 6 |
|---|---|---|
| Participation | You will participate in microteaching and participation in and reflection on virtual simulations of teaching. Products will be scored on accuracy. | Council for Exceptional Children 1.2, 4.1, 4.2, 5.1, 5.7

KTPS 1, 2, 4, 5, 6, 8 |
| Intervention Program

(GCCR) | You will utilize an assessment to gather diagnostic information and then you will write a present level of performance and IEP goal (s) and objectives from this information. Using this goal, you will select the appropriate SDI and develop, implement, and evaluate an intervention.

You will support the intervention you selected with a minimum of 5 research-based articles. *You will create an initial draft of your paper and presentation, submit for peer and instructor review, and then revise and submit the final draft of your paper and presentation.* You will serve as a peer review for a classmate providing a critical evaluation of their product, and present your completed project to the class.

Additional information will be provided.

You will upload this assignment to OTIS as a midpoint entry.

Additional graduate requirements: select a minimum of 15 research-based articles to support intervention | Council for Exceptional Children 1.2, 4.1, 4.2

KTPS 1, 2, 4, 5, 6, 8 |

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 the absence was unexcused. If you will miss class for any reason, it is your responsibility to notify me within one week and make arrangements for turning in assignments/making up activities.

Course Grading

Undergraduate grade scale: **Graduate grade scale**:

% of Points Earned   % of Points Earned

    100 - 92% = A   100 - 94% = A
    91.9- 84% = B   93.9 -86% = B
    83.9-76% = C   85.9 - 78% = C
    75.9 - 68% = D   77.9% and below = E
    67.9% and below = E

Final grades will NOT be rounded. If you earn 91.9%, it will be recorded as such.

Graduate and undergraduate expectations. Per University policy, graduate students will have different expectations from undergraduate students. This is reflected in the grading scale and additional requirements for the intervention program as noted in the Summary Description of Course Requirements.

Mid-term Grade (for 100-400 level courses, and for undergrads in 500-level courses)
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar.

Resources
Distance Learning Library Services
Carla Cantagallo, Distance Learning Librarian, 859-218-1240

Add any additional resources you feel will be helpful for your course: Writing Center, ProctorU/NCTA information, etc.

Tentative Course Schedule

Date	Topics	Reading/Assignment due for class
8-24	Course Syllabus Characteristics of Students Identifying EBP	Read after class: Syllabus Vaughn & Bos Chapter 1
8-31	Selecting Specially Designed Instruction for IEP development Writing present levels, goals	Read before class: Vaughn & Bos Chapter 2 KDE Guidance Document for IEPs KDE IEP and Lesson Plan Development Handbook
9-7	*Labor Day, Academic Holiday*	
9-14	RtI	Read before class: Vaughn & Bos Chapter 3 IES Practice Guide- RtI
9-21	Organizing Resource Rooms & Collaboration How to Organize Instruction	Read before class: Vaughn & Bos Chapter 5
9-28	Teaching students and Managing Instruction Social Development	Read before class: Vaughn & Bos Chapter 4
10-5	Assessment	Read before class: IES Practice Guide- Using Student Achievement Data to Support Instructional Decision Making Due: 2-8 of IP
10-12	Practice Based Opportunities	Read before class: Datchuk & Heir Riccomini & Morano

		Morano Hughes & Lee Due: Lesson Plan 1 Due: Articles for 14 of IP
10-19	*No Class Fall Break*	
10-26	Language	Read before class: Vaughn & Bos Chapter 6 Due: Lesson Plan 2
11-2	Math	Read before class: Vaughn & Bos Chapter 11 Due: Lesson Plan 3 Due: 9-13 IP
11-9	Math	Read before class: Vaughn & Bos Chapter 11 Due: Draft of Intervention Program – submit to peer for review @ 1:29PM.
11-16	Assessing and Teaching Learning Strategies, Content Vocabulary and Study Skills	Read before class: Vaughn & Bos Chapter 10 Due: Peer reviews due to Canvas @ 4:00PM.
11-23	*No class, Dr. Ackerman at conference.*	Due: Intervention Program & OTIS Screen shot submitted to Canvas by 4:00PM
11-30	Oral Presentations	Second half of students alphabetically (last name).
12-7	Oral Presentations	First half of students alphabetically (last name).

Final Exam Information
There will be no final exam unless otherwise noted.

Attendance Policy
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 needed 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 sessions, please inform me in writing (email) that you will be absent. 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. For the second and each subsequent unexcused absence, your final average will be lowered by 1 letter grade. Three unexcused tardies will equal one unexcused absence. Use your professional judgment when missing class.

Students will be allowed to make-up class activities within one week of an excused absence. However, no separate attendance/participation points will be earned.

Excused Absences

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through the Ombud's website or calling 859-257-3737.

In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1)

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 instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

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 due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Make-up Exam Policy
When there is an excused absence, students will have the opportunity to make up missed work and/or exams. For major religious holidays, students must provide notice two weeks prior to the absence. For all other excused absences, it is the student's responsibility to inform the instructor of the absence no later than one week after the period of absence or, if feasible, in advance. Failure to adhere to these stipulations will result in the grade of zero being recorded.

Classroom Behavior Policies
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.

Additional considerations. 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, completing other assignments, or other behaviors that may interfere with your classmates learning.

Other Policies

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.

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. Visit the DRC website, email the DRC, contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK Syllabus Template for a Face-to-Face Course

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's *Administrative Regulation 6:1* ("Policy on Discrimination and Harassment")]{.link} . In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of *Administrative Regulations 6:2* ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"]{.link}). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website]{.link}.

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)

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]{.link}. Complete information can be found on the [Academic Ombud]{.link} page. 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.

Senate Rule 6.3.1 (see current [*Senate Rules*]{.link}) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)
Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)
Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.