

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Education</u>		Today's Date: <u>2/4/2010</u>		
b.	Department/Division: <u>Special Education & Rehabilitation Counseling</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)				
e.	Contact Person Name: <u>Robert McKenzie</u>	Email: <u>rmcke2@uky.edu</u>	Phone: <u>7-5895</u>		
f.	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____				
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>EDS 610</u>	Proposed Prefix & Number: <u>EDS 610</u>			
b.	Full Title: <u>Advanced Educational Assessment for Students with Mild Disabilities</u>	Proposed Title: <u>no change</u>			
c.	Current Transcript Title (if full title is more than 40 characters):	<u>ADV EDUC ASSESSMENT STUDENTS W/MILD DIS</u>			
c.	Proposed Transcript Title (if full title is more than 40 characters):	<u>NO CHANGE</u>			
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A <input type="checkbox"/> OR <input type="checkbox"/>	Currently ³ Cross-listed with (Prefix & Number): _____			
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number):	_____			
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>2</u> Lecture	<u>2</u> Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

_____ Seminar	_____ Studio	_____ Other – Please explain: _____
Proposed: <u>2</u> Lecture	<u>2</u> Laboratory	_____ Recitation
_____ Clinical	_____ Colloquium	_____ Practicum
_____ Seminar	_____ Studio	_____ Other – Please explain: _____
f. Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
g. Current number of credit hours:	<u>3</u>	Proposed number of credit hours: <u>3</u>
h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Proposed to be 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. Current Course Description for Bulletin:	<u>An intensive study of, and laboratory experience in, the assessment of educational problems of children with mild disabilities. Special emphasis is given to the relationship of physical, intellectual, emotional and behavioral disabilities to performance in the individual or group setting. Lecture, two hours; laboratory, two hours. Prerequisite(s): EDS 528 or consent of instructor</u>	
Proposed Course Description for Bulletin:	<u>This course examines factors that contribute to the reliable and valid measurement and diagnosis of students with mild disabilities. Emphasis is placed on evaluating standardized, norm-referenced instruments according to their technical characteristics and merits, developing curriculum-based measures for classroom use, and critiquing emerging systems of determining eligibility for special education. Prerequisite(s): EDS 528 or consent of instructor.</u>	
j. Current Prerequisites, if any:	<u>EDS 528 or consent of instructor</u>	
Proposed Prerequisites, if any:	<u>EDS 528 or consent of instructor</u>	
k. Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Proposed to be taught off campus?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

	If YES, explain and offer brief rationale: _____	
5. Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____	
b. Will modifying this course result in a new requirement⁷ for ANY program?		
		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____	
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/>	Check box if <u>changed to 400G or 500.</u> If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁷ In order to change a program, a program change form must also be submitted.

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

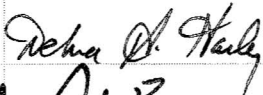

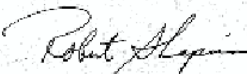
Course Prefix and Number: EDS 610

Proposal Contact Person Name: Robert McKenzie Phone: 257-5985 Email: rmcke2@email.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
Department - EDSRC	2/2/2010	Debra Harley / 257-7199 / dhar100@uky.edu	
Courses & Curricula	2/22/10	Jeff Reese 7-4909 ; jeff.reese@uky.edu	
College of Education	3/9/10	Robert Shapiro 7-9715 rshap01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDS 610	Date: 2/2/10
Instructor Name: Robert G. McKenzie	Instructor Email: rmcke2@email.uky.edu
<p>Check the method below that best reflects how the majority of course of the course content will be delivered.</p> <p style="text-align: center;"> Internet/Web-based <input type="checkbox"/> Interactive Video <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> </p>	

Curriculum and Instruction	
1.	<p>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?</p> <p>Advanced organizers for securing assessment instruments, presenting case studies of assessment results, and interacting as teammates with on-campus students</p>
2.	<p>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.</p> <p>Same textbook, proctors for objective exams, identical goals and measures of learning</p>
3.	<p>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.</p> <p>Proctors will be used. All course policies related to academic integrity and honesty apply to all students</p>
4.	<p>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?</p> <p>NO</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs


Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>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?</p> <p>similar access to e-mail interaction with instructor; same access to web-based textbook support site.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students must access journal articles via on-line UK library resources (e.g., EBSCOHOST)</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>DL students will typically be employed teachers with access to local schools & students for case-based application of course content (i.e., administering assessment instruments).</p>
<i>Student Services</i>	
8.	<p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Yes</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students 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.</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none">○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none">○ Carla Cantagallo, DL Librarian○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)○ Email: dllservice@email.uky.edu○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Robert G. McKenzie</p> <p>Instructor Signature: </p>

EDS 610
Advanced Educational Assessment
Of Students with Mild Disabilities
(3 credit hours)

Prerequisites: A basic course in educational assessment (e.g., EDS 528) or consent from the instructor.

Course Description: This course examines factors that contribute to the reliable and valid measurement and diagnosis of students with mild disabilities. Emphasis is placed on evaluating standardized, norm-referenced instruments according to their technical characteristics and merits, developing curriculum-based measures for classroom use, and critiquing emerging systems of determining eligibility for special education.

Prerequisite(s): EDS 528 or consent of instructor.

SCHEDULE: Wednesday: 4:30 – 7:00.

LOCATION: 222 Taylor Education (note room/building change)

INSTRUCTOR: Robert G. McKenzie, Ph.D.
Professor
118 Taylor Education Building
Office phone: 859-257-5895 (24-hour voice mail)
Department of Special Education office: 859-257-4713
Fax: 859-257-1325
E-mail: rmcke2@email.uky.edu

OFFICE HOURS: I am routinely available on Monday, Wednesday, and Friday from 8 – 11, during the hour before class, and on Thursday afternoon between 1:30 – 3:00. Please arrange an appointment if these times are inconvenient .

Course Objectives: Upon completion of EDS 610, students should be able to:

1. Select, administer, score, and interpret a variety of academic and behavioral assessment tools used to assess students receiving special education services.
2. Develop curriculum-based assessments that may be utilized in inclusive classroom settings.
3. Determine the appropriateness of assessment tools based on their psychometric properties, such as reliability, validity, and the norm sample.
4. Access web sites to obtain research-based literature, assessment tools, and interventions regarding students with mild disabilities.
5. Write an integrated report based on multiple sources of assessment data.

6. Use progress-monitoring and multi-factored assessment data to write Individual Education Plans according to the mandates of IDEIA and the Kentucky Administrative Regulations.
7. Critically evaluate Response-to-Intervention models.
8. Propose alternative models for the identification of students with ADHD.
9. Compare and contrast instruments used to determine special education eligibility within Kentucky school districts.
10. Based on #9, propose alternative instruments and/or provide a rationale for rejecting alternative measures.

COURSE ORGANIZATION AND MANAGEMENT

Class sessions will feature content presentation of statistical concepts and models of assessment, guided discussion, problem solving case-based activities, and student presentations. Students are encouraged to share experiences, questions, and insights throughout the course.

Prior to each major topic area and targeted discussion topic, students will be provided with specific “learning objectives” that are intended to guide study and project preparation.

TECHNOLOGY SERVICES

Instructional Technology Center (ITC) -151 Taylor Ed. Building (257-7967)

Monday - Thursday: 8:00 a.m. - 5:00 p.m. and Friday 8:00 a.m. - 4:30 p.m.

TASC Information

<http://www.uky.edu/TASC>

859-257-8272

Information Technology Customer Service Center

<http://www.uky.edu/UKIT>

859-257-1300

Library Services

Distance Learning Library Services:

<http://www.uky.edu/Libraries/DLLS>

Carla Cantagallo, DL Librarian

859-257-0500, ext. 2171

800-828-0439 (option #6)

dllservice@email.uky.edu

Internet Library Loan Service:

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

RESOURCES

Assigned readings will be available from the text, internet web sites, on-line journals or articles distributed by the instructor.

INSTRUCTORS' EXPECTATIONS OF THE STUDENT

1. Full participation in each class session
2. Completion of all reading and assignments by the dates specified
3. Enthusiasm toward professional growth and exploration of ideas

RESPONSIBILITIES OF THE INSTRUCTOR:

1. Planned and organized class sessions
2. Fairness in evaluation procedures
3. Creation of an environment in which ideas may be openly shared and discussed

SHARED EXPECTATION AND RESPONSIBILITY

At its core, education is a social and cultural process that is reciprocal in nature. The opportunity for exploration and growth “on both sides of the desk” not only transcends the mere presentation and retention of content, but also requires that teachers and students perceive that they are interdependent partners in the learning process.

Text: Salvia, J., Ysseldyke, J.E., & Bolt, S. (2010). Assessment in Special and Inclusive Education (11th Ed.). Belmont, CA: Wadsworth.

Readings: Reading list provided to students by instructor. Readings will be online or on reserve in the Education Library.

Course Requirements and Professional Conduct:

1. Punctual attendance.
2. Participation in class sessions demonstrated by expressing opinions, asking questions, and requesting clarification when necessary.
3. Completion of all required readings and assignments on time.
4. Enthusiasm for exploring new ideas, developing professionally, and engaging in extra credit opportunities.

EVALUATION

Course content will be evaluated through a combination of measures utilizing: synthesis of assigned reading, evaluation of standardized, norm referenced tests, a position paper on current issues in assessment, development and implementation of a curriculum-based assessment, and evaluation of current and alternative models of assessment. Specific evaluation components are as follows (detailed descriptions and guidelines will be provided separately).

Components

- 1) Development of a Rating Scale for evaluating standardized assessment instruments. Value = **75 points**
- 2) After feedback on #1 (and revised as necessary), application of the rating scale to 5 standardized instruments, including at least one each in reading, written language, and mathematics. Each rating is worth 20 points, total = **100 points**.

- 3) Critical analysis of a specific “issue in assessment” that is derived from course readings (e.g., Response-to-intervention, identification of “twice exceptional students”, distinguishing between ADHD and LD, etc.).
Value = **50 points**.
- 4) Implementation (and data collection for 30 days) of a curriculum-based assessment in one of the basic academic skill. Value = **100 points**.
- 5) Critical analysis of a model for determining special education eligibility. Students will not be directly responsible for critiquing the model and instruments used I their own district. Thus, each student will either draw from the model used by a classmate in a different district or a “fictional” district model provided by the instructor. Value = **75 points**.

Grading

There are 400 total points available. Grades are assigned as follows:

A: $\geq 90\%$

B: 80 – 89%

C: 70 – 79%

*The Graduate College does not recognize the grade of “D.”

Thus, all scores below 70% are assigned the grade of “E.”

Ethics & Academic Honesty: Participants in EDS 610 are expected to follow all appropriate professional ethical guidelines as well as any legal standards that may pertain to the activities in this course (e.g., obtain appropriate permission to work with children as needed or required). Students also are expected to respect and maintain confidentiality of the persons with whom they are working in their practice sessions.

Academic honesty is expected of everyone. Please feel free to learn from your colleagues through: discussions, sharing of notes, and study sessions. However, all assignments are to be completed on your own unless specified by the instructor. The policies that relate to cheating and plagiarism are delineated in the UK Students Rights and Responsibilities Handbook.

Plagiarism is defined as “literary theft”. It consists of the using quotation(s) of the exact works of published text or of “borrowing” intellectual ideas without referencing the author. Please consult the APA Publication Manual to reference your written work. If you are unsure of how or what to reference, the instructor will support you in finding the appropriate referencing techniques.

Schedule:

Because this course is taught on varying schedules (4 weeks in the summer on a daily basis vs. regular once per week in the Fall), the specific schedule of readings and due-dates on assignments is distributed separately with the syllabus at the start of the course.

Students with Disabilities

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.

Relationship of the course to Accreditation standards (see following pages):

NCATE/EP SB Checklist for Syllabi: EDS 610

**University of Kentucky College of Education (COE) Functional Skills & Dispositions,
Council for Exceptional Children Knowledge and Skill Standards,
Education Professional Standards Board (EPSB) New Teacher Standards
EP SB & COE Technology Standards,
EP SB Themes, and
Kentucky Education Reform Act Initiatives**

**Addressed
in Course**

	Addressed in Course
University of Kentucky College of Education (COE) Functional Skills & Dispositions	
1: Candidates communicate appropriately and effectively.	X
2: Candidates demonstrate constructive attitudes	X
3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
5: Candidates demonstrate a commitment to professional ethics and behavior.	X
Council for Exceptional Children Advanced Teacher Standards	
1: Leadership and Policy	X
2: Program Development and Organization	X
3: Research and Inquiry	X
4: Student and Program Evaluation	X
5: Professional Development and Ethical Practice	X
6: Collaboration	X
Education Professional Standards Board (EPSB) Teacher Standards	
Standard 1: The Teacher Demonstrates Applied Content Knowledge	X
Standard 2: The Teacher Designs and Plans Instruction	X
Standard 3: The Teacher Creates and Maintains Learning Climate	
Standard 4: The Teacher Implements and Manages Instruction	X
Standard 5: The Teacher Assesses and Communicates Learning Results	X

Standard 6: The Teacher Demonstrates the Implementation of Technology	X
Standard 7: Reflects on and Evaluates Teaching and Learning	X
Standard 8: Collaborates with Colleagues/Parents/ Others	X
Standard 9: Evaluates Teaching and Implements Professional Development	X
Standard 10: Provides Leadership within School/Community/Profession	X

EPSB & COE Technology Standards

Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	
Standard 3: Candidates select appropriate technology to enhance instruction.	
Standard 4: Candidates integrate student use of technology into instruction.	
Standard 5: Candidates address special learning needs through technology.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	

EPSB Themes

Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X

Kentucky Education Reform Act Initiatives

KERA Goals and Academic Expectations	X
Program of Studies	X
Core Content for Assessment	X