

Course Information

Date Submitted: 2/8/2016

Current Prefix and Number: EDS - Special Education , EDS 546 TRANSDISCIP SVCS STU W/MULT DISABILTS

Other Course:

Proposed Prefix and Number: EDS 546

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: Sally Shepley

Email: sally.shepley@uky.edu

Phone: (859) 257-8596

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: TRANSDISCIPLINARY SERVICES FOR STUDENTS WITH MULTIPLE DISABILITIES

Proposed Title: Transdisciplinary Services for Students with Disabilities: Transition

c. Current Transcript Title: TRANSDISCIP SVCS STU W/MULT DISABILTS

Proposed Transcript Title: TRNSDISCP SVCS STU W/MLT DISABLTS: TRANS

d. Current Cross-listing: IEC 546

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing: IEC 546

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: This course will focus on the philosophical issues related to teaching students with deaf-blindness and other multiple disabilities. Professionals will discuss pertinent information related to planning for this population of students, particularly in the areas of communication, physical management, health, sensory input, and vitality. Students will utilize information obtained to plan for a student with deaf-blindness or other multiple disabilities. Strategies presented for planning will include transdisciplinary assessment, person-centered planning, and activity-based instruction.

Proposed Course Description for Bulletin: This course is designed as an examination of the critical issues of transition from school to work and post-secondary education for students with disabilities. As such, this course is appropriate for both graduate students in special education and those in rehabilitation counseling. Given the increasing numbers of students with disabilities, including intellectual disabilities, who are attending post-secondary education programs, this course will provide equal emphases to work and post-secondary education, as well as to other critical life domains (community living, recreations, social networks, financial and legal issues involved in transition). Finally, this course will address the broad spectrum of youths and young adults with disabilities - including students with the most significant disabilities, as well as students with more mild disabilities.

2j. Current Prerequisites, if any: Prereq: EDS 375 or EDS 600.

Proposed Prerequisites, if any: EDS 375 or permission of instructor.

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

Proposed Supplementary Teaching Component: Community-Based Experience

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 was a transdisciplinary course that focused on students with severe disabilities. All of this content will be absorbed in EDS 548. This current course will focus specifically on adolescents and adults with disabilities as they transition out of the public school system and into post-secondary and/or employment and independent living environments.

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: IEC (they have requested that we remove the cross listing; the course content is substantially different)

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: Yes

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 546: Transdisciplinary Services for Students with Disabilities: Transition
Syllabus**

Spring 2016

Section 201- Mondays, 4:30-7:00 PM, Room B33, Dickey Hall (DH)

Section 202- Mondays, 4:30-7:00 PM, Distant Learners

“Research and Reflection for Learning and Leading”

Instructor:	Sally Shepley, Ph.D., BCBA-D
Office Location	237F Taylor Education Building
Phone Number	(859) 257-8596 (Office)
Email	sally.shepley@uky.edu
Office Hours	By appointment (in-person or virtual)
Technological Requirements	Computer with internet access or access to UK computer facilities. Conference Me participants will receive instructions/requirements from Distance Learning Programs.
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 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. Distance Learning students contact Lisa Ison (labram0@uky.edu or 859.257.7797) or Tom Prichard (tbpric0@pop.uky.edu or 859.257.2216).
Preferred method for contacting instructor	E-mail
Anticipated Response Time	Within 24 hours M-Th; within 48 hours F-Su* *When on maternity leave, response time may vary.
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
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/ILL
Course Website:	See Canvas to view all course materials: http://www.uky.edu/canvas

Course Description

This course is designed as an examination of the critical issues of transition from school to work and post-secondary education for students with disabilities. As such, this course is appropriate for both

graduate students in special education and those in rehabilitation counseling. Given the increasing numbers of students with disabilities, including intellectual disabilities, who are attending post-secondary education programs, this course will provide equal emphases to work and post-secondary education, as well as to other critical life domains (community living, recreations, social networks, financial and legal issues involved in transition). Finally, this course will address the broad spectrum of youths and young adults with disabilities - including students with the most significant disabilities, as well as students with more mild disabilities.

CREDITS: 3 credit hours

Prerequisites:

EDS 357 and EDS 375, 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, and discuss *research* from diverse perspectives in special education and rehabilitation counseling, including professional scholarship and data-based interventions, in order to reflect on their own practices. *Reflection* will also be integrated into students’ learning opportunities through the production of a *Reflection Paper* on a the transition process within special education or rehabilitation counseling, an individualized *Transition Plan* as it relates specifically to the development of transition competencies, and a *Research Paper* (for graduate students only) that integrates the learning in this course with the student’s own critical areas of interest. This course emphasizes *learning* by addressing the knowledge and skills that teachers and rehabilitation counselors may use to: 1) provide effective special education, rehabilitation counseling, and integrated transition services and 2) accomplish positive learning outcomes for students and clients with disabilities. This course also 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/counselors who will be active in *leading* colleagues in their schools, districts, agencies, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher and counselor leaders who work together to improve student learning among diverse populations and improve education, rehabilitation, and life outcomes for individuals with disabilities 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 Targets/Outcomes	Assessment (Formative/Summative)
Describe the transdisciplinary approach to planning and providing transition services across the lifespan for students with moderate-severe disabilities.	Formative: Course readings, class discussions and activities Summative: Person centered transition plan, Quizzes
Identify the legal components for transition planning as specified in IDEA and in KY Department of Education Exceptional Children regulations (note that are some key differences in that KY places additional requirements than	Formative: Course readings, class discussions and activities Summative: Quizzes

the minimum requirements of IDEA)	
Identify the critical importance of active student involvement for all students with disabilities in their transition planning (including students with severe disabilities), and will identify specific tools for insuring that students are active participants (e.g., student-directed IEPs, student video-based resumes).	Formative: Course readings, class discussions and activities Summative: Quizzes, Person centered transition plan
Identify and discuss the key components of post-school success and how to insure that students with disabilities have opportunities for these experiences (e.g., paid work experience while still in school; development of self-advocacy and self-determination skills; participation in school extra-curricular activities, including service learning activities).	Formative: Course readings, class discussions and activities Summative: Quizzes, Research paper (Grad students)
Identify the roles of key agencies in transition planning, including the Office of Vocational Rehabilitation, Office for the Blind, Dept. of Behavioral Health, Intellectual & Developmental Disabilities, KY Commission for Children with Special Health Care Needs, and community supported employment/supported living agencies.	Formative: Course readings, class discussions and activities Summative: Quizzes
Describe the importance of leadership development for youth with disabilities, and tools and strategies for the promotion of leadership opportunities in school and community activities.	Formative: Course readings, class discussions and activities Summative: Quizzes
Describe the role of community-based instruction, including the role of community-based vocational evaluation, training, and job placement in employment positions that best meet students' preferences, needs, and talents.	Formative: Course readings, class discussions and activities Summative: Quizzes, Person centered transition plan, research paper (Grad students)
Describe the key elements in preparing students with disabilities for post-school education, the differing legal requirements that govern post-secondary education from public school education, and strategies for increasing successful transition to post-secondary education (note: this objective will include examples of students with moderate and severe disabilities, as well as mild disabilities).	Formative: Course readings, class discussions and activities Summative: Quizzes
Describe areas of transition planning for students with disabilities, including areas typically not covered, but of critical importance for some students and families (e.g., health care planning, wills and trusts, guardianship).	Formative: Course readings, class discussions and activities Summative: Quizzes
Describe the major elements of the adult service system (especially as that system is configured in KY), and will demonstrate an essential knowledge of the critical components of that system	Formative: Course readings, class discussions and activities Summative: Quizzes
Demonstrate a knowledge of Person-Centered planning tools, to assist students and families in considering "the larger picture" for the student's future (such tools include PATH and MAPS and Personal Futures Planning).	Formative: Course readings, class discussions and activities Summative: Quizzes, Person centered planning transition
Describe the importance of the development of community recreation and leisure opportunities for transition-age	Formative: Course readings, class discussions and activities

students, including examples of opportunities for students in rural communities.	Summative: Quizzes, Research paper (Grad students)
Describe how we can “measure” post-secondary success, what constitutes successful outcomes across life domains, and most importantly how we can insure that transition age students experience enhanced life outcomes and satisfaction with those outcomes.	Formative: Course readings, class discussions and activities Summative: Quizzes

Course Delivery

This 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.

**Once the instructor goes on maternity leave, the course will switch to completely online and students will view lectures through interactive video sites.*

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

Test, D.W. (2012). Evidenced-based instructional strategies for transition. Baltimore, MD: Paul H. Brooks.

Wehman, P. (2011). Essentials of transition planning. Baltimore, MD: Paul H. Brooks.

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.

Assignment	UG %age	Grad %age
Class Participation	15	10
Person-centered Transition Plan	50	50
• Intake information	5	5
• Ecological Inventory	10	10
• Develop goals/objectives	15	15
• Instructional strategy to meet goals in each domain	15	15
• Project Presentation	5	5
Person-centered Planning Reflection (Undergrad only)	10	--
Quizzes	25	25
Graduate Students: Research Paper and Presentation	--	15
Total	100	100

Incompletes. A grade of “I” (incomplete) will be given in emergency situations only, and will be at the discretion of the instructor. Students will have one year to complete all work if an “I” is awarded. The incomplete must be completed prior to student teaching.

Graduate and undergraduate expectations. Graduate students will have different expectations from undergraduate students. Undergraduate students will complete assignments in assigned classrooms. Graduate students will complete assignments in their own classrooms. Graduate students will also complete a research paper. 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:	Graduate
100 – 90% = A	100–90% = A
89 - 80% = B	89 - 80% = B
79 - 70% = C	79 - 70% = C
69 - 60% = D	69% and below = E
59% and below = E	(NOTE: Graduate students are not eligible to earn a D per Graduate School policy.)

Final Exam Information

n/a

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 (6th ed., 2010).

- All final products must be typed and an electronic copy submitted to Canvas by 4:30 pm on the due date.
- **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 that are previously arranged (e.g., religious holiday) are responsible for getting the assignment to the professor by the due date. Students with emergencies will have one week after the excuse to turn in assignments.

Attendance

Class attendance is required. Prior to class, students are expected to read and study all assigned materials as necessary to understand the material and prepare for participation in class discussions. All students are expected to contribute to class discussion. 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.

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).

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.

Learning/Classroom Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of

Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

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

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. The 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. Belva Collins, 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/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- Dr. Bausch.

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 Praxis knowledge and skills that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Task	Task Description	Content Standards Alignment
Class Participation	<p>Students are expected to actively participate in class discussions and on-demand activities. Students should discuss relevant educational problems encountered in the classroom of students with moderate or severe disabilities and share experiences with seminar participants. Participation points will be based on participation of questions asked during lecture as well as in-class activities.</p> <p>See page 14 of the syllabus for details and scoring criteria for this task.</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: 1. Kentucky Academic</p> <p>Standards for English/Language Arts (Literary Reading, 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 & Student Engagement, Instructional Relevance, Knowledge of Content)</p> <p>3. College and Career Readiness</p>

		<p>(Reading)</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
<p>Person-centered transition plan</p>	<p>Using procedures and materials we discuss in class, you will complete person-centered planning activities using a student and his/her support system from your own/assigned classroom/placement</p> <p>Based on the information from the planning process, assess skills for each domain, develop postsecondary goals and objectives, and create instructional strategies to achieve the set goals. These will be submitted in pieces. These plans will be presented to the class. Undergraduates will complete a reflection of the transition process.</p> <p>If you are not in a practicum placement, please see the professor to identify a classroom in which to conduct the observations.</p> <p>See page 14-15 of the syllabus for details and scoring criteria for this assignment.</p> <p>THE ENTIRE PLAN (Parts I-VII) IS YOUR OTIS ARTIFACT FOR EDS 546!</p>	<p>University of Kentucky Missions for Research, Reflections, Learning and Leading</p> <p>EPBS Kentucky Teach Standards 1, 3, 5, 8</p> <p>Unbridled Learning Initiatives</p> <ol style="list-style-type: none"> 1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy <p>Council for Exceptional Children ICS/IIC Standards 1, 2, 3, 5, 8, 10</p> <p>University of Kentucky College of Education Teacher Leader Standards 6</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>University of Kentucky Technology Standards 5</p>
<p>Quizzes</p>	<p>Quizzes covering content presented in class and assigned readings will be given. The quizzes will include a combination of short answer, true/false, matching, and multiple choice. This will be on Canvas and required BEFORE class starts at 4:30.</p>	<p>University of Kentucky Missions for Research, Reflections, Learning and Leading</p> <p>EPBS Kentucky Teach Standards 1, 2, 3, 5, 7, 8, 9, 10</p> <p>Unbridled Learning Initiatives</p>

	<p>See page 16 of the syllabus for details and scoring criteria for this assignment.</p>	<ol style="list-style-type: none"> 1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy <p>Council for Exceptional Children ICS/IIC Standards 1, 2, 3, 5, 7, 8, 9, 10</p> <p>University of Kentucky College of Education Teacher Leader Standards 2, 4, 6</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</p> <p>University of Kentucky Technology Standards 3, 5</p>
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GRADUATE STUDENTS ONLY

<p>Research Paper and Presentation On Evidenced Practices in Transition</p>	<p>Your research paper should be 10-12 double-spaced pages in length (14-16 pages for doctoral level students) and should include: 1) an introduction to the topic you have chosen; 2) current research and evidenced-based practices in this topic; 3) implications for practitioners based on your review; and 4) and recommendations for future research. Your presentation to the class should be 20-30 minutes in length.</p> <p>See page 16-18 of the syllabus for details and scoring criteria for this assignment.</p>	<p>University of Kentucky Missions for Research, Reflections, Learning and Leading</p> <p>EPBS Kentucky Teach Standards 1, 5, 8</p> <p>Unbridled Learning Initiatives</p> <ol style="list-style-type: none"> 1. Kentucky Academic Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy
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		<p>Council for Exceptional Children ICS/IIC Standards 1, 2, 3, 5, 8, 10</p> <p>University of Kentucky College of Education Teacher Leader Standards 6</p> <p>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</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.

**EDS 546- Spring 2016
Course Calendar**

	SESSION	DATE	TOPIC	READINGS/ ASSIGNMENTS DUE
		1/18	NO CLASS- MLK Day	
	1	1/25	Introductions Syllabus Overview of Transition	Wehman (Ch. 1)
	2	2/1	Transition Planning	Wehman (Ch. 2) Wehman (Ch. 4) Quiz 1
	3	2/8	Multidisciplinary approach to planning Planning Resources	Test (Ch.5) Wehman (Ch. 8) Quiz 2
	4	2/15	Assessment	Test (Ch. 2) Quiz 3
	5	2/22	Assessment	Wehman (Ch. 3) Quiz 4 PCP Parts II-IV
O n l i n e S e s s i o n s	6	2/29	Writing the Transition Plan	Wehman (Ch. 5) Quiz 5
	7	3/7 Midterm	Catch-up (if needed) Work on projects with partner(s)	Thorp, 2002 Quiz 6 PCP Part V
		3/14	NO CLASS- Spring Break	
	8	3/21	Implementing the Transition Plan Teaching Strategies Data Collection Strategies	Wehman (Ch. 6) Test (Ch. 3) Test (Ch. 4) Quiz 7 PCP Part VI
	9	3/28	*The use of technology to facilitate transition	Kellems et al., 2015 Ayres et al., 2015 Quiz 8
	10	4/4	*Employment *Life Skills *Puberty/Sexuality	Wehman (Ch. 7) Test (Ch. 6) Test (Ch. 7) Quiz 9 PCP Part VII
	11	4/11	*Academics • Postsecondary Institutions *Community/Social Involvement	Test (Ch. 8) Quiz 10
	12	4/18	Summary of Performance	Quiz 11
	13	4/25	Group Project Presentations	PCP Project Presentations (Part VII)
	Finals Week	5/2	NO CLASS	Undergrad Students: PCP Reflection

**Topics for Research Papers. Paper and presentation are due week before the date of topic.*

Course Assignments and Grading Criteria

Participation Points (all students)

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), 2 points = present and alert but not contributing or contributing minimally to discussion or activities (e.g., answering one question, providing rote responses), 3 points = present and actively participating (e.g., answering multiple questions, participating in group activities, adding to discussion, providing thoughtful answers, leading group activities, linking answers to former knowledge, course content, or experience). Active participation will be determined by answers to questions and any in-class activity. Overall the points are reflected as 15% of your grade (10% for graduate students).

**Online lectures will be checked to ensure the video was viewed in its entirety. A discussion board will be available for each class period. Questions embedded in the lectures can be addressed on the corresponding discussion board.*

Person-Centered Planning (PCP) Partner/Group Project

Using procedures and materials we discuss in class, you will complete person-centered planning activities using a real student in your practicum or classroom. This assignment is worth 50% of your grade. The directions are below. Examples with corresponding point allocations are provided on the course Canvas page.

- I. The materials below provide information you will use to conduct a person-centered planning process for a student. This will be completed as a partner/group activity.
 - a. Read all materials and review the readings on person-centered planning before class. You will begin working with your group in class and it is critical for the success of your group's planning process that each member prepares before class.

INTAKE INFORMATION (5% of grade)

- II. Student's background- Use a pseudonym and do not provide any identifying information (e.g., school, teacher, DOB)
 - a. Review current psychological information and summarize in terms of transition needs
- III. Planning needs
 - a. Identify important individuals in student's life
 - b. Identify his/her preferences regarding potential work sites as well as non-preferred jobs
 - c. Identify potential community living supports
 - d. Identify rec/leisure activities student might enjoy
 - e. *Write an outcome goal for each of the 3 required domains: Education/Training, Employment, Independent Living.*
- IV. Write a narrative that provides the present levels of performance in the following areas:
 - a. Education/Training
 - i. Functional academic skills
 - b. Employment/Vocational skills
 - i. Community participation

- c. Independent Living
 - i. Communication/Social Skills
 - ii. Functional/Daily living skills
- d. Others, if needed (e.g., self-determination)

Be specific and detailed. The reader should be able to anticipate the goals after reading the present levels of performance narrative. Identify skills/levels the student can currently perform, and put the performance level in context (i.e., the level of performance that is expected according to the student's age/grade level and/or identify a functional level of the skill). Identify the student's needs and the skills that should be targeted next.

ECOLOGICAL INVENTORY (10% of grade)

- V. Using the domains above, **conduct an ecological inventory of two environments per group member** (you can do more than one environment for a specific domain). Identify the environment, sub-environments, skills required in each subenvironment, social skills required for the listed skills, and any other relevant information (typical scenario, areas of needs, and present levels of performance associated with each area of need).

GOALS/OBJECTIVES (15% of grade)

- VI. For the given environments, describe a typical scenario in the environment for a person without disabilities. List the necessary skills needed to be successful in the environment, highlighting the skills in which your student may have difficulty. Based on the troublesome activities, **write 2 goals/objectives for each environment per group member for you student (2 goals x 2 environments = 4 goals per person).**

INSTRUCTIONAL STRATEGIES (15% of grade)

- VII. For two environments, choose one goal/objective and create an instructional strategy to teach the desired behavior (i.e., **two instructional strategies per group member**). Each strategy should include the objective, present level of performance, any and all target stimuli/materials needed, a description of the teaching procedure, and a data collection system.

PROJECT PRESENTATION (5% of grade)

- VIII. As a partner/group prepare a 15-20 minute presentation. This presentation should highlight the information you gathered on your student that led to your assessment(s), goals, and strategies. I will share these presentations on Canvas so students can have a variety of example transition goals and strategies for your own classroom.

Person-Centered Reflection (Undergraduate Students Only)

Individually write a reflection (1-3 pages, double-spaced) of the person-centered planning process you completed with your group. This assignment is worth 10% of your grade. Please address the following areas in your reflection:

Person-Centered Planning Reflection Grading Criteria

Component	Description	Points
A	Identify things you learned about the student that would not have been identified with a more traditional assessment process	10
B	Describe your comfort level with conducting these procedures	10
C	Indicate whether you think you will use this process with your current or future students and why or why not	10
D	How well you worked with your partner/group	10
E	Any additional comments (include at least two)	10
Total		50

Quizzes (all students)

Quizzes covering content presented in class and assigned readings will be given in advance of class during the semester as indicated on the course schedule. The quizzes will include various question formats (multiple choice, true/false, short answer, etc.). **Each quiz is due before the class period starts**, and will be open Wednesday following the previous session. For example, after session 1 on Monday night, the quiz for session 2 will be available on Canvas Wednesday by 4:30 pm. The quiz will remain until 4:30 pm the day session 2 meets (Monday night). These quizzes are timed and you only have one opportunity to complete them. Your lowest quiz grade will be dropped. Quizzes are worth 25% of your grade.

Research Review and Presentation to Class (Graduate Students Only)

In addition to the above assignments, all graduate students will select a topic related to this course, read and review three data-based research articles that relate to the topic, submit in written format, and prepare a formal presentation that summarizes the research for the class. Presentations will be approximately 20-30 minutes in length. This assignment is worth 15% of your grade.

1. Identify a topic below related to this course (due date in parentheses).
 - a. The use of technology to facilitate transition (3/21)
 - b. Employment (3/28)
 - c. Life Skills (3/28)
 - d. Puberty/Sexuality (3/28)
 - e. Academics (4/4)
 - f. Community/Social Involvement (4/4)

2. Read and critically review three data-based articles using the template and grading sheet below. A data-based research article means that the authors were studying a research question, collected data on the subjects in 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.

Sometimes all of this information may not be included in the article you are abstracting, so adapt it as you see fit.

Elements to Include in Written Summary of Each Data-Based Research Article:

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 through Internet sites.

Purpose or question.

State the research question 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.

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, etc.)

Dependent variable.

This is the item that is being measured in the study.

Independent variable/procedures.

This refers to the treatment or intervention that the investigator used to change the dependent variable. Write exactly what the investigator did.

Experimental design

Simply state the name of the experimental design used. There should be a section of your article labeled experimental design.

Generalization and maintenance

What procedures, if any, were used by the investigator to ensure that the subject maintained the skill over time and across different settings, persons, or materials other than those used in the investigation?

Results

What were the results of the investigation? Was the independent variable effective in changing the dependent variable? What data are reported by the authors or what statements are made in the results section? Also include the results of the generalization and maintenance procedures that were used.

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. Prepare a presentation that summarizes the research. The presentation should be a minimum of 20 minutes and a maximum of 30 minutes. This presentation should include your audio commentary and will be uploaded to Canvas for your classmates to watch.
4. The presentation should report the components of each research study and summarize the findings across all studies. A grading sheet for the presentation is below. Please attend to each of the elements on which you will be graded.

Grading Criteria for Research Presentation

Element	Excellent (10-8)	Average (7-4)	Needs Improvement (3-0)
Written Summary	Contains all required elements, are of professional quality free of typographical errors, uses person-first language and is in APA format.	Contains all required elements, are of professional quality with only one typographical error, uses person-first language and is in APA format.	Does not contain all required elements, has numerous typographical errors, fails to use person-first language and/or is not in APA format.
Presentation Materials	Presentation materials are of professional quality (free of typographical and formatting errors) and contain graphics to support content.	Presentation materials are of professional quality free typographical and formatting errors.	Presentation materials lack professional quality and have numerous typographical and formatting errors.
Presentation Content	Presentation includes detailed description of the research question(s), methods, and results of each study. Presenter provides detailed description of connections with course study.	Presentation includes clear description of the research question(s), methods, results of each study and reference is made to course study.	Presentation lacks clear description of the research question(s), methods, and results of each study and/or there is no connection made to course study.
Presentation summary	A detailed synthesis of research across studies is provided.	Summary of research across studies is included.	Summary is lacking or not all research is included in the summary.

Presentation	Presenter appears comfortable in the presenter role, speaks clearly and confidently, at an appropriate pace, uses correct grammar and pronunciation. Presentation is within time requirements.	Presenter speaks effectively (e.g. speaks clearly and confidently, at an appropriate pace, uses correct grammar and pronunciation. Presentation is within 2 minutes of time requirements.	Presenter appears uncomfortable in presenter role, is at times unclear or speaks at an inappropriate pace, uses incorrect grammar. Presentation is now completed within the required time limit resulting in omission of content or restating previously mentioned material.
Totals			

References

- Ayres, K. A., Shepley, S. B., Douglas, K., Lane, J. D., & Shepley, C. (2015). Mobile technology as a prosthesis: Using mobile technology to support community engagement and independence. In T. Cardon (Ed.) *Technology and Treatment of Children with Autism Spectrum Disorders: Autism and Child Psychopathology Series* (pp. 131-145). Springer International Publishing. doi: 10.1007/978-3-319-20872-5
- Kellems, R. O., Girgal, M., Unger, D. D., Simmons, T. J., Bauder, D., & Williams, C. (2015). Technology and transition in the 21st century. *Teaching Exceptional Children*, 47, 336-343.
- Thorp, W. N. (2002). Special needs—special plans: Estate planning considerations for attorneys representing families with members with disabilities. *Journal of Disability Policy Studies*, 13, 24-50.