

## Course Information

Date Submitted: 3/3/2016

Current Prefix and Number: EDS - Special Education , EDS 530 MOD/SEVERE DISABILITIES

Other Course:

Proposed Prefix and Number: EDS 530

What type of change is being proposed?

Major Change

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: Melinda Ault

Email: [mjault@uky.edu](mailto:mjault@uky.edu)

Phone: 859-257-7689

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: Already approved for DL\*

b. Full Title: MODERATE AND SEVERE DISABILITIES

Proposed Title: MODERATE AND SEVERE DISABILITIES

c. Current Transcript Title: MOD/SEVERE DISABILITIES

Proposed Transcript Title:

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: Special education issues with individuals exhibiting moderate to severe intellectual and developmental disabilities. A critical examination of contemporary research with regard to the educational, behavioral, developmental issues of individuals exhibiting moderate to severe intellectual and developmental disabilities. Issues and research describing the full educational inclusion and community integration of persons with moderate to severe intellectual and developmental disabilities will be addressed. Lecture, three hours; field experience, three hours.

Proposed Course Description for Bulletin: Special education issues with individuals exhibiting moderate to severe intellectual and developmental disabilities. A critical examination of contemporary research with regard to the educational, behavioral, developmental issues of individuals exhibiting moderate to severe intellectual and developmental disabilities. Issues and research describing the full educational inclusion and community integration of persons with moderate to severe intellectual and developmental disabilities will be addressed. Lecture, three hours.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any: Prerequisites: Junior or graduate student status. Corequisites: Should occur concurrently with EDS 301; or permission of instructor

2k. Current Supplementary Teaching Component: Community-Based Experience

Proposed Supplementary Teaching Component:

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: The original course was a GCCR writing requirements course. This course will no longer include the GCCR writing requirement. Another course in the program will satisfy this requirement.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

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

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:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

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?

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.

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. 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?

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?

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.

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/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? **NO**

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:

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 530: Moderate and Severe Disabilities**  
**Syllabus**  
**Fall (Year)**  
**Location**  
**Weekday and Time**  
*“Research and Reflection for Learning and Leading*

Instructors:	Melinda Jones Ault, Ph.D 232 Taylor Education Building
Phone Number	859-257-7689
Email	<a href="mailto:mjault@uky.edu">mjault@uky.edu</a>
Virtual Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
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	E-mail
Anticipated Response Time	Within 24 hours
Information on Distance Learning Library Service	<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a>
DL Interlibrary Loan Service	<a href="http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16">http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16</a>
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>
Course Website:	NA

**Course Description**

Special education issues with individuals exhibiting moderate to severe intellectual and developmental disabilities. A critical examination of contemporary research with regard to the educational, behavioral, developmental issues of individuals exhibiting moderate to severe intellectual and developmental disabilities. Issues and research describing the full educational inclusion and community integration of

persons with moderate to severe intellectual and developmental disabilities will be addressed. Lecture, three hours; field experience, three hours.

Upon completion of this introductory course in moderate/severe disabilities (MSD), learners will be able to critically discuss "state of the art" and "best practice" models for educating and serving persons with moderate/severe disabilities (i.e., functional mental disabilities). More specifically, learners will be able to specify how the role of the teacher has changed with regard to the coordination of ancillary personnel, implementation of empirically based educational programs, educational/behavioral assessment strategies, systematic instructional programming, assimilation of parents into the educational process as well as curriculum issues such as functional, chronologically age-appropriate activities, access and education in content standards, community-referenced and community-based instruction, and ecological inventories.

**Prerequisites:**

Junior or graduate student status

**Corequisites:**

Should occur concurrently with EDS 301; or, permission of instructor

**UK College of Education Professional Themes**

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

**Course Learning Targets, Outcomes, and Assessments**

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including Kentucky Academic Standards, Assessment Literacy, College & Career Readiness, Characteristics of Highly Effective Teaching and Learning, and the Praxis Knowledge and Content.

Learning Target/Outcomes: Special Education Content	Assessment (Formative/Summative)
Operationally define moderate and severe mental disabilities. Critically discuss the problem with classifying persons by the severity of their disability.	Formative: Course readings, class discussions and activities Summative: Performance-based



	assessment
Identify and describe both the litigation and legislation which has affected the person with mental disabilities in regard to Right to Education, Right to Treatment, Right to Due Process, Right to Education in Least Restrictive Environments, etc.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Identify those professional organizations that function as group advocates for persons with mental disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Discuss how ecological inventories can be used in developing curricula for instructing the students with functional mental disabilities and how this can be linked to general education core content.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Explain what is meant by the "criterion of ultimate functioning." Identify educational activities that are in accordance with the criterion of ultimate functioning.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Identify and describe the basic components involved in programming instruction for pupils with moderate/severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Critically discuss the individualization of instruction. Explain the advantages and disadvantages of tutorial and group instruction.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Operationally define those principles and procedures of applied behavior analysis that can assist teachers (and others) in the education of persons with moderate and severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Discuss the role of parents and families in the education of their children with moderate or severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Provide a functional definition of teaching.	Formative: Course readings, class discussions and activities
Explain what is meant by the term "educational synthesizer" and how this relates to a transdisciplinary approach.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Discuss assistive and instructional technology for adapting content for students with moderate and severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Discuss the importance of teaching functional	Formative: Course readings, class

chronologically age-appropriate skills to secondary students and adults with moderate and severe disabilities.	discussions and activities Summative: Performance-based assessment, observation reports
Discuss the importance of teaching academic core content skills to students with moderate and severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Critically discuss the road toward community inclusion of persons with moderate and severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Discuss procedures for decreasing inappropriate behavior emitted by students with moderate and severe disabilities.	Formative: Course readings, class discussions and activities
Critically discuss community-based instruction.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Critically discuss the debate over whether all children are educable.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Critically discuss segregated vs. integrated vs. inclusive school placement.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Critically discuss vocational opportunities for students with functional mental disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
<b>Learning Target/Outcomes</b>	
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.	Formative: Weekly performance-based assessment, research review assignments Summative: Final research review
Demonstrate an ability to research a topic in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.	Formative: Weekly performance-based assessment, research review assignments Summative: Final research review
Write a capable, interesting essay that synthesizes the results of a literature search about a complex issue (discipline-specific) for a general university audience.	Formative: Weekly performance-based assessment, research review assignments Summative: Final research review

## Course Delivery

This proposed course is designed as a hybrid course. Some students in the class will take the course face-to-face, others will participate from interactive video sites, and others will view the course in a synchronous online format.

## 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

Collins, B. C. (2007). *Moderate and severe disabilities: A foundational approach*. Upper Saddle River, NJ: Pearson – Merrill Prentice-Hall.

## Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

## Required readings

The required readings (in addition to the text chapters) are listed below by topic.

### ***Topic: Functional, Academic, and Age-Appropriate Skills (10/8)***

#### **All Students:**

Collins, B. C., Karl, J., Riggs, L., Galloway, C. C., & Hager, K. D. (2010). Teaching core content with real-life applications to secondary students with moderate and severe disabilities. *TEACHING Exceptional Children*, 43(1), 52-59.

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### ***Topic: Systematic Instruction (10/15)***

#### **All Students:**

Conroy, M. A., Sutherland, K. S., Snyder, A. L., & Marsh, S. (2008). Classwide interventions: Effective instruction makes a difference. *Teaching Exceptional Children*, 40, 24-30.

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### ***Topic: Inclusion and Collaboration – Peer Supports (10/22)***

#### **All Students:**

Carter, E. W., Swedeen, B., & Moss, C. K. (2012). Engaging youth with and without significant disabilities in inclusive service learning. *Teaching Exceptional Children*, 44(5), 46-54.

Causton-Theogarar, J. N. (2009). The golden rule of providing support in inclusive classrooms: Support others as you would wish to be supported. *Teaching Exceptional Children*, 42, 36-43.

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### ***Topic: Community-Based Instruction and Standards-Based Instruction (10/29)***

#### **All Students:**

Hartman, M. A. (2009). Step by step: Creating a community-based transition program for students with intellectual disabilities. *Teaching Exceptional Children*, 41(6), 6-11.

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**Topic: Challenging Behaviors and Behavioral Support (11/19)**

**All Students:**

Gongola, L. C., & Daddario, R. (2010). A practitioner’s guide to implementing a differential reinforcement of other behaviors procedure. *TEACHING Exceptional Children*, 42(6), 14-20.

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**Topic: Longitudinal Transition (11/28)**

**All Students:**

deFur, S. (2012). Parents as collaborators: Building partnerships with school- and community-based providers. *TEACHING Exceptional Children*, 44(3), 58-67.

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**Topic: Difficult Issues and Basic Human Rights (12/17)**

**Graduate Students (optional)**

Bollman, J. R., & Davis, P. K., (2009). Teaching women with intellectual disabilities to identify and report inappropriate staff-to-resident interactions. *Journal of Applied Behavior Analysis*, 42, 813-817.

Smith, T., Polloway, E. A., Patton, J. R., & Beyer, J. F. (2008). Individuals with intellectual and developmental disabilities in the criminal justice system and implications for transition planning. *Education and Training in Developmental Disabilities*, 43, 421-430.

Stowe, M. J., Turnbull, R. H., Pence, R., Rack, J., Schrandt, S., & Laub, L. (2007). The importance of attitudes toward and understanding of disability and science in the age of genetics. *Research & Practice for Persons with Severe Disabilities*, 32, 190-206.

Travers, J., & Tincani, M. (2010). Sexuality education for individuals with autism spectrum disorders: Critical Issues and decision making guidelines. *Education and Training in Autism and Developmental Disabilities*, 45, 284-293.

Wolfe, P. S., Condo, B., & Hardaway, E. (2009). Sociosexuality education for persons with autism spectrum disorders using principles of applied behavior analysis. *Teaching Exceptional Children*, 42(1), 50-61.

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**Grades**

All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor's judgment. Grades will be based on the scores accumulated by the student weighted by the following percentages.

Undergraduate Assignments	Undergraduate Percent of Grade	Graduate Assignments	Graduate Percent of Grade
Participation points (3 per session)	5%	Participation points (3 per session)	5%
Performance based assessments	20%	Performance based assessments	20%
Bi-weekly Quizzes	20%	Bi-weekly Quizzes	20%
Observations (undergrad)	20%	Presentations (grad)	20%
Research review	35% (breakdown	Research review	35% (breakdown

	below)		below)
-Topic and article list	-5%	-Topic and article list	-5%
-Abstracts of articles	- 5%	-Abstracts of articles	-5%
-Research summary	-25%	-Research summary	-25%
Total	100%	Total	100%

**Incompletes.** A grade of I (Incomplete) will be assigned only if the student has:

1. Completed all performance-based assessments and earned 80% or more of the points available.
2. Completed all Canvas quizzes and earned 80% or more of points available.
3. Has the written permission of the instructor.

If an Incomplete grade is assigned, the learner will have until January 31, 2015 to complete the course.

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

**Assignment of course grades.** Grades will be awarded on the following scale:

**Undergraduate:**

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

**Graduate**

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

(NOTE: Graduate students are not eligible to earn a D per Graduate School policy.)

**Final Exam Information**

Graduate student presentations will be given during the final exam period on December 17, 2014 from 4:30-6:30 in room 505 Nursing Building. Undergraduate students **must** attend and participate during the presentations.

**Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)**

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 written assignments must be prepared in a professional manner. "Professional" is defined as following APA guidelines (6<sup>th</sup> ed., 2010). All final products must be typed and an electronic copy submitted to the instructor by 11:59 pm on the due date via Canvas. **Late assignments are not accepted without prior approval of the instructor. "Prior approval" is defined as at least 24 hours notice before the due date/time. No course points will be recorded for assignments submitted late.**

**However, all assignments must be submitted to complete the course.** Students with excused absences are responsible for getting the assignment to the professor by the due date.

### **Attendance**

Students are expected to attend all scheduled sessions for the course.

The purpose of the seminar meetings is to discuss issues pertaining to the delivery of services to individuals with functional mental disabilities. Topics discussed each week need not be directly related to assigned readings. Learners are encouraged to raise questions and discuss issues directly related to those with whom they are presently working or observing. At a learner's request, the instructor will bring specific materials (curricula) that a learner would like to review and discuss. Each seminar will consist of the instructor overviewing key points discussed in the readings. In addition, questions will then be answered and points summarized. Your active participation is encouraged and expected.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Excessive Absences**

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and

have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

*If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)*

### **Participation and Professionalism**

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

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

### **Learning/Classroom Accommodations**

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/>.

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

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of Special Education and Rehabilitation Counseling 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 Early Childhood, Special Education, and Rehabilitation Counseling if you have questions regarding this requirement.

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Plagiarism will result in a course grade of E and referral to the MSD 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.

### **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.

The following is a list of the assignments that will be required in the course, a brief description, and the standards that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Task	Task Description	Content Standards Alignment
<b>Participation points (all students)</b>	<p>Students are expected to <b>actively participate</b> in class discussions on-demand activities, and respond using Lecture tools. Students should discuss relevant educational problems encountered in the classroom of students with moderate or severe disabilities and share experiences with seminar participants.</p> <p>See Appendix A of the syllabus for details and scoring criteria for this assignment.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3, 4</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8, 9</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading)</li> </ol> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
<b>Performance-based assessments-PBA (all students)</b>	<p>Following each seminar meeting, the learner should complete the performance-based assessment based on the required chapter and class discussion.</p> <p>See Appendix A of the syllabus for details</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 9</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8, 9</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Standards for English/Language Arts (Literary Reading,</li> </ol>

	and scoring criteria for this assignment.	<p>Informational Reading, Writing, Speaking and Listening, Language)</p> <p>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</p> <p>3. College and Career Readiness (Reading, Writing)</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
<b>Quizzes (all students)</b>	<p>On weeks when students do not have a PBA due, they will participate in a quiz that will be delivered over Canvas on the course readings and discussion material.</p> <p>See Appendix A of the syllabus for details and scoring criteria for this assignment.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 9</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8, 9</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> </ol> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
<b>Observations of programs (undergrad only)</b>	<p>All undergraduate students will complete five 2-hr observations in sites that serve persons with moderate/severe disabilities during the semester. Observations will be</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 4</p> <p>Council for Exceptional Children Initial Content Standards (ICS)/ Individualized Independence Curricula Standards (IIC) 2, 3, 5, 9</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8</p>

	<p>conducted across the life span.</p> <p>See Appendix A of the syllabus for details and scoring criteria for this assignment.</p>	<p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> <li>4. Assessment Literacy</li> </ol> <p>UK Missions for Research, Reflection, Learning, and Leading</p>
<p><b>Class presentation (Graduate students only)</b></p>	<p>All <b>graduate</b> students enrolled in EDS 530 will select one of the topics in Chapter 13 of the text or another topic approved by the instructor and will present that topic to the class during Finals week.</p> <p>See Appendix A of the syllabus for details and scoring criteria for this assignment.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 9</p> <p>EPSB Kentucky Teacher Standards 1, 6, 10</p> <p>EPSB &amp; COE Technology Standards 6</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> </ol> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
<p><b>Research review requirements (all students)</b></p>	<p>The research review requires students to identify a topic of interest, locate research literature,</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 9</p>

	<p>and synthesize the information in a written product.</p> <p>See Appendix A of the syllabus for details and scoring criteria for this assignment. This assignment will be the OTIS artifact uploaded for the course.</p>	<p>EPSB Kentucky Teacher Standards 1, 6</p> <p>EPSB &amp; COE Technology Standards 6</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> <li>1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</li> <li>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</li> <li>3. College and Career Readiness (Reading, Writing)</li> </ol> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
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**CHANGES IN TOPICS AND ASSIGNMENT DUE DATES MAY BE NECESSARY TO MEET THE NEEDS OF THE STUDENTS DURING THE SEMESTER. IF THERE ARE CHANGES IN THE COURSE SCHEDULE OR ASSIGNMENT DATES, STUDENTS WILL BE PROVIDED WITH A NEW SCHEDULE. CHANGES TO ASSIGNMENT DUE DATES WILL NOT BE MADE EARLIER IN THE SEMESTER.**

#### Course Schedule and Outline

Date	Topic	Assignment Due
8/27	-Introductions -Syllabus -Sign up for Practicum Observations - <i>Riding the Bus with My Sister</i>	-Read: Syllabus
9/3	-Defining the Term: Moderate and Severe Disabilities -Historical Context- Where have we come from?	-Read: Syllabus -Read: <i>Christmas in Purgatory</i> -Read: Text, Chapter 1
9/10	-Overview of the Research Review -Selecting a topic -Using the library -APA Guidelines I	-Due: PBA 1 on <i>Christmas in Purgatory</i> (Both A and B) -
9/17	-Issues in Education	-Read: Text, Chapter 2

	-Writing abstracts -Organizing the research review	-Due: Topic + Reference list -Due: Observation # 1 (undergrad)
9/24	-Working with Families -Early Childhood Services	-Read: Text, Chapter 3 -Due: PBA on Chapter 2 (A only) -Due: Canvas quiz on Chapter 2 (B only)
10/1	-Principles of Appropriate Education -Writing an outline	-Read: Text, Chapter 4 -Due: PBA on Chapter 3 (B only) -Due Canvas quiz on Chapter 3 (A only) -Due: Abstract for research review
10/8	-Functional/Academic/Age appropriate skills	-Read: Text, Chapter 5 -Read: Collins et al. (2010) -Due: PBA on Chapter 4 (A only) -Due Canvas quiz on Chapter 4 (B only) -Due: Observation # 2 (undergrad)
10/15	-Systematic Instruction -Writing the body of the paper	-Read: Text, Chapter 6 -Due: PBA on Chapter 5 (B only) -Due: Due Canvas quiz on Chapter 5 (A only) -Read Conroy et al. (2008)
10/22	-Inclusion/Collaboration -Peer Supports -APA II	-Read: Text, Chapter 7 -Read: Causton-Theogaris (2009) -Read: Carter, Sweeden, & Moss (2012) -Due: PBA on Chapter 6 (A only) -Due Canvas quiz on Chapter 6 (B only)
10/29	-Community-Based Instruction -Standards-Based Instruction	-Read: Text, Chapter 8 -Due: PBA on Chapter 7 (B only) -Due Canvas quiz on Chapter 7 (A only) -Due: Observation # 3
11/5	Library Night- No class	-Due: PBA on Chapter 8 (A only) -Due Canvas quiz on Chapter 8 (B only)
11/12	-Health and Vitality	-Read: Text, Chapter 9 -Read: Hartman (2009)
11/19	-Challenging Behaviors	-Read: Text, Chapter 10 -Read: Gongola & Daddano (2010) -Read: Graduate students RL -Due: PBA on Chapter 9 (B only) -Due: Canvas Quiz on Chapter 9 (A only) -Due: Observation #4

11/26	Academic Holiday- No Class	
12/3	-Longitudinal Transition -Entering adulthood -Guest speaker	-Read: Text, Chapters 11 and 12 -Read: deFur (2012) -Read: Graduate students RL
12/10	-Self-determination -Sexuality	-Read: Text, Chapter 14 -Due: Observation # 5 (undergrad) -Due: Final research review
12/17	Final exam week -Difficult/Contemporary/Controversial Issues -Basic Human Rights	-Read: Chapter 13 -Read: Difficult Issues Readings (graduate- optional) -Due: Graduate Student presentations

Key: PBA = performance based assessment, UG = undergraduates

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

## Appendix A Course Assignments and Grading Criteria

### Class Participation Points (all students)

Students will be participating in class through discussion as well as asking and answering questions. In addition, students will participate using the Lecture Tools software during class which is an web-based system to allow students to respond anonymously to questions, ask questions, view results of questions posed to the class, and receive immediate feedback on the accuracy of their answers. Questions will be embedded into lectures that require you to respond using your mobile device. This requires that you **bring your own device** with you to class so that you will be able to participate. The device can be your laptop computer, a tablet, a smartphone, or a flip phone (If there is a student who does not have such a device, please see the instructor). The accuracy of responses will be gathered each class using the Lecture Tools feature. This feature is free to you as a UK student. Directions will be provided on registering with Lecture Tools on the first day of class.

Participation points will be assigned based on student participation and attendance in class. 0 points = unexcused absence or excused absences in excess of three classes, 1 point = tardy of > 5 minutes or present but not alert or participating in other activities (e.g., sleeping, texting, e-mailing, using social networks, answering less than 80% of lecture tool questions), 2 points = present and alert but not contributing to discussion or activities, answering less than 80% of lecture tools questions, 3 points = present and actively participating (e.g., answering questions, participating in group activities, adding to discussion, answering at least 80% of lecture tool questions).

### Weekly performance-based assessments- PBA (all students)

Following each seminar meeting, the learner should complete the performance-based assessment based on the required chapter and class discussion. This is due by midnight of the **following** class date, but you may want to complete the PBA as close to the seminar meeting as possible when the discussion is fresh in your memory. All responses should be 1-2 pages in length, typed, and presented in a professional manner following APA guidelines. The response should reflect a **comprehensive understanding** of the topic including information from the **course readings**. You will be assigned to section A or B the first night of class. Check the schedule to determine which PBAs you are responsible for completing (i.e., only the ones assigned to your section).

#### Grading Sheet for Performance-Based Assessments

Name: \_\_\_\_\_ Performance-Based Assessment Chapter \_\_\_\_\_

Score: \_\_\_\_\_

	Excellent	Sufficient	Needs Improvement
<b>Performance-Based Assessment</b>			
Thoroughly and comprehensively reflects understanding of reading material and seminar discussion	4	3 2	1 0
Ideas are presented clearly and logically	2	1	0



Free of spelling, grammatical errors	2	1	0
Remains within page restrictions (1-2 pages)	2	1	0

Comments:

**Weekly Quizzes (All students)**

On the week in which students **do not** have a PBA due, they will participate in a quiz covering the content of the readings and the lecture discussion for that week. The quizzes will be taken on Canvas and will open at 7:30 pm following each class and will close at 4:00 pm prior to the following class session. The quizzes will be multiple choice, true/false, and/or matching questions.

**Observations of programs (Undergraduates only)**

All undergraduate students will complete five 2-hr observations in sites that serve persons with moderate/severe disabilities during the semester **(as part of the required minimum of 200 practicum hours prior to student teaching)**.

Observations will include a preschool, an elementary school, a middle or secondary school, an adult services setting, and another setting of the student's choice (may included support services). You may do this in any order you choose. **You must contact the teacher at least 1 week in advance to schedule your observation.** Approved observation sites are shown below. Students may see the instructor for approval of sites not on this list or suggestions for sites located in other counties. All Due dates for the observation summary forms are as follows:

- Observation # 1- Sept. 17, 2014
- Observation # 2 – October 8, 2014
- Observation # 3 – October 29, 2014
- Observation # 4 – November 19, 2014
- Observation # 5 – December 10, 2014

If you are planning on observing in Fayette County public schools you must complete a volunteer application before entering the schools. Please complete the volunteer application found at the following link: <https://webapps.fcps.net/volunteer/>. You do not need to request a background check on your own. If you are doing your observations outside of Fayette County, the district will let you know if they need any further background information from you prior to your observation. **Do NOT observe in any elementary, middle, or high school settings until you hear from me that your placement has been approved by the school district.**

**A list of approved observation sites with contact information will be distributed via Canvas.**

Following each observation, use the questions in the evaluation form below when writing your impressions of the site. The grading criteria is included in the form.

Observation Summary Form

Name: \_\_\_\_\_  
 Instructor/Setting: \_\_\_\_\_  
 Dates/hours spent in setting: \_\_\_\_\_

Answer each of the following questions. **Provide evidence to support each answer.**

Score = _____/22	Excellent	Sufficient	Needs improvement
1. Were students being taught in self-contained resource room settings? Within general education settings? Would you consider the site segregated or inclusive? Why?	2	1	0
2. Was the site age-appropriate? If so, why do you say so. If not, what changes would you make?	2	1	0
3. What was the ratio of staff to students? Was this adequate? Why do you say so?	2	1	0
4. What type of skills were being taught? Were students being taught functional content? Academic content?	2	1	0
5. Would you consider the environment to be positive? Enriched? Why or why not?	2	1	0
6. Did the environment facilitate independence? Why do you say this?	2	1	0
7. Was the program community-based? Community-referenced?	2	1	0
8. Was the environment clean? Neat? Organized? If so, why do you say this. If not, what changes would you make?	2	1	0
9. Were adaptations used for students with disabilities? What assistive technology do you see being used?	2	1	0
10. Did you observe 1:1 direct instruction? Small group instruction? If so, how did instruction occur? If not, what transpired instead of instruction?	2	1	0
The paper is free of grammatical and spelling errors	2	1	0

**Class Presentations (Graduate students only)**

All graduate students enrolled in EDS 530 will select one of the topics in Chapter 13 of the text or another topic approved by the instructor and will present that topic to the class on December 17, 2014. Students should give an overview of the topic readings or additional readings. They also should supplement the information in the assigned readings with other sources (e.g., readings, internet materials, interviews, class activity). Presentations will be approximately 10=15 minutes must include a component that engages the audience in an activity or discussion.

1. Prepare a presentation that summarizes the content of your in-depth project.
2. The presentation should be a minimum of 10 minutes and a maximum of 15 minutes in duration.
3. The presentation can be in many forms including but not limited to Powerpoint presentation, poster session, video of your presentation (youtube.com), animated movie (xtranormal.com), prezi.com presentation, website creation, lesson plan creation. There are many other options but please gain instructor approval of your presentation style.

4. The presentation should report the topic, methods, and findings of your project and must contain an element other than just you talking about your project. Examples include: showing a video clip, showing/demonstrating an item that exemplifies your topic, performing a skit, conducting a survey of the audience, leading a discussion of the topic, inserting humor into the presentation, engaging the audience in your presentation, showing an animated movie, dissemination a lesson plan. There are many other options that you may use.
5. Please attend to each of the elements that you will be graded on in the rubric below

Name: \_\_\_\_\_

Score: \_\_\_\_\_

### Grading Sheet for Presentation of Topic

Element	Excellent	Sufficient	Needs Improvement
Findings presented to other stakeholders included but not limited to special education students, other prospective educators, faculty, parents of prospective special educators, parents of students with disabilities, personnel from local schools and districts	5 4	3 2	1 0
Presentation style approved by faculty and effective in delivery of the content	5 4	3 2	1 0
Element other than speaker only included	5 4	3 2	1 0
Presentation materials are of professional quality (free of typographical errors, APA format, person-first language)	5 4	3 2	1 0
Presentation includes clear description of the topic, methods, and findings of the in-depth project	5 4	3 2	1 0
Presentation has a logical flow and sequence	5 4	3 2	1 0
Presenter speaks effectively (e.g., speaks clearly and confidently, at an appropriate pace, uses correct grammar and pronunciation, uses eye contact)	5 4	3 2	1 0
Questions are answered clearly and professionally	5 4	3 2	1 0
Time requirements followed	5 4	3 2	1 0
Content presented at level appropriate for an audience of peers (undergraduate students)	5 4	3 2	1 0

Comments:

### Research Summary

The research review assignment will contain the following components:

- Topic with list of three data-based articles (5%): Due Date: September 17, 2014
- Abstracts of one data-based article (5%): Due Date: October 1, 2014
- Final research summary (30%): Due Date: December 10, 2014

All students enrolled in EDS 530 will write a research paper reviewing the most current literature on a topic related to issues in the lives of persons with moderate/severe disabilities. To prepare for this paper, each student will submit (a) the topic for approval by the instructor with a list of three (3) data-based articles to be included in the review, (b) one (1) abstracts of the data-based articles, (c) an outline of the research review, and (d) a final research review paper. All of these assignments are to be typewritten and double-spaced. This single project will count 45% of the Final course grade. This paper should be written in APA (2010) style – 6th edition. ***The final draft of this paper should be uploaded to OTIS as an artifact.***

**Component I: Topic with data-based articles.**

1. Write a paper clearly explaining the topic you have selected for your research review.
2. Include at least three aspects of the topic that you are considering writing about within the review and write about these three aspects.
3. Select 3 data-based articles to include in the review.
4. Create a reference list of the articles (These should be 5 years old or less).
5. Use proper APA style. Use Times New Roman font and double space.

Grading Rubric for Topic & Reference list

Name: \_\_\_\_\_  
 Score: \_\_\_\_\_/20 \_\_\_\_\_

	Excellent	Sufficient	Needs Improvement
<b>Topic and Reference list</b>			
Topic is clearly explained	4	3 2	1 0
Topic is not too broad or too narrow	2	1	0
Three aspects of the topic are included and explained	3	2 1	0
Paper is free of spelling/grammatical errors	2	1	0
3 references are included (5 years old or less)	3	2 1	0
References selected are data-based articles	3	2 1	0
Reference list is in proper APA format	3	2 1	0

Comments:

**Component II: One abstracts of data-based article.** Select one primary source data-based article that you plan to include in your review of the research that you will write for this course. A data-based article means that the authors were studying a research question, collected data during the investigation, and summarized the data in some way. Usually, a data-based article will have a graph or statistical table in it. Below are the headings that you should include in your abstract and the information that should be contained under each heading, but because you will be abstracting all different kinds of studies, you may adapt the headers and the information you include to fit the study you are abstracting. The points assigned to each section are below.

**APA reference.** Make sure the article is cited correctly using APA style. Use the Publication Manual of the American Psychological Association (6th ed.) manual to correctly cite the article. The APA manual is available from the U.K. Bookstore or in the Education library. (2 pts)

**Purpose or question.** State the research question(s) being studied in the investigation or the purpose of the investigation. This information is usually included in the last paragraph of the introduction section of your article. (3 pts)

**Subjects and setting.** State the number of subjects, their name, age, gender, diagnosis, skill level, and any other relevant information. In addition, state where the investigation was conducted (e.g., in a classroom, in an apartment, at the corner grocery store, in the southeast United States). (3 pts)

**Methodology.** Include what was being measured in the study, the methods used, the intervention that was used. Write exactly what the investigator did. (3pts)

**Data collection procedures.** State how the data were collected during the investigation. Who collected the data? What data collection system was used? How often were the data collected? (3pts)

**Findings.** What were the findings of the investigation? For a single subject study-Was the intervention effective in changing the behavior? For survey research- What was found from the responses? For studies using statistics-What did the statistical analyses show? For qualitative studies-What themes were found in the data? For all studies- What statements were made in the results section? (3 pts)

**Critique/Practical Implications.** Critique the article in terms of readability, clarity, importance of the topic, appropriateness of the behavior being changed, etc. In addition, relate the results of the article to the topic of your paper. (3 pts)

**Component III: Final research summary.** The final paper should synthesize the research articles you reviewed and include an introduction, a review of the articles, and discussion and conclusions section. A grading sheet and criteria for the assignment will be distributed in class prior to the due date.