

Course Information

Date Submitted: 9/1/2016

Current Prefix and Number: EDS - Special Education , EDS 529 EDUAL PROGRAMMNG FOR STU W/ MILD DISABIL

Other Course:

Proposed Prefix and Number: EDS 529

What type of change is being proposed?

Major Change

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

Phone: 74713

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 PROGRAMMING FOR STUDENTS WITH MILD DISABILITIES

Proposed Title: Mathematics and Written Language Assessment and Intervention for Students with or At-Risk of Disability

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

Proposed Transcript Title: MATH WRITTEN LANG ASSESS INTERVEN

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: Design, implementation, and evaluation of individualized programs based on the educationally relevant characteristics of children with mild disabilities. Includes educational assessment and programming in reading, math, and language.

Proposed Course Description for Bulletin: EDS 529 focuses on designing, implementing, and evaluating individualized mathematics and written expression programs based on the educational characteristics of children with learning and behavior disorders in elementary and secondary school. This course also addresses the procedures needed for assessing the educationally relevant strengths and weakness in mathematics and written expression using informal and formal evaluation measures.

2j. Current Prerequisites, if any: Prereq: EDC 329, admission to the Teacher Education Program, EDS 513, and 516, or consent of instructor; prereq or concur: EDS 528.

Proposed Prerequisites, if any: Admission to Teacher Education Program, EDS 528, EDS 570, EDS 516, and/or permission of the instructor. Corequisite: EDS 402

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

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

Proposed to be taught off campus? No

If YES, enter the off campus address:

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

If YES, explain and offer brief rationale: **This course will now focus just on assessment and intervention for mathematics and written expression (EDS 528 will now focus on assessment and intervention for reading).**

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

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

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

If YES, list the program(s) here: **The requirement of enrolling in a co-requisite will require that students in this program are enrolled in a practicum course at the same time.**

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? **There will be in class activities between students and discussion between students/students and faculty. The syllabus meets the 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 student will have the same experience, include the same textbooks, course goals, and assessment of student learning outcomes.**

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. **Students will be asked to sign a contract that they completed their assessments independently and without outside sources, if applicable. For all quizzes and exams, students will be required to log into the LMS using their LinkBlue ID.**

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)? **-**

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? **DL students will have access to the same student services, including the library.**

6. How do course requirements ensure that students make appropriate use of learning resources? **Students will be directed to access various articles via the library or other online resources.**

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The only resource needed is the library and the Internet. There are no other needed laboratories, facilities, or equipment.

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.

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? NO

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

Instructor Name: Sara 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
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- EDS 513 - no change
 - EDS 516 – no change
 - EDS 547 – no change

EDS 529: Mathematics and Written Language Assessment and Intervention for Students with or At-Risk of Disability
Fall 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	sara.flanagan@uky.edu
Virtual/Campus Office Hours	Monday 1:00 to 2:00 PM; or, by appointment (email/phone/Skype/in person)
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
DL Library Services	Carla Cantagallo, DL Librarian; 859-257-0500 ex 2171; dllservice@email.uky.edu ; http://libraries.uky.edu/libpage.php?lweb_id=253&llib_id=16
Course Website	Canvas (http://uk.instructure.com/)

Course Description

EDS 529 focuses on designing, implementing, and evaluating individualized mathematics and written expression programs based on the educational characteristics of children with learning and behavior disorders in elementary and secondary school. This course also addresses the procedures needed for assessing the educationally relevant strengths and weakness in mathematics and written expression using informal and formal evaluation measures.

This course fulfills the GCCR credit for the special education program.

Prerequisite:

Admission to Teacher Education Program, EDS 528, EDS 570, EDS 516, and/or permission of the instructor.

Corequisite: Students must also be concurrently enrolled in EDS 402 (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 sources of curriculum for students with mild and moderate disabilities specific to written expression and mathematics (e.g., KY Standards, developmental textbook series, teacher education texts, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: Case studies; lesson plans; mathematics and written expression intervention programs; mathematics and written expression assessments; article reviews (graduate students only)
Based on student characteristics (e.g., functioning level, goals and objectives, etc.), determine an appropriate curriculum in written expression and mathematics	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mathematics and written expression intervention programs; mathematics and written expression assessments
Identify, provide examples of, and demonstrate research-validated assessment practices for planning and delivering instruction in written expression and mathematics (e.g., model, prompted practice, check, feedback, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: Mini-case studies; lesson plans; mathematics and written expression intervention programs; mathematics and written expression assessments
Describe, provide examples of, and demonstrate research-validated assessment practices which focus on instructional planning (i.e., curriculum-based assessment, curriculum-based measurement, functional assessment, performance-based assessment, portfolio assessment, and technology-assisted	Formative: Course readings, class discussions, and in-class activities Summative: Case studies; lesson plans; mathematics and written expression intervention programs; mathematics and written expression assessments; article reviews (graduate students only)

assessment)	
Differentiate among and provide examples of instructional procedures appropriate for teaching factual information, rules, concepts, procedures, and strategies for written expression and mathematics	Formative: Course readings, class discussions, and in-class activities Summative: Case studies; lesson plans; mathematics and written expression intervention programs; mathematics and written expression assessments
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: Case studies; lesson plans; mathematics and written expression intervention programs; mathematics and written expression assessments
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: Lesson plans; mathematics and written expression intervention programs; mathematics and written expression assessments
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: Lesson plans; mathematics and written expression intervention programs; mathematics and written expression assessments
Define and demonstrate basic concepts associated with data-based decision making in planning instructional programs in mathematics and written expression	Formative: Course readings, class discussions, and in-class activities Summative: Mathematics and written expression intervention programs; mathematics and written expression assessments
Utilize a wide range of data collection techniques, including standardized tests, informal student assessment strategies and informal classroom assessment techniques	Formative: Course readings, class discussions, and in-class activities Summative: Mathematics and written expression intervention programs; mathematics and written expression assessments
Administer and score on formal and informal mathematics and written expression evaluations	Formative: Course readings, class discussions, and in-class activities Summative: Mathematics and written expression intervention programs; mathematics and written expression assessments
Perform error analysis and determine error patterns to inform instructional practices in mathematics and written expression	Formative: Course readings, class discussions, and in-class activities Summative: Mathematics and written expression intervention programs; mathematics and written expression assessments
Develop and implement criterion-referenced assessments to inform instructional practices in mathematics and written expression	Formative: Course readings, class discussions, and in-class activities Summative: Mathematics and written expression

	intervention programs; mathematics and written expression assessments
Describe and provide examples of procedures for modifying curriculum and instruction for students with mild and moderate disabilities in written expression and mathematics (e.g., content enhancements, parallel alternative curricula, learning strategies, testing accommodations, assistive technology, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: Case studies; lesson plans; mathematics and written expression intervention programs; mathematics and written expression assessments

Course Delivery

This course is designed as a face-to-face course and as a synchronous 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

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 also use this in EDS 528.

Dean, D. (2010). *What Works in Writing Instruction*. Urbana, IL: National Council for Teachers of English.

Hudson, P. P., & Miller, S. P. (2006). *Designing and Implementing Mathematics Instruction for Students with Diverse Learning Needs*. Upper Saddle River, NJ: Pearson.

Stepping into Handwriting: For Students Studying Elementary Education—
<http://shopping.hwtears.com/product/HWSTEP/extras>

Recommended

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *POWERFUL Writing Strategies for All Students*. Baltimore, MD: Brooks Publishing Co.

Other required readings to be assigned will be available on Canvas and/or provided in class

Grades

Handwriting without Tears	50
Lesson plans (2 @ 25 points each)	50
Case studies (4 @ 50 points each)	200
Mathematics assessment	75
Mathematics intervention program	125^
Written expression assessment	75
Written expression intervention program	125^
Attendance	25
Article reviews (graduate students only)	100
Total Points	725 points (Graduate students: 825 points)

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

Note: ^Indicates that these assignments are part of the **GCCR** (Graduation Writing Requirement). You **MUST** get a C or higher on both assignments. You must have a minimum of 15 pages or 4,500 words across *both* assignments 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.

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	89% to 80% = B	79% to 70% = C	69% and below = D
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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 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. Use your professional judgment when missing class. If you are tardy during any activity, 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 Case Studies, the student must contact the instructor within one week with the appropriate documentation for an excused absence. All students will access the case studies via Canvas using their LinkBlue ID. You will be permitted to access your notes or other resources.

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). 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.

Participation and Professionalism

The Special Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include (1) communicating appropriately and effectively, (2) demonstrating constructive attitudes, (3) demonstrating the ability to conceptualize key content, (4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and (5) demonstrating a commitment to professional ethics and behavior. Students who fail to attend class on a regular basis,

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

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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/>.

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/StudentAffairs/Code/part1.html>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Plagiarism will result in a course grade of E and referral to the LBD or IECE Program Faculty for disposition.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please Note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism. You may not turn in any assignment, including lesson plans, already turned in for another course.

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
Case Studies	You will respond to four case studies, delivered via Canvas using your LinkBlue ID, throughout the course. Each case study will include a hypothetical student or students with a series of questions to answer. These will allow you to practice the concepts discussed in class and prepare for your PRAXIS exam. Each case study will relate to the previous readings and course discussions. You will be allowed to use your notes or other resources, but not work together.	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 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10
Handwriting without Tears	You will complete the Handwriting without Tears <i>Stepping into Handwriting</i> book with online videos and assessments. You will work on this in an out of class. Additional information will be provided.	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 ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10
Lesson Plans	You will write two lesson plans to accompany your written expression and mathematics assessment and intervention plans. You will use the PGES (Professional Growth and Effectiveness System)	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.,

	<p>lesson plan format. You will teach more than one lesson, but only one lesson needs to be written in the form of a lesson plan. 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>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 2, 4, 5</p>
Written Expression Assessment	<p>In your practicum, you will select a student (or students) to focus on. You will assess the student's written expression abilities on a skill of your choice (i.e., written expression such as an essay, handwriting, grammar). From the assessment you give, you will write a narrative that focuses on the student's strengths, needs, mitigating factors, instructional implications, and the type of intervention you will implement. You will also include an error analysis. 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>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 ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10 International Reading Association Standards 2, 4, 5</p>
Written Expression Intervention Program	<p>Given the findings from your written expression assessment, you will implement an intervention. You will be expected to collect data throughout, for at least two sessions/instructional activities, when you teach/remediate the skill to the student. You will also detail your teaching procedures in a chart to be provided in addition to the aforementioned lesson plan. 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 include a short summary of the research-base of your</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</p>

	interview. 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. You will upload this assignment to OTIS as a midpoint entry.	Association Standards 2, 4, 5
Mathematics Assessment	In your practicum, you will select a student (or students) to focus on. You will assess the student's mathematical abilities on a skill of your choice (i.e., addition, subtraction, problem solving). From the assessment you give, you will write a narrative that focuses on the student's strengths, needs, mitigating factors, instructional implications, and the type of intervention you will implement. You will also include an error analysis. 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 with 5 addition problems) one week prior to administering the assessment. Additional information and examples for assessment will be provided.	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 ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10
Mathematics Intervention Program	Given the findings from your written expression assessment, you will implement an intervention. You will be expected to collect data throughout, for at least two sessions/instructional activities, when you teach/remediate the skill to the student. You will also detail your teaching procedures in a chart to be provided in addition to the aforementioned lesson plan. 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 will also include a short summary of the research-base of your interview. 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 deadlines throughout the	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

	semester. You will upload this assignment to OTIS as a midpoint entry.	
Article Reviews	This assignment is for graduate students only. You will select five articles on a mathematics or written expression intervention to evaluate its evidence-base and annotate. Additional information will be provided.	EPSB Kentucky Teacher Standards 1, 6 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 ICS/ICC Standards 1, 2, 3, 4, 5, 10

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

You may turn in any component of your assessment or intervention programs early

Date	Topics	Read for class	Due for class
Week 1	Course syllabus Introduction to written expression	**Readings from <i>What Works in Writing Instruction</i>	
Week 2	<i>Labor Day, No class</i>		
Week 3	Phases of written expression Challenges to written expression	Chapter 1 Chard et al. Chapter 1	Written expression assessment plan
Week 4	Assessing written expression Strategies and models to support written expression (1)	Chapters 3, 4, and 10 Chard et al. Chapter 8	Written expression assessment (6 PM Friday)
Week 5	Strategies and models to support written expression (2)	Chapters 6 and 7 Chard et al. Chapter 8	Case study 1 Written expression intervention program plan
Week 6	Grammar and summarization Handwriting	Chapters 2 and 12	Lesson plan from intervention program (6 PM Friday)
Week 7	Writing across content areas Technology and written expression Written expression intervention peer review	Chapters 5 and 10	Case study 2
Week 8	Special issues with teaching written expression at the secondary level	See Canvas	Written expression intervention program (6 PM Friday)
Week 9	Introduction to mathematics Components of mathematics	Chapter 1	**Readings from <i>Designing and Implementing Mathematics....</i>
Week 10	Challenges to written expression Curriculum-based measurements for mathematics	Chapter 2	Handwriting without Tears
Week 11	Procedural strategies Declarative knowledge	Chapters 4 and 5 Chard et al. Chapter 6	Mathematics assessment plan
Week 12	Number readiness Addition and subtraction	Chapters 7 and 8 Chard et al. Chapter 6	Case study 3 Mathematics assessment due (6 PM Friday)
Week 13	Multiplication and division Measurement	Chapters 9, 11, and 12	Mathematics intervention program plan
Week 14	Rational numbers Problem solving Data analysis	Chapters 6, 10, and 15 Chard et al. Chapter 8	Lesson plan from intervention program (6 PM Friday)
Week 15	Algebra and geometry Virtual manipulatives Mathematics intervention peer review	Chapters 13 and 14 See Canvas	Case study 4 Article reviews (graduate students only)
Week 16	Presentations (mathematics or written expression intervention program)		Mathematics intervention program

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

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Materials Referenced, Mathematics

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