

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>2/4/10</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@email.uky.edu</u>	Phone: <u>257-5895</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 611</u>	Proposed Prefix & Number: <u>EDS 611</u>			
b.	Full Title: <u>Advanced Educational Programming for Students with Learning Disabilities</u>	Proposed Title: <u>Contemporary Trends and Issues in the Education of Students with Mild Disabilities</u>			
c.	Current Transcript Title (if full title is more than 40 characters):		<u>ADV EDUC PROGRAMMING STUDENTS W/LRN DIS</u>		
c.	Proposed Transcript Title (if full title is more than 40 characters):		<u>TRENDS AND ISSUES STUDENTS W/MILD DIS</u>		
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	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 at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>3</u> Lecture	_____ 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>3</u> Lecture	_____ 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 in-depth study of learning disabilities, including characteristics, issues, and research-based interventions for academic and social behaviors. Prerequisite(s): EDS 529 and EDS 610 or equivalents, or consent of instructor.</u>	
Proposed Course Description for Bulletin:	<u>This course examines trends and issues in the education of students with mild disabilities (e.g., learning disabilities, mild cognitive disability, ADHD, and emotional/behavioral disabilities). The professional literature is examined to identify emerging methods of effective instruction as well as points of controversy in identification, placement, and service. Prerequisite(s): EDS 529 and EDS 610 or consent of instructor.</u>	
j. Current Prerequisites, if any:	<u>EDS 529 and EDS 610 or consent of instructor</u>	
Proposed Prerequisites, if any:	<u>EDS 529 and EDS 610 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:

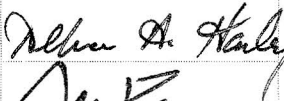

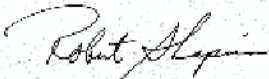
Course Prefix and Number: EDS 611

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 7-9795 rshap@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 611

Date: 2/4/2010

Instructor Name: Robert G. McKenzie

Instructor Email: rmcke2@email.uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.

Internet/Web-based

Interactive Video

Hybrid

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 topic discussions, pairing with on-campus "topic-teammates", e-mail "chats" with instructor & peers.</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 assigned reading via "virtual library" access, 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 interventions, etc.)</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 (signed electronically) RM</p> <p>Instructor Signature: </p>

EDS 611

Contemporary Trends and Issues in the Education of Students with Mild Disabilities (3 credit hours)

PREREQUISITES: Methods of intervention (EDS 529) and assessment (EDS 610) or consent of instructor.

SCHEDULE: Wednesday: 4:30 – 7:00.

LOCATION: 222 Taylor Education

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 mornings, during the hour before class, and on Thursday afternoon between 1:30 – 3:00. Please arrange an appointment.

COURSE DESCRIPTION:

This course examines trends and issues in the education of students with mild disabilities (e.g., learning disabilities, mild cognitive disability, ADHD, and emotional/behavioral disabilities). The professional literature is examined to identify emerging methods of effective instruction as well as points of controversy in identification, placement, and service.

RELATIONSHIP TO THE COLLEGE OF EDUCATION'S CONCEPTUAL FRAMEWORK:

Note the final two pages of the syllabus for the accreditation standards related to this course.

COURSE OBJECTIVES:

After completing this course, the EDS 611 student should be able to:

1. Describe and discuss the underlying controversy in defining and measuring "learning disability".
2. Select and critique research-based articles relating to services and interventions.
3. Identify and provide an in-depth exploration of three salient issues/trends in the education of students with mild disabilities (i.e., LD, MMD, EBD, ADHD, and Asperger Syndrome). See #5 (below).
4. Identify, evaluate, and compare research-based instructional strategies that address the educational and behavioral needs of students with mild disabilities.
5. Develop a "manuscript ready" review of literature for one issue/trend from #3 (above).

COURSE ORGANIZATION AND MANAGEMENT

Class sessions will feature guided discussion 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&lilib_id=16

RESOURCES

Assigned readings will be available from internet web sites, on-line journals, or will be 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.

EVALUATION

Course content will be evaluated through a combination of measures utilizing both assigned journal articles and student-identified journal articles. Specific evaluation components are as follows (detailed descriptions and guidelines will be provided separately).

I. Seminar discussion leadership

- This requires establishing a meaningful “reading” list (articles from professional journals) for the entire class at least two weeks before the topic is discussed in class. The list should include at least 5 articles that you have read and judged worthy. Each student will lead the subsequent seminar discussion and demonstrate the ability to guide peers through prompts, feedback, and “point-counterpoint” skills. **Value = 20%**

II. Seminar participation

- All students are expected to make meaningful contributions to each seminar discussion. **Value = 20%**

III. Issue Exploration

- Using all available resources (e.g., text, journals, reading list from discussions, web-sites), each student will choose two additional “topics of interest” (beyond those in the first component) and craft a 3-page paper for each topic (APA style) that summarizes the issue, contrasting viewpoints, and a personal position. **Value = 20%**

IV. Manuscript development (APA style)

- Each student will develop a manuscript that is “journal ready”. This paper 10 – 12 page paper (excluding references) must provide a review of literature that addresses one of the three issues identified within components #I and #III (above). **Value = 40%**

Note: Specific format requirements for abstracts and position papers will be distributed separately

Evaluation Criteria

Grades will be earned based on the criteria listed below. Note that the Graduate School does not recognize the grade of “D”.

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

Policy on Cheating and Plagiarism:

All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook available at UK’s website: www.uky.edu/StudentAffairs/Code/part1.html. Students are responsible for reviewing its contents. If cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook.

Policy on Late Assignments:

All due dates are stated on the class schedule (distributed separately), and all assignments are due at the beginning of the class session designated. *Occasionally, a component is moved back by one class session. Students are expected to be aware of such announcements made in class. Work submitted after the due date (i.e., the beginning of class on the assigned date) will have 10% of available points deducted for every portion of a 24-hour period that the assignment is overdue. Material submitted late must be hand-delivered to me or my staff assistant in 229 Taylor Education Building to record the day and time the assignment was received.

Class Routines:

1. A combination of lecture, discussion, and problem solving activities.
2. Arrange for appropriate childcare. No children are permitted in the classroom or in the hallway immediately outside the classroom.
3. In the case of extreme weather and road conditions, check UK's web site (www.uky.edu) or call the department (257-4713).
4. Please turn off cell phones, pagers, etc.

The following pages depict the relationship between this course and the professional standards related to accreditation.

NCATE/EP SB Checklist for EDS 611

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

**Addressed
in Course**

University of Kentucky College of Education (COE) Functional Skills & Dispositions	Addressed in Course
1: Candidates communicate appropriately and effectively.	<input type="checkbox"/>
2: Candidates demonstrate constructive attitudes	<input type="checkbox"/>
3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	<input type="checkbox"/>
4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	<input type="checkbox"/>
5: Candidates demonstrate a commitment to professional ethics and behavior.	<input type="checkbox"/>
<hr/>	
Council for Exceptional Children Knowledge and Skill Standards for All Beginning Special Education Teachers (Note: Advanced standards are not available from CEC)	
1: Foundations	<input type="checkbox"/>
2: Development and Characteristics of Learners	<input type="checkbox"/>
3: Individual Learning Differences	<input type="checkbox"/>
4: Instructional Strategies	<input type="checkbox"/>
5: Learning Environments and Social Interactions	<input type="checkbox"/>
6: Language/Communication	<input type="checkbox"/>
7: Instructional Planning	<input type="checkbox"/>
8: Assessment	<input type="checkbox"/>
9: Professional and Ethical Practice	<input type="checkbox"/>
10: Collaboration	<input type="checkbox"/>
<hr/>	
Education Professional Standards Board (EP SB) Experienced Teacher Standards	
Standard 1: Demonstrates Professional Leadership	<input type="checkbox"/>
Standard 2: Demonstrates Knowledge of Content	<input type="checkbox"/>
Standard 3: Designs and Plans Instruction	<input type="checkbox"/>

- Standard 4: Creates and Maintains Learning Climates
 - Standard 5: Implements and Manages Instruction
 - Standard 6: Assesses and Communicates Learning Results
 - Standard 7: Reflects and Evaluates Teaching and Learning
 - Standard 8: Collaborates with Colleagues, Parents, and Others
 - Standard 9: Engages in Professional Development
 - Standard 10: Demonstrates Implementation of Technology
-

EPSB & COE Technology Standards

- Standard 1: Candidates integrate media and technology into instruction
 - 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.
 - Standard 6: Candidates promote ethical and legal use of technology disciplines.
-

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

**Addressed
in Course**

EPSB Themes

Diversity	<input type="checkbox"/>
Assessment	<input type="checkbox"/>
Literacy Education	<input type="checkbox"/>
Closing the Achievement Gap	<input type="checkbox"/>

Kentucky Education Reform Act Initiatives

KERA Goals and Academic Expectations	<input type="checkbox"/>
Program of Studies	<input type="checkbox"/>
Core Content for Assessment	<input type="checkbox"/>