

Course Information

Date Submitted: 3/3/2016

Current Prefix and Number: EDS - Special Education , EDS 570 EMOTIONAL AND BEHAVIORAL DISABILITIES

Other Course:

Proposed Prefix and Number: EDS 570

What type of change is being proposed?

Major Change

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: R. Allan Allday

Email: allan.allday@uky.edu

Phone: 257-0722

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: EMOTIONAL AND BEHAVIORAL DISABILITIES

Proposed Title: Characteristics of Learning and Behavioral Disabilities

c. Current Transcript Title: EMOTIONAL AND BEHAVIORAL DISABILITIES

Proposed Transcript Title: Learning and Behavioral Disabilities

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: The emotional and behavioral problems of exceptional children and youth are considered in the context of normal child development. A survey of the major categories of emotional and behavioral disabilities includes identification, description, and etiology, with material drawn from clinical, theoretical, and research sources. Approaches to remediation cover both community resources and the roles of various professional personnel.

Proposed Course Description for Bulletin: The learning and behavioral problems of exceptional children and youth are considered in the context of normal child development. A survey of the major categories of learning and behavioral disabilities including identification, description and etiology, with material drawn from clinical, theoretical, and research sources. Approaches to remediation cover both community resources and the roles of various professional personnel.

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

Proposed Prerequisites, if any: Prerequisite: Prerequisite course is EDS 375 or equivalent Co-requisite: This course will be taken concurrently with EDS 301; or, permission of instructor.

2k. Current Supplementary Teaching Component:

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: Content will be adjusted in the course to better reflect current practice in the field of Learning and Behavior Disabilities. In its current context, the course primarily reflects Behavior Disabilities while not giving students adequate access to the identification, description and etiology of Learning Disabilities. The proposed changes would include discussions and content related to the identification, description and etiology of both Learning and Behavior Disabilities.

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

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

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

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Allan Allday

Instructor Email: allan.allday@uky.edu

Internet/Web-based: No

Interactive Video: Yes

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course will be conducted using a variety of synchronous technologies (e.g., Adobe Connect, ITV, ConferenceME) which will allow face-to-face discussion and interactions for all class meetings. The course syllabus conforms to the University Senate Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as it is for the classroom-based course.

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. The course will use the password-protected Blackboard course management system and follow university policies for ensuring course integrity.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)? n/a

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students will have access to services provided by Distance Learning Programs as well as IT.

6. How do course requirements ensure that students make appropriate use of learning resources? Students will be required to use e-reserves for readings and will have access to Distance Learning Library Services.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Not Applicable
8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus provides contact information for obtaining technical help.
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES
- If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10. Does the syllabus contain all the required components? YES
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: R. Allan Allday

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 570 Learning, Emotional, and Behavioral Disabilities
Semester/Year Syllabus
Meeting Days/ Meeting Times TBA
Room Location TBA
“Research and Reflection for Learning and Leading”

Instructor:	TBA
Office Location	TBA
Phone Number	TBA
Email	TBA
Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities.
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	Within 24 hours; within 48-72 hours on weekends and holidays
Face-to-Face Librarian	Sarah Vaughn, Education Librarian sarah.vaughn@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	Canvas (https://elearning.uky.edu)

Course Description

The learning, emotional, and behavioral problems of exceptional children and youth are considered in the context of normal child development. A survey of the major categories of mild and high incidence disabilities including learning, emotional, and behavioral disabilities includes identification, description, and etiology, with material drawn from clinical, theoretical, and research sources. Approaches to remediation cover both community resources and the roles of various professional personnel (proposed change to *UK Bulletin*).

Prerequisite:

Prerequisite course is EDS 375 or equivalent

Co-requisite:

This course will be taken concurrently with EDS 301; or, permission of instructor.

UK College of Education Professional Themes

This course will address four themes of the College of Education’s conceptual framework: **research**, **reflection**, **learning**, and **leading**. Characteristics described in readings and class sessions are based on **research** conducted in developing the knowledge of mild and high incidence disabilities including learning, emotional, and behavioral disabilities. The evidence base for effective academic and behavioral interventions for students with these disabilities will be based on information provided in this course along with students’ written **reflection** on their understanding of students with learning, emotional, and behavioral disabilities. This course emphasizes **learning** in two ways. First, the course addresses knowledge and skills that special education teachers may use to provide effective special education services and accomplish positive learning outcomes for students with disabilities. Second, this course conveys the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active as **leaders** in their schools, districts, and professional organizations. The ultimate goal in addressing those four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

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

Learning Target/Outcome	Assessment (Formative/Summative)
Understand the federal laws and their impact on the placement and services provided to students with mild disabilities.	Formative: Course readings, class discussions and activities Summative: Exams
Debate the advantages and disadvantages of labeling students with mild disabilities.	Formative: Course readings, class discussions and activities Summative: Research paper, article review, presentation
Define, using IDEA criteria, the various mild disabilities (LD, ED, MMR).	Formative: Course readings, class discussions and activities Summative: Exams, research paper, article review, presentation
Identify advantages and disadvantages of placement options for students with mild disabilities and operationally define the role of the special educator in each of these settings.	Formative: Course readings, class discussions and activities Summative: Exams, observation report
Identify issues with cross-categorical characteristics of students with mild disabilities.	Formative: Course readings, class discussions, and in-class activities Summative: Exams, research paper,

	article review, presentation
List cognitive, academic, communication/motor, and social-adaptive characteristics of students with mild disabilities.	Formative: Course readings, class discussions and activities Summative: Exams, observation report
Describe the factors, etiology, and prevalence of the various mild disability categories.	Formative: Course readings, class discussions and activities Summative: Exams, research paper, article review, presentation
Evaluate instructional strategies/models and the role of assessment in developing successful instruction for students with mild disabilities.	Formative: Course readings, class discussions and activities Summative: Exams, observation report
Distinguish between instructional accommodations and modifications for students with mild disabilities.	Formative: Course readings, class discussions and activities Summative: Exams, research paper, article review, presentation, observation report
Evaluate classroom management systems for students with mild disabilities.	Formative: Course readings, class discussions and activities Summative: Exams, research paper, article review, presentation, observation report
Support a functional model for addressing problem behaviors.	Formative: Course readings, class discussions and activities Summative: Exams, research paper, article review, presentation, observation report
Discuss the benefits of family partnerships in schools and identify specific partnership strategies.	Formative: Course readings, class discussions and activities Summative: Exams, research paper, article review, presentation, observation report

Course Delivery

This course is designed as a hybrid course. Undergraduate students and graduate students who are located within a 30 mile radius of campus will attend the course face to face. Graduate students who are located outside of a 30 mile radius of campus will participate through interactive video sites or via another 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

Henley, M., Ramsey, R., & Algozzine, R. F. (2009). *Characteristics of and strategies for teaching students with mild disabilities* (6th ed.). Boston, MA: Allyn and Bacon.

Recommended Texts

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

Other readings as assigned in class.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Task	Task Description	Standards Alignment
Participation (all students)	You are expected to actively participate in all class discussions and activities. Points will be assigned based on your timely presence in class each week and the level at which you participate. See the rubric at the end of the syllabus for the scoring criteria.	EPSB Kentucky Teacher Standards 1,7, 8, 9 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Funct. Skills and Dispositions 1, 3, 4
Exams (all students)	You will take quizzes every two weeks (except midterm and finals weeks) that cover the topics from the readings, class discussions, lectures, and activities during each interval. Quizzes will incorporate short answer, essay, multiple choice, true/false or matching questions. You will take two comprehensive exams that cover the topics included in the readings, class discussions, lectures, and activities. Exams will incorporate short answer, essay, multiple choice, true/false or matching questions. These exams will be used to test your knowledge and retention of the material covered in the course.	EPSB Kentucky Teacher Standards 1,2,3,4,5 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Funct. Skills and Dispositions 1, 2, 3, 4, 5

	<p>See the rubric at the end of the syllabus for the scoring criteria.</p>	
<p>Research Paper (graduates only)</p>	<p>You will prepare a research paper with accompanying presentation (see below) focusing on a specific characteristic, assessment, or intervention related to students with mild and high incidence disabilities. The paper should be 5 pages (not including title page and references), double-spaced, 12-font, 1” margins, using 6th ed. APA style. You must have a minimum of 10 references from professional publications (e.g., journals, books, NOT textbook used in class), including the 2 you submit for your article reviews (below). You must use current references (2000-current). Detailed information will be given to you on the date of assignment.</p> <p>See the rubric at the end of the syllabus for the scoring criteria. UPLOAD THIS ASSIGNMENT TO OTIS FOR MIDPOINT PORTFOLIO</p>	<p>EPSB Kentucky Teacher Standards 1,6,7,10</p> <p>Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5</p> <p>UK Funct. Skills and Dispositions 1, 2, 3, 5</p> <p>EPSB and COE Technology Standard 6</p> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 9</p>
<p>Observation Report (undergraduates only)</p>	<p>All undergraduate students will complete five observations (2 hours) in practicum sites that serve students with mild and high incidence disabilities. Observations will be conducted at various P-12 grade levels.</p> <p>See the rubric at the end of the syllabus for the scoring criteria.</p> <p>UPLOAD THIS ASSIGNMENT TO OTIS FOR MIDPOINT PORTFOLIO</p>	<p>EPSB Kentucky Teacher Standards 1, 3, 7, 8, 9</p> <p>Unbridled Learning Initiatives 1.c, 1.d., 2, 3, 4</p> <p>UK Funct. Skills and Dispositions 1, 4</p> <p>Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 4, 5, 6, 7</p>
<p>Article Review (all students)</p>	<p>You will select a topic (approved by instructor), read and critique 2 journal articles that address issues related to students with mild and high incidence disabilities. The articles can focus on assessment, characteristics, or interventions, but both articles must be related to the same topic. The review will be no more than 3 pages in length and will address items as indicated in the rubric.</p> <p>See the rubric at the end of the syllabus for the scoring criteria. UPLOAD THIS ASSIGNMENT TO OTIS FOR</p>	<p>EPSB Kentucky Teacher Standards 1, 6, 10</p> <p>EPSB and COE Technology Standard 6</p> <p>UK Funct. Skills and Dispositions 1, 2, 3, 5 Unbridled Learning Initiatives 1, 2, 3</p>

	MIDPOINT PORTFOLIO	Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 9
Presentation (all students)	You will prepare a presentation based on your research paper (graduate students) or your article reviews (undergraduate students). The topic must be approved by the instructor and the presentation will adhere to the scoring rubric. See the rubric at the end of the syllabus for the scoring criteria.	EPSB Kentucky Teacher Standards 1,6,10 EPSB and COE Technology Standard 6 UK Funct. Skills and Dispositions 1, 3 Unbridled Learning Initiatives 1, 2, 3 Council for Exceptional Children Initial Level Special Educator Preparation Standards 1, 2, 3, 9

Grades

<i>Assignment/Exam</i>	<i>Undergraduate Points</i>	<i>Graduate Points</i>
Participation (16 weeks @ 3 points each)	48	48
Quizzes (6 @ 10 points each)	60	60
Observation Reports (5 @ 20 points each)	100	100
Article reviews (2 @ 25 points each)	50	50
Research paper	N/A	100
Midterm	100	100
Presentation	25	25
Final	100	100
<i>Total</i>	483	583

Grading Scale, undergraduate

100% to 90% = A	79.9% to 70% = C	59.9% and below = E
89.9% to 80% = B	69.9% to 60% = D	

Grading Scale, graduate

100% to 90% = A	89.9% to 80% = B	79.9% to 70% = C	69.9% and below = E
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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.

Final Exam Information

Information about the final exam will be discussed in class.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Submission of Assignments

All assignments should be completed in a professional manner, which includes writing in APA style. Unless otherwise specified, assignments should be *type-written in 12-font (Times New Roman) with 1" margins*. *Assignments not completed in this manner WILL NOT be accepted.*

Assignments should be emailed to _____ or turned in via paper copies in class on the due date. To be eligible for all points on assignments, they should be turned in “on-time”. This means that assignments should be turned in via the instructed method by the start of class, unless otherwise noted. *Every weekday that an assignment is submitted late one-fifth of the total possible point value for the assignments will be deducted from your grade for that assignment.* After five (5) weekdays, you will earn a zero for the assignment.

Make-up exams will be given ONLY if you have contacted your instructor *prior* to the class session. If you have a health, medical, or family emergency, it is your responsibility to notify me as soon as possible if you will be missing class. Failure to do so will result in an inability to earn points for the quiz. Students have one week after their excused absence to inform the instructor and provide proof of excused absence and to make-up work.

Attendance

You are expected to attend each class session in its entirety. As a student entering a professional field, attendance and punctuality are expected. Material presented in class will be used on the quizzes and final exam. You are responsible for gathering information and completing assignments on time. For any medical/family emergencies that will cause you to miss several class session, please inform me in writing (email) that you will be absent. *A student may receive a letter grade deduction for excessive absences (i.e., more than 3 sessions in a class meeting 1x per week or 6 sessions in a class meeting 2x per week).* Use your professional judgment when missing class. If you are tardy during an activity, quiz, or learning challenge, you will be expected to complete the task in its entirety within the time remaining.

Excused Absences

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

Students anticipating an absence for a major religious holiday are responsible for notifying the

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

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

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.

Out of respect for your classmates, cell phones should be turned OFF before entering the classroom. If your cell phone interrupts class, you may be asked to leave class. Please notify me if you have a family emergency that would require your attention during class. Please refrain from text messaging

during class. Failure to do so may result in you being asked to leave class.

Please extend to me and your classmates the same courtesies that you hope your students will extend to you, such as refraining from side-bar conversations, reading the paper, or other behaviors that may interfere with your classmates learning.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. EDSRC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Special Education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Margaret Bausch, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

Academic Integrity:

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

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/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.

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 Special Education 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 skills 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 engaged 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 special education.

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.

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.

Tentative Course Schedule and Outline

Date	Topic	Read for Class	Assignment Due
Week 1	Syllabus, course overview	Syllabus	
	Foundations <ul style="list-style-type: none"> • Laws • Labeling debate 	Ch. 1, pp.1-35	
Week 2	Foundations <ul style="list-style-type: none"> • Placement options • Develop flow chart for IDEA 	Ch. 1, pp. 35-41	
	Mild Disabilities Overview <ul style="list-style-type: none"> • Cross Categorical Characteristics • Group work on vignettes-etiologies 	Ch. 2, pp. 42-65	Quiz #1 (Chapter 1)
Week 3	Mild Disabilities Overview <ul style="list-style-type: none"> • ADHD • PDD • Aspergers • Nonverbal LD 	Ch. 2, pp. 50-57	
	Mild Disabilities Overview <ul style="list-style-type: none"> • Assessment 	Ch. 2, pp. 67-73	
Week 4	Mild Disabilities Overview <ul style="list-style-type: none"> • Assessment 	Ch. 2, pp. 67-73	
	Mild Intellectual Disabilities <ul style="list-style-type: none"> • Definition • Etiology • Characteristics 	Ch. 3, pp. 75-104	Quiz #2 (Chapter 2)
Week 5	Mild Intellectual Disabilities <ul style="list-style-type: none"> • Definition • Etiology • Characteristics 	Ch. 3, pp. 75-104	
	Mild Intellectual Disabilities <ul style="list-style-type: none"> • Teaching Approaches • Life Span 	Ch. 3, pp. 94-114	Observation Report #1
Week 6	Mild Intellectual Disabilities <ul style="list-style-type: none"> • Teaching Approaches • Life Span 	Ch. 3, pp. 94-114	Article Review #1
	Emotional Disabilities <ul style="list-style-type: none"> • Definition 	Ch. 4, pp. 116-139, 145	Quiz #3 (Chapter 3)

	<ul style="list-style-type: none"> • Etiology • Characteristics 		
Week 7	Emotional Disabilities <ul style="list-style-type: none"> • Definition • Etiology • Characteristics 	Ch. 4, pp. 116-139, 145	
	Emotional Disabilities <ul style="list-style-type: none"> • Models (Ecological) • Support (Life Span) 	Ch. 4, pp. 139-154	Observation Report #2
Week 8	Emotional Disabilities <ul style="list-style-type: none"> • Models (Ecological) • Support (Life Span) 	Ch. 4, pp. 139-154	
	Learning Disabilities <ul style="list-style-type: none"> • Definition • Etiology • Characteristics 	Ch. 5, pp. 156-180	Midterm Exam-comprehensive
Week 9	Learning Disabilities <ul style="list-style-type: none"> • Definition • Etiology • Characteristics 	Ch. 5, pp. 156-180	
	Learning Disabilities <ul style="list-style-type: none"> • Approaches • Life Span Issues 	Ch. 5, pp. 180-190	Observation Report #3
Week 10	Learning Disabilities <ul style="list-style-type: none"> • Approaches • Life Span Issues 	Ch. 5, pp. 180-190	Article Review #2
	Inclusion	Ch. 6, all	Quiz #4 (Chapters 4,5)
Week 11	Inclusion Learning and Teaching	Ch. 6, all Ch. 7, all	
	Learning and Teaching	Ch. 7, all	Observation Report #4
Week 12	Instructional Accommodations, Modifications, Strategies	Ch. 8, all	
	Instructional Accommodations, Modifications, Strategies	Ch. 8, all	Quiz #5 (Chapters 6, 7, 8)
Week 13	Classroom Management <ul style="list-style-type: none"> • Proactive • PBS 	Ch. 9, pp.284-293	
	Classroom Management <ul style="list-style-type: none"> • Students • Conflicts 	Ch. 9, pp. 294-311	Observation Report #5
Week 14	Social Skill Development	Ch. 10, all	Research Paper
	Engaging Families	Ch. 11, all	Quiz #6 (Chapters 9,10)

Week 15	Engaging Families	Ch. 11, all	Presentations Due
	Presentations	Study for final	
Week 16	Presentations	Study for final	
	Presentations	Study for final	Final Exam- comprehensive

All assignments are due at the start of class unless otherwise noted. This schedule is subject to change and/or additional readings posted to Canvas with prior communication to students.

Course Assignments and Grading Criteria

Participation (all students)

Students will participate in class discussions and activities and will answer questions posed in class. Participation points will be assigned weekly based on student participation and attendance in class.

3 points	Present, on time, consistent participation in discussions and activities, engaged, offering insight, not on device during class.
2 points	Present and engaged, some participation in discussions and activities.
1 point	Misses less than 10 minutes of class that week for any reason (tardy, left early), some participation in discussion and activities. Had device out during class.
0 points	Not present for more than 10 minutes of class that week for any reason.

Quizzes (all students)

Quizzes are indicated on the course schedule and will be given at the beginning of class. The quizzes will be timed (10 minutes) and will be based on the readings, discussions, and activities of the previous class sessions.

Midterm (all students)

A comprehensive midterm will be given in class according to the college rules and schedule. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Final (all students)

A comprehensive final will be given in class according to the college rules and schedule.

Observation Reports (undergraduates only) UPLOADED TO OTIS MIDPOINT PORTFOLIO

Undergraduate students will complete five observation (2 hour) in sites that serve students with mild or high incidence disabilities throughout the semester. These hours should be logged on OTIS as part of the 200 minimum field hours required prior to student teaching.

Observations will include a preschool, elementary, middle, and secondary placement. The undergraduate student is responsible for contacting the cooperating teacher at least one week in advance of the placement. Due dates for the observation reports are indicated in the course schedule.

Approved observation sites will be distributed in class or via electronic means. You will NOT begin observations until the placement is approved by the instructor.

All undergraduate students should complete a volunteer application through Fayette County Public Schools. It can be found at the following link: <https://webapps.fcps.net/volunteer/>

Observation reports will respond to the questions in the rubric below. Please list the question and answer it in your observation report.

Observation Summary Form

Name: _____

Instructor/Setting: _____

Dates/hours spent in setting: _____

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

Score = _____/20	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. What was the ratio of staff to students? Was this adequate? Why do you say so?	2	1	0
3. What type of skills were being taught? Study skills? Social skills? Academic core content?	2	1	0
4. Would you consider the environment to be positive? Why or why not?	2	1	0
5. Was the environment clean? Neat? Organized? If so, why do you say this? If not, what changes would you make?	2	1	0
6. What accommodations did you see? What modifications did you see?	2	1	0
7. What technology was being used? What technology was available?	2	1	0
8. 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
9. What model of co-teaching or collaboration did you observe? Was it effective? Why or why not?	2	1	0
The paper is free of grammatical and spelling errors	2	1	0

Score = ___/100	Excellent	Sufficient	Needs Improvement	Not Acceptable
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Article Review (undergraduates only) UPLOADED TO OTIS MIDPOINT PORTFOLIO

Select a topic related to the assessment, characteristics, or interventions for individuals with mild and/or high incidence disabilities. Secure approval for the topic with the instructor. Select, read and critique 2 journal articles from peer reviewed journals that are data based and address your selected topic. Both articles must be related to the same topic. Each review will be no more than 3 pages in length and will address items as indicated in the rubric.

Score= ___/25 (x2)	Excellent	Sufficient	Needs Improvement
Background information about the study or article	5 4 3	2 1	0
Results of the study are included	2	1	0
Implications of the study - how will you use this in your classroom or how will this inform your teaching	10 9 8	7 6 5 4 3 2 1	0
From a peer reviewed journal	1	0	0
Article submitted	1	0	0
APA format is used	2	1	0
Free from spelling and grammatical errors	2	1	0
Topic was approved	2	0	0

Research paper (graduate students only) UPLOADED TO OTIS MIDPOINT PORTFOLIO

Graduate students will use their 2 article reviews as a springboard to develop a research paper that will lead to a presentation. The topic of the paper should focus on a specific characteristic, assessment, or intervention related to students with mild and high incidence disabilities. The paper should be 5 pages (not including title page and references), double-spaced, 12-font, 1" margins, using 6th ed. APA style. You must have a minimum of 10 references from professional publications (e.g., journals, books, NOT textbook used in class), including the 2 you submit for your article reviews. You must use current references (2000-current).

APA Style	APA Style (coversheet, headers, body and headings) is correct with no more than 1 APA error. (10)	APA Style is correct with no more than 3 APA errors. (9-8)	APA Style is correct with no more than 5 APA errors. (7-6)	More than 5 APA Style errors. (5-0)
Topic	Topic <i>clearly</i> relevant to course (5)	Topic relevant to course (4)	Topic irrelevant to course (3-0)	
Grammar and Punctuation	No grammar and punctuation errors. (10)	One or two grammar or punctuation errors. (9-8)	Three to five grammar or punctuation errors. (7-6)	More than five grammar or punctuation errors. (5-0)
Abstract	Well-written, correctly formatted, less than 120 words (5)	Well-written, correctly formatted, more than 120 words (4-3)	Poorly written correctly formatted, less than 120 words (2-1)	Poorly written, formatted incorrectly. (0)
Introduction	Very well written, clearly introduces the problem, shows need for paper, Includes references stating need for study. (20-18)	Generally Well written, introduces the problem, shows need for study and/or references not included. (17-14)	Marginally written. Implies need for study, does not introduce problem and/or fails to include references. (13-12)	Introduction not included in paper. (11-0)
Body	Very well written includes detailed synthesis of literature relevant to topic. (20-18)	Generally Well written, includes minimal synthesis of literature (17-14)	Poorly written and/or excludes synthesis of literature. (13-12)	Body not included in paper. (11-0)
Conclusion	Very well written, clearly summarizes main points of paper, clearly states future research directions. (20-18)	Generally well written, implies main points of paper and future research directions. (17-14)	Poorly written, fails to include main points of paper and/or future research direction. (13-12)	Conclusion not included in paper (11-0)
References	At least 10 references reported in correct APA style. (10)	Between 5-9 references but errors in APA style. (9-7)	Less than 5 references included in paper. (6-0)	

Presentation (all students)

All students will prepare a presentation synthesizing the information learned during completion of the article reviews (undergraduates) and research paper (graduates). The presentation will follow the guidelines in the rubric below. Presentation days will be assigned on the first day of the presentations, everyone is expected to be prepared to present on day one per the course schedule.

Score= ___/ 25	Excellent	Sufficient	Needs Improvement
Presentation Time-Limits	Presentation is at least 8 minutes but no more than 10 minutes. 1	N/A	Presentation is less than 8 minutes or more than 10 minutes. 0
Presentation Techniques	Presenter is prepared, audible, uses references to back up points, and knowledgeable. 10 9 8	Presenter is prepared, audible, appears knowledgeable, but lack references to back up points. 7 6 5 4	Presenter is unprepared, inaudible, or appears to be unfamiliar with content. 3 2 1 0
Presentation has a logical flow	5 4 3	2 1	0
Content presented at appropriate level for peers	5 4 3	2 1	0
Questions are answered clearly	2	1	0
Presentation is free from spelling/grammatical errors	2	1	0