

REQUEST FOR NEW COURSE

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| 1. General Information. | | | | |
| a. Submitted by the College of: | Education | Today's Date: | 11/09/09 | |
| b. Department/Division: | Special Education and Rehab Counseling | | | |
| c. Contact person name: | Meada Hall | Email: | meada.hall@uky.edu | Phone: 977-4050 #228 |
| d. Requested Effective Date: | <input checked="" type="checkbox"/> Semester following approval | OR | <input type="checkbox"/> Specific Term/Year ¹ : | _____ |
| 2. Designation and Description of Proposed Course. | | | | |
| a. Prefix and Number: | ED5604 | | | |
| b. Full Title: | Special Education for <i>Secondary Education</i> | | | |
| c. Transcript Title (if full title is more than 40 characters): | same | | | |
| d. To be Cross-Listed ² with (Prefix and Number): | _____ | | | |
| e. | Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type. | | | |
| | 1 Lecture | _____ Laboratory ¹ | _____ Recitation | _____ Discussion |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | |
| f. Identify a grading system: | <input checked="" type="checkbox"/> Letter (A, B, C, etc.) | <input type="checkbox"/> Pass/Fail | | |
| g. Number of credits: | 1 | | | |
| h. Is this course repeatable for additional credit? | | | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| If YES: | Maximum number of credit hours: | | _____ | |
| If YES: | Will this course allow multiple registrations during the same semester? | | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| i. Course Description for Bulletin: | <p>This course is designed for secondary teachers who encounter students who require special education services. As such, it is intended to provide an in-depth examination of issues in the education of individuals with disabilities. The course is organized in a seminar format with the intent of creating a dialogue among the participants and the instructors. Emphasis will be placed on the development of concepts and the acquisition of a body of knowledge, which relate to issues, processes and procedures to facilitate the inclusion of all student and collaboration across disciplines.</p> <p>The course takes a broad view of inclusion in all aspects of school and community life. Special consideration is given to the individual student planning variables that must be addressed in meeting the needs of each school-age</p> | | | |

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

REQUEST FOR NEW COURSE

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| | student with a disability in a variety of integrated school and community settings. |
| j. | Prerequisites, if any: Admission to the M.A. in Education - Secondary with Initial Certification |
| k. | Will this course also be offered through Distance Learning? YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| l. | Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both |
| 3. | Will this course be taught off campus? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| 4. | Frequency of Course Offering. |
| a. | Course will be offered (check all that apply): <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input checked="" type="checkbox"/> |
| b. | Will the course be offered every year? YES <input type="checkbox"/> NO <input type="checkbox"/> |
| | If NO, explain: _____ |
| 5. | Are facilities and personnel necessary for the proposed new course available? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| | If NO, explain: _____ |
| 6. | What enrollment (per section per semester) may reasonably be expected? 25 (3 sections) |
| 7. | Anticipated Student Demand. |
| a. | Will this course serve students primarily within the degree program? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| b. | Will it be of interest to a significant number of students outside the degree pgm? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| | If YES, explain: _____ |
| 8. | Check the category most applicable to this course: |
| | <input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere |
| | <input type="checkbox"/> Relatively New – Now Being Widely Established |
| | <input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities |
| 9. | Course Relationship to Program(s). |
| a. | Is this course part of a proposed new program? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| | If YES, name the proposed new program: _____ |
| b. | Will this course be a new requirement ⁵ for ANY program? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| | If YES ⁵ , list affected programs: _____ |
| 10. | Information to be Placed on Syllabus. |
| a. | Is the course 400G or 500? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| | If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.) |

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

REQUEST FOR NEW COURSE

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: EDS 604

Proposal Contact Person Name: Meada Hall

Phone: 977-4050
#228

Email: meada.hall@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|-----------------------------|---------------|--|-----------------------|
| Special Education & Rehab C | 10/1/09 | Debra Harley 17-7194 D.HARLEY@ed.ema.1 | <i>Debra Harley</i> |
| Courses & Curricula | 12/3/09 | Jeff Reese 7-4909 jeff.reese@uky.edu | <i>Jeff Reese</i> |
| College of Education | 12/8/09 | Deborah Slaton 7-7795 dslaton@uky.edu | <i>Deborah Slaton</i> |
| | | / / | |
| | | / / | |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ⁶ |
|------------------------------|---------------|--|-----------------------------------|
| Undergraduate Council | | | |
| Graduate Council | | <i>Jammin Blackwell</i> 2010.05.24 08:40:46 -04'00' | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

University of Kentucky
EDS 604 Special Education for Secondary Education
MIC COHORT SYLLABUS - FALL 2011
(1 Credit Hour)

SCHEDULE: Wednesdays
 8:00 – 10:00 Group 2 TEB Auditorium
 10:30 – 12:30 Group I TEB Auditorium

INSTRUCTOR: Meada Hall, Ed.D.
 Department of Special Education and Rehabilitation Counseling
 229 Taylor Education Bldg.
 University of Kentucky
 Lexington, KY 40506-0001
 Office telephone (and voice mail): 859-977-4050, #228
 FAX: 859-977-4054
 E-mail: meada.hall@uky.edu
 Appointments available on request

DESCRIPTION: This course is designed as a variable topic in "Issues in Special Education". As such, it is intended to provide an in-depth examination of issues in the education of individuals with disabilities. The course is organized in a seminar format with the intent of creating a dialogue among the participants and the instructors. Emphasis will be placed on the development of concepts and the acquisition of a body of knowledge, which relate to issues, processes and procedures to facilitate the inclusion of all student and collaboration across disciplines. This collaboration will enhance opportunities students and teachers to

The course takes a broad view of inclusion in all aspects of school and community life. Special consideration is given to the individual student planning variables that must be addressed in meeting the needs of each school-age student with a disability in a variety of integrated school and community settings.

UK COLLEGE OF EDUCATION PROFESSIONAL THEMES:

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

teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

The UK Masters with Initial Certification Program is designed to address the College of Education's four central themes for teacher preparation. In this class, students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education including professional scholarship and practitioner inquiries in order to reflect on their own practices as they study, observe, and practice in public school and university classrooms. Reflection will also be integrated into students' learning opportunities via the production of written essays and analyses of observation and teaching experiences in order to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching.

This course and the MIC program in general emphasize the College of Education's commitment to assuring that its graduates move into their professional lives equipped for life-long learning as classroom teachers who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four program themes is to produce teacher leaders who work together to improve student learning among diverse student populations and improve education in Kentucky and beyond.

MIC COURSE OVERVIEW/OBJECTIVES

EDC 730 and EDC 777 combine to form the core of the MIC program for the fall semester, with supplemental material presented in your EDS, EPE, and EDP classes in adolescent psychology, students with special needs, and foundations of education. Classroom management, technology, and multicultural education also will be addressed in the core and supplemental classes. Our purpose in all of these courses is to give you both a sound theoretical foundation and in-depth experiences to enable you to become a professional educator who utilizes research and reflection in order to learn and lead in the classroom.

In essence the purpose of these courses is to encourage you, the beginning teacher, to become a "student of teaching." Critical thinking is integral to the courses. You will explore your beliefs about the purposes of education, your role in the school community, and models of teaching that best facilitate learning among diverse student populations. Underlying the entire semester will be an exploration of your notions of what public education should look like and the impact of personal experiences on your role as a teacher. This is an opportunity to challenge you to begin thinking about the impact of theory, content, pedagogy, and personal experience on your behaviors and attitudes as a teacher. Each topic we discuss will fall under one of the following categories:

- Foundations and philosophy of education in a democratic society,
- Teacher ethics and professionalism (behaviors, growth & development),
- Learning theory and adolescent development,
- General classroom practices (planning, classroom management, instructional strategies/design, & assessment)
- Kentucky Education Reform Act (KERA)

Throughout the semester we will teach you to help your students develop their abilities to use communication skills, apply core concepts, become self-sufficient individuals, become

responsible team/community members, think and solve problems, and integrate knowledge – Kentucky’s Six Learning Goals. You will acquire knowledge and skills that will help you:

- Design and plan for instruction (Kentucky Teacher Standard or KTS II)
- Create and maintain a supportive learning climate (KTS III)
- Effectively implement instruction (KTS IV)
- Assess and communicate learning results (KTS V)
- Reflect upon and evaluate your own teaching/learning (KTS VII)
- Collaborate with colleagues and others (KTS VIII)
- Integrate technology in the instructional process (KTS VI)
- Evaluate teaching and implements Professional Development (KTS IX)
- Provide leadership within school/community/profession (KTS X)

Class Expectations:

The MIC Program is a professional education program, and you are expected to begin making the transition from a graduate student to a teaching professional. This means, in part, that we expect your regular, on-time attendance and participation in your coursework. If you miss a class for any reason, it is your responsibility to contact the instructor and to make up all work that was missed.

Field Experience:

The schools count on you to behave professionally. If an emergency prevents or delays your attendance at school, you must notify the school and your UK instructor. Absences are to be made up before the end of the fall semester. Failure to make up absences will result in an incomplete for the course.

Ethical Conduct:

All students are expected to conduct themselves in an ethical manner during their UK classes and related field placements, as befitting graduate students and future teachers. Any unethical behavior in class or during your field placements may result in failure in your courses and/or expulsion from the MIC program, determined on a case-by-case basis. Faculty will follow all university due process procedures concerning academic or ethical conduct.

KERA 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 Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. 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 KERA initiatives.

Addressing Themes of Diversity, Assessment, and Technology

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Attendance

Attendance of individuals in the class is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. In most class meetings, students work in pairs and/or in groups. The absence of one individual affects the performance of all persons working in the group. If you are absent, it is each student's responsibility to make up the work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, equals one unexcused absence. I reserve the right to lower your final grade one letter grade for each unexcused absence.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances you find to be "reasonable cause for nonattendance."

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 for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

In the case of an excused absence, it is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after it. Opportunities for make-up will be discussed then.

Participation and Professionalism

All teaching candidates are expected to demonstrate the ethical and professional values associated with Secondary Level Education. It is critical teaching candidates adopt and exhibit a professional demeanor at each point in their teacher preparation. Evidence of professional dedication will be expected through all work during classes, seminar, and student teaching experiences. Credit for participation and professionalism will be part of the evaluation. The MIC Program is a professional education program, and you are expected to begin making the transition from student to professional. This means, in part, that we expect your regular, on-time attendance and participation. If you miss a class for any reason, it is **your** responsibility to contact the instructor and to make up all work that was missed.

Attendance, Participation, and Professionalism together

Special Note re: H1N1 virus (aka "swine flu"):

During the 2009-2010 school year, the U.S. is expected to contend with the serious issue of H1N1 flu infection, a highly contagious strain of flu that has the potential to reach epidemic proportions. This issue is especially important for students and educators working in public school environments. While we certainly expect all MIC students to attend class when possible, please follow the following guidelines as stated by the University of Kentucky Provost's Office:

- As a general rule, don't miss class. Class attendance is one of the key predictors of academic success.

- If you feel sick, don't go to class but make sure you honor the terms of your instructor's excused absence policy (e.g., email notification to instructor prior to class conveying that you feel sick and will miss class.)
- If you have flu-like symptoms, please visit the University Health Service on campus. Influenza (flu) is a febrile respiratory disease. Unless you have a fever (temperature above 100.4 degrees F) and a cough, sore throat and/or congestion, you probably do not have the flu.
- Practice a healthy lifestyle - Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.
- Cover your mouth and nose with a tissue when coughing and/or sneezing. Immediately throw the tissue in the garbage.
- If a tissue is not available, cough or sneeze into the crook or elbow of your arm or onto your sleeve, NOT your hand.
- The flu spreads very easily. You don't know when you may have touched something someone with the flu just touched, so wash your hands frequently throughout the day with warm soapy water. If soap and water are not available, alcohol-based hand sanitizers and gels are a suitable substitute. (The university encourages you to carry your own personal size container of hand sanitizer.)
- Avoid touching your nose, eyes, and mouth.
- More information can be found at the UK website. Go to the UK Homepage www.uky.edu and click on the "H1N1 (Swine) Flu" link at the top of the homepage.

Attendance policies:

1. Students will attend all class meetings and field placement sessions.
2. Students will complete all assignments prior to scheduled discussions and due dates (see course calendar).
3. Students will attend all class meetings and be active participants.
 - a. Active participation may include: verbal participation in discussions, asking questions or responding to peers or instructor in constructive ways, clearly demonstrating active listening (taking notes, paying attention, etc.), and communicating with the instructor via office meetings and/or email.
4. Absences will be communicated in advance and in writing to the instructor, or will do so as soon as possible.
 - a. It is the **student's** responsibility to pursue make-up work and collect materials and information from missed class meetings.
 - b. Absence from scheduled field placements must be communicated to the course instructor, your MIC cohort leader, and the appropriate cooperating teacher **in advance** whenever possible.
 - c. Absences from the field placement must be made up; work with your cooperating teacher to schedule make-up days.
5. **IT IS ESSENTIAL THAT YOU ATTEND YOUR FIELD PLACEMENT AND COMMUNICATE WITH YOUR COOPERATING TEACHER(S) REGULARLY!**
6. Students will conduct themselves in a professional and ethical manner.
 - a. They will be punctual, presentable, respectful of peers and instructors, and they will be honest in their academic efforts.
 - b. They will attend to and engage course materials to learn and improve their knowledge, understanding, and practice as teachers.

7. Attendance, participation, and professionalism will be assessed holistically based on the above criteria, and will be used to determine the outcome of borderline grades.
8. Students are encouraged to communicate regularly with the instructor so that they are aware of their standing.
9. Students who fail to attend class, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals.
10. Poor conduct or lack of participation may negatively affect their course grades.
11. In cases of extreme or frequent misconduct, the instructor reserves the right to dismiss a student from class and notify the department and college for potential disciplinary action.
12. In non-emergency situations, late work will not be accepted without prior arrangements with the instructor.
 - a. The instructor reserves the right to refuse late work or to accept late work for reduced credit unless the student has made prior arrangements with the instructor.

Policy on Academic Accommodations Due to Disability.

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you have a documented disability that requires academic accommodations, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center.

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.

Standard language is below:

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 (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior, Decorum, and Civility (aka, Ethics Statement)

This course and its participants will not tolerate discrimination, violence, or vandalism. EDC 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 graduate 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 MIC 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 your cohort leader if you have questions regarding this requirement.

Statement on Plagiarism

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

Legal Action

MIC students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or student teaching until the case is settled. Students are responsible for reporting such charges to the Director of Field Experiences.

Commitment to Diversity

The Master's with Initial Certification Faculty are 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 secondary schools is directly and indirectly affected by UK's MIC 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 all subject 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 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 UK MIC Program aligns itself with the positions of the NCTM, NCSS, NSTA, and NCTE regarding cultural and linguistic diversity. The program seeks to underscore that cultural and linguistic diversity should be treated as integral components of secondary education, and that the failure to accommodate such diversity in curriculum and instruction lies at the heart of disparities in achievement between Caucasian and Minority racial populations—a phenomenon popularly referred to as “the achievement gap.”

Commitment to Technology

The MIC Program is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, UK College of Education Technology Standards, EPSB Teacher Standards, and SPA Standards as they relate to

technology. Candidates are required to use technology for a majority of their classes. Candidates use technology for class assignments, lesson plan design and preparation, class presentations, record keeping, and data analysis. Candidates are required to successfully complete course work focusing on using technology. Our candidates are required to communicate via electronic mail, use list serves, access the Internet and online databases, and use digital texts and modes for research projects and presentations. Our candidates use Microsoft Word, Excel, Access, and PowerPoint. They are given multiple opportunities during student teaching to videotape their teaching for use in self-analysis toward professional development. Our program offers candidates access to “smart” classrooms and technology labs in order to further facilitate their use of technology.

Enroll in the MICSTU Listserv –

Very Important! After your AD computer account has been activated. Go to this link, scroll down and click on the EDC class listserv for MICSTU. This listserv uses your UK official email account as the automatic contact. If you wish to use another email for this contact, you will need to contact the Help Desk to assist you with that. Just make sure the email you have for MICSTU is one you check regularly. No excuses for not getting email notices and deadlines! Here is the link: <http://www.uky.edu/Education/TEP/coelist.html>

MIC Student Guide

We have provided you with an MIC Student Guide. Please refer to this Guide when you have questions. If you do not find the answers you need, please let us know. However, we do expect that you will read the guide to see if the answer to your question is in there before you begin contacting us.

COURSE OBJECTIVES: As a result of the activities of this course, the student will:

- A. Demonstrate an understanding of the major emphasis of the Individual with Disabilities Education Improvement Act of 2004, including issues surrounding access to the general curriculum, educational outcomes for students with disabilities and discipline and behavioral issues (NTS VIII - Knowledge).
- B. Understand the diverse educational needs and multicultural issues of students who have disabilities (NTS VIII - Knowledge).
- C. Understand and discuss issues relating to inclusion, collaboration and adaptations to maximize student participation in regular education and community settings (NTS: VI, VIII – Knowledge).
- D. Understand and discuss how to create collaborative partnerships and foster communication (NTS: I, II, VI, VIII – Designs/Plans Instruction, Creates/Maintains Learning Climate, Collaboration, Knowledge).
- E. Understand and discuss how to create an environment that fosters acceptance and friendships of student with disabilities (NTS: I, II, VI, VIII - Designs/Plans Instruction, Creates/Maintains Learning Climate, Collaboration, Knowledge).
- F. Understand and discuss how to create successful transition for student with disabilities to inclusive settings (NTS: I, II, VI, VIII - Designs/Plans Instruction, Creates/Maintains Learning Climate, Collaboration, Knowledge).
- G. Understand and discuss how to create a classroom environment that promotes positive behavior (NTS: II, III, V, VIII - Creates/Maintains Learning Climate, Implements/Manages Instruction, Reflects/Evaluates Teaching/Learning, Knowledge).

- H. Create differentiating instruction and assistive technology for diverse learners within inclusive settings (NTS: I, II, III, VI, VIII, IX - Designs/Plans Instruction, Creates/Maintains Learning Climate, Implements/Manages Instruction, Collaboration, Knowledge, Technology).
- I. Understand and discuss how to create instruction for reading, writing, spelling, mathematics, science, and social studies (NTS: I, II, III, VI, VIII - Designs/Plans Instruction, Creates/Maintains Learning Climate, Implements/Manages Instruction, Reflects/Evaluates Teaching/Learning, Knowledge).
- J. Understand and discuss how to evaluate student progress and the effectiveness of your program. (NTS: I, II, VI, VIII - Creates/Maintains Learning Climate, Reflects/Evaluates Teaching/Learning, Knowledge).
- K. Define and discuss the role of teaching assistants in regular classroom and community settings, and delineate training procedures for paraprofessionals in implementing these new roles (NTS: I, III, VI - Designs/Plans Instruction, Implements/Manages Instruction, Collaboration)

REQUIRED TEXTS:

Salend, Spencer J. (2010). *Creating Inclusive Classrooms: Effective and Reflective Practices, 7th Ed.* New Jersey: Merrill Prentice Hall.

Reference Books:

Giangreco, M. F. & Doyle, M. B. (2007). *Quick-Guides to Inclusion: Ideas for Educating Students with Disabilities, 2nd Ed.* Brookes Publishing Co., Inc.

Janney, R. & Snell, M. E. (2004). *Modifying Schoolwork, 2nd Ed.*

Salend, Spencer J. (2011). *Including students with special needs: A practical guide for classroom teachers, 6th Ed.* New Jersey: Merrill Prentice Hall.

PERFORMANCE EXPECTATIONS FOR PARTICIPATION IN THE COURSE:

1. **On Demand Questions/Activities and Professional Participation** **50 pts**
Students will be given on demand questions and/or activities over material related to content issues in the course. Students will be graded on their ability to critically discuss and ask pertinent questions related to learning activities during class and relate to activities out of class. In addition, student comments and questions should reflect the student's openness to new ideas as opposed to resistance. Also, any dialogue about individuals with disabilities should reflect person-first language (i.e. "Amy, who has deaf-blindness" as opposed to the "deaf-blind child"). Each question and/or activity will be worth 10 points.
2. **Participation in an Inclusive Activity OR Abstract of Current Research** **50 pts**

Identify an inclusive activity that will make a positive impact on students with disabilities. Write a reflection on the activity. The project should make a positive change in the school, home, and/or community settings for all students. The instructor must approve the project.

Examples of projects include but not limited to:

1. Buddy Walk or other walks
2. Tutoring a student(s) with disabilities
3. Testing a student(s) with disabilities
4. Collaborating with special education teacher on an inclusive class activity
5. Developing modifications/adaptation for a class lecture, activity, assignment, or evaluation

Reflection must include:

1. Name and Date of Activity
2. Description of Activity
3. Description of any positive or negative impact of the activity
4. Description of your personal thoughts of the activity

Abstract of Current Research

Select one data-based article from current professional literature in special education and write a narrative summary. A list of appropriate educational journals and a format for completing the abstract will be provided in class and Blackboard.

3. **Individual Education Program** **100 pts**
You will need to identify 2 students that have an IEP in your core content classes and answer the questions given by the instructor. (Questions will be provided in class and Blackboard)
4. **Final** **100 pts**
The final exam covers all material presented in the class lectures and readings.

H COURSE EVALUATION

Course Summary

- | | |
|-----------------------------------|-------------|
| 1. On Demands/Participation | _____ / 50 |
| 2. Inclusive Activity or Abstract | _____ / 50 |
| 4. IEP | _____ / 100 |
| 4. Final | _____ / 100 |

Your Total Points / 300 Total Points Possible

Course Grading Scale

| Percentage | Grade |
|--------------|-------|
| 90.0 - 100.0 | A |
| 80.0 - 89.9 | B |
| 70.0 - 79.9 | C |
| 69.9 or less | E |

III. Quality of Work

Points can be deducted from each product based the quality of the work. All course products are designed to be used in a professional portfolio. As such, professional quality in products is expected. Specifically, students will want to use person first language, an APA Style Guide. Typed assignments are expected, unless otherwise indicated by the instructor. Students should take care that products are complete, accurate, and turned in by the due dates specified in the syllabus and learning contract.

Student Responsibilities

Students should familiarize themselves with the University of Kentucky's Code of Student Conduct regarding plagiarism and cheating. Academic violations of the student code will result in a failing grade. Should individual students need special instructional accommodations or timeline adjustments, the student should arrange an appointment with the instructor as soon as possible.

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