1. General Information

1a. Submitted by the College of: EDUCATION

   Date Submitted: 3/25/2014

1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

1c. Contact Person

   Name: R. Allan Allday

   Email: allan.allday@uky.edu

   Phone: 257-0722

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   Yes [4]

2b. Prefix and Number: EDS 615

2c. Full Title: Professional Ethics in Behavior Analysis II

2d. Transcript Title: PROF ETHIC BEH ANALYSIS II

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 1

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This 1-credit hour course is part of a three-course sequence designed to addresses ethical, behavioral, and professional conduct for behavior analysts. This course will address content related to the BACB Disciplinary and Ethical Standards and Disciplinary Procedures, as well as the Guidelines for Responsible Conduct for Behavior Analysts. This course prepares students to apply for the Board Certified Behavior Analyst exam. (Must be taken as Co-Requisite to EDS 612: Practicum in Special Education).

2k. Prerequisites, if any: Entrance into the Board Certified Behavior Analyst program, Master's in Applied Behavior Analysis program or permission of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

 If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

 Will the course be offered every year?: Yes

 If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

 If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 10-15
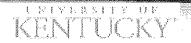
7. Anticipated Student Demand

 Will this course serve students primarily within the degree program?: Yes

 Will it be of interest to a significant number of students outside the degree pgm?: No

 If Yes, explain:

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

 If No, explain:

9. Course Relationship to Program(s).

 a. Is this course part of a proposed new program?: Yes

 If YES, name the proposed new program: Board Certified Behavior Analsyst Certification Program and Master's of Applied Behavior Analysis Program

 b. Will this course be a new requirement for ANY program?: Yes

 If YES, list affected programs: Board Certified Behavior Analyst Certification Program and Master's in Applied Behavior Analysis Program

10. Information to be Placed on Syllabus.

 a. Is the course 400G or 500?: No

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: Yes

Distance Learning Form

Instructor Name: R. Allan Allday

Instructor Email: allan.allday@uky.edu

Internet/Web-based: No

Interactive Video: Yes

Hybrid: Yes

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   The course will be offered synchronously online through Adobe Connect or a similar platform. The instructor who also has office hours and is available via email, by phone, and through online video chat as needed. The syllabus conforms to university guidelines with respect to distance learning.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   All course readings, course goals, and assignments/assessments are identical to the classroom-based course. The only difference is the online meeting format.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Course content (i.e., readings and modules) will be located in the course's Blackboard shell, which is accessed using students' UK IDs and passwords. All assignments will be submitted directly to the instructor for grading. The academic policy is listed in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   Yes

If yes, which percentage, and which program(s)?   Over 50% of the Master's level courses in Special Education are offered in a DL format.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Information about technological assistance, library services, and information for students with special needs in a contained in the syllabus.

6. How do course requirements ensure that students make appropriate use of learning resources?   All course modules are contained in the course Blackboard shell. Additionally, the syllabus provides information regarding appropriate and use of the modules and other materials.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   There is no use of laboratories or other equipment in this course. Information on accessing library services is provided in the syllabus.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   Information on technological assistance and distance library services is listed on the first page of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES .

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.   The course will be online using applications like Adobe Connect.

10. Does the syllabus contain all the required components?   YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

    Instructor Name: R. Allan Allday

    SIGNATURE|BCOLL01|Belva J Collins|EDS 615 NEW Dept Review|20140325

    SIGNATURE|MYRT|Martha L Geoghegan|EDS 615 NEW College Review|20140512

    SIGNATURE|ZNNIKO0|Roshan N Nikou|EDS 615 NEW Graduate Council Review|20140709

Courses	Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	3371	EDS 615 4th Task List CC.docx

First 1 Last

Select saved project to retrieve...   Get   New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: EDUCATION   [▼] Submission Date: 3/25/2014

b. * Department/Division: Early Childhood, Spec Ed, Rehab Counsel [▼]

c.

  * Contact Person Name: R. Allan Allday   Email: allan.allday@uky.edu   Phone: 257-0722

  * Responsible Faculty ID (if different from Contact)   Email: Phone:

d. * Requested Effective Date: ◉ Semester following approval OR ◯ Specific Term/Year [⊥]

e.

  Should this course be a UK Core Course?   ◯ Yes ◉ No

  If YES, check the areas that apply:

  ☐ Inquiry – Arts & Creativity   ☐ Composition & Communications - II

  ☐ Inquiry - Humanities   ☐ Quantitative Foundations

  ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

  ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

  ☐ Composition & Communications - I   ☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning?   ◉ Yes [⊥] ◯ No

b. * Prefix and Number: EDS 615

c. * Full Title: Professional Ethics in Behavior Analysis II

d. Transcript Title (if full title is more than 40 characters): PROF ETHIC BEH ANALYSIS II

e. To be Cross-Listed [⊥] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours [⊥] for each meeting pattern type.

1 Lecture	Laboratory[⊥]	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other	If Other, Please explain:		

g. * Identify a grading system:
  ◯ Letter (A, B, C, etc.)
  ◯ Pass/Fail
  ◯ Medicine Numeric Grade (Non-medical students will receive a letter grade)
  ◉ Graduate School Grade Scale

h. * Number of credits: 1

i. * Is this course repeatable for additional credit?   ◯ Yes ◉ No
  If YES: Maximum number of credit hours:
  ·If YES: Will this course allow multiple registrations during the same semester? ◯ Yes ◯ No

j. * Course Description for Bulletin:

This 1-credit hour course is part of a three-course sequence designed to addresses ethical, behavioral, and professional conduct for behavior analysts. This course will address content related to the BACB Disciplinary and Ethical Standards and Disciplinary Procedures, as well as the Guidelines for Responsible Conduct for Behavior Analysts. This course prepares students to apply for the Board Certified Behavior Analyst exam. (Must be taken as Co-Requisite to EDS 612: Practicum in Special Education).

k. Prerequisites, if any:

Entrance into the Board Certified Behavior Analyst program, Master's in Applied Behavior Analysis program or permission of instructor.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * **Will this course be taught off campus?** ○ Yes ◉ No

If YES, enter the off campus address:

4. **Frequency of Course Offering.**

a. * Course will be offered (check all that apply): ☑ Fall ☑ Spring ☑ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. * **Are facilities and personnel necessary for the proposed new course available?** ◉ Yes ○ No

If No, explain:

6. * **What enrollment (per section per semester) may reasonably be expected?** 10-15

7. **Anticipated Student Demand.**

a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

If YES, explain:

8. * **Check the category most applicable to this course:**

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☑ Relatively New – Now Being Widely Established
☐ 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 ○ No

If YES, name the proposed new program:
Board Certified Behavior Analsyst Certification Program and Master's of Applied Behavior Analysis Program

b. * Will this course be a new requirement ⸜for ANY program? ◉ Yes ○ No

If YES ⸜, list affected programs::
Board Certified Behavior Analyst Certification Program and Master's in Applied Behavior Analysis Program

10. **Information to be Placed on Syllabus.**

a. * Is the course 400G or 500? ○ Yes ◉ No
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

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

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 **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 fo 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 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 requiremer 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 expe students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	EDS 615	Date:	3/25/2014
Instructor Name:	R. Allan Allday	Instructor Email:	allan.allday@uky.edu

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

Internet/Web-based ☐   Interactive Video ☑   Hybrid ☑

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

    The course will be offered synchronously online through Adobe Connect or a similar platform. The instructor who also has office hours and is available via email, by phone, and through online video chat as needed. The syllabus

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, a of student learning outcomes, etc.

    All course readings, course goals, and assignments/assessments are identical to the classroom-based course. The only difference is the online meeting format.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academi policy; etc.

    Course content (i.e., readings and modules) will be located in the course's Blackboard shell, which is accessed using students' UK IDs and passwords. All assignments will be submitted directly to the instructor for grading. The

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any fi as defined above?

    Yes

    Which percentage, and which program(s)?

    Over 50% of the Master's level courses in Special Education are offered in a DL format.

    *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 months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom settinç

    Information about technological assistance, library services, and information for students with special needs in a contained in the syllabus.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

    All course modules are contained in the course Blackboard shell. Additionally, the syllabus provides information regarding appropriate and use of the modules and other materials.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

    There is no use of laboratories or other equipment in this course. Information on accessing library services is provided in the syllabus.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

    Information on technological assistance and distance library services is listed on the first page of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

    ⦿ Yes
    ◯ No

    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 techn·

    The course will be online using applications like Adobe Connect.

10. Does the syllabus contain all the required components, below? ☑ Yes

    ◦ Instructor's *virtual* office hours, if any.

    ◦ The technological requirements for the course.

    ◦ Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).

    ◦ Procedure for resolving technical complaints.

    ◦ Preferred method for reaching instructor, e.g. email, phone, text message.

    ◦ Maximum timeframe for responding to student communications.

    ◦ Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resour
  The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodatior
  details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

- Specific dates of face-to-face or synchronous class meetings, if any.

- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

  - Carla Cantagallo, DL Librarian

  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

  - Email: dlservice@email.uky.edu

  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

R. Allan Allday

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

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[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. La
meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[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.

Rev 8/09

Submit as New Proposal   Save Current Changes

EDS 615
Professional Ethics for Behavior Analysts II (1 credit hour)
(Will be taught as EDS 779 Seminar in Special Education:
Professional Ethics for Behavior Analysts II
until approved by the University of Kentucky)
Syllabus
"Research and Reflection for Learning and Leading"

Instructor:	R. Allan Allday, Ph.D., BCBA-D
Office Location	232 Taylor Education Building
Phone Number	859-257-0722
Email	Allan.allday@uky.edu
Virtual Office Hours	By Appointment Only
Technological Requirements	Computer with internet access or access to UK computer facilities.
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	Within 48 hours
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
Course Website:	N/A
BACB Requirements	**15 hours in the ethical and professional conduct of behavior analysis.**

Course Description
This 1-credit hour course is part of a three-course sequence designed to addresses ethical, behavioral, and professional conduct for behavior analysts. This course will address content related to the BACB Disciplinary and Ethical Standards and Disciplinary Procedures, as well as the Guidelines for Responsible Conduct for Behavior Analysts. This course prepares students to apply for the Board Certified Behavior Analyst exam. (**Must be taken as Co-Requisite to EDS 612: Practicum in Special Education**).

Prerequisites
Entrance into the Board Certified Behavior Analyst program, Master's in Applied Behavior Analysis program or permission of instructor.

UK College of Education Professional Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading.* Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives, 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 and in the behavior analyst community. *Reflection* will also be integrated into students' learning opportunities through the production of written questions 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 practice. 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* and active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce leaders who work together to improve student outcomes among diverse populations in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments
This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s).

Learning Target/Outcomes: BACB Guidelines	Assessment (Formative/Summative)
• To identify ethical principles of behavior analysts.	Class discussions, readings Quizzes, burning questions
• To identify examples of ethical and unethical behavior.	Class discussions, readings Quizzes, burning questions
• To identify examples and nonexamples of appropriate ethical decision making.	Class discussions, readings Quizzes, burning questions
• To identify methods of managing unethical clients, co-workers, or other agency worker.	Class discussions, readings Quizzes, burning questions

Course Delivery
This course is designed to be a hybrid course that incorporates face-to-face and online instruction.

Required Texts
Bailey, J., & Burch, M. (2011). *Ethics for Behavior Analysts (2nd Expanded Edition).* New York: Routledge.
Behavior Analyst Certification Board (2012). *Disciplinary and ethical standards & disciplinary procedures.* Tallahassee, FL: Author.
Behavior Analyst Certification Board (2012). *Guidelines for responsible conduct for behavior analysts.* Tallahassee, FL: Author.

Grades

Course Evaluation –	Masters	Doctoral
In-Class Participation (10 points/class)	120 Points	120 Points
Quizzes (25 points each)	100 Points	100 Points
Final Quiz	50 Points	50 Points
Burning Questions (5 @ 10 points)	50 Points	50 Points
Leading Discussion	---	80 Points
Total Points	320 Points	400 Points

Grading Scale -

Letter Grade	Master's Range*	Doctoral Range*	% Range	Grade Points	Interpretation
A	288 – 320	360 – 400	90 – 100	4.0	Superior
B	256 – 287	320 – 359	80 – 89	3.0	Good
C	224 – 255	280 – 319	70 – 79	2.0	Fair
D	--	--	--	1.0	Unacceptable
E	≤ 223	≤ 279	≤ 69	0.0	Failure

*Note the Graduate College does not recognize "D" for graduate students.

Master's and Doctoral expectations. Doctoral students will have different expectations from Master's students. The course assignments clearly indicate the assignment to be completed by all students or Doctoral students only. In addition, a differentiated grading scale is provided.

Task	Task Description
In-Class Participation	You will be expected to prepare for discussion prior to class, which will promote your participation in class discussions. To earn points in this task, you will need to engage in whole and small group discussion throughout the entirety of the semester.
Quizzes	You will take 4 quizzes covering the required content of the course. These quizzes will be comprised of true/false, multiple choice, short answer and essay questions.
Cumulative Quiz	You will take a final cumulative quiz that will present ethical situations faced by behavior analysts. Students will respond to situations using skills gained through the course.
"Burning Questions"	You will complete 5 "burning questions" each week at the end of class. This is meant to serve as an opportunity to reflect each week and to inform me of questions you have that may not have been answered.
**Doctoral Students Lead Discussion Groups	Doctoral students will lead 2 discussion groups.

Final Exam Information
There will be a final exam in the course during finals week.

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

Submission of Assignments
All assignments will be completed during regular class meetings and will be due by the end of the
class period. To be eligible for all points on assignments, they should be turned in "on-time". This
means that assignments should be given to the instructor prior to leaving the class. *Every weekday
that an assignment is submitted late one-fifth of the total possible point value for the assignments
will be deducted from your grade for that assignment.* After five (5) weekdays, you will earn a zero
for the assignment.

Make-up activities will NOT be given.

Attendance
You are expected to attend each class session in its entirety. As a student entering a professional
field, attendance and punctuality are expected. You are responsible for gathering information and
completing assignments on time. For any medical/family emergencies that will cause you to miss
several class session, please inform me in writing (email) that you will be absent. *A student may
receive a letter grade deduction for excessive absences (i.e., more than 3 sessions in a class meeting
1x per week or 6 sessions in a class meeting 2x per week).* Use your professional judgment when
missing class.

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

Students anticipating an absence for a major religious holiday are responsible for notifying the
instructor in writing of anticipated absences due to their observance of such holidays no later
than the last day in the semester to add a class. Information regarding dates of major religious
holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused.
Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when
students claim an excused absence because of illness or death in the family. Appropriate
notification of absences due to university-related trips is required prior to the absence.

Excessive Absences
According to the Rules of the University Senate, those students who miss more than 20% of the
class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you

are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:
If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism
The Special Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at http://education.uky.edu/AcadServ/content/ student-handbook-education-programs). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Behavioral Expectations
Topics covered in this course may be of a confidential and/or sensitive nature. Professional discretion is expected both in and out of the class. Discussion of cases presented in class should remain in confidence to protect the privacy of the cases presented.

Due to the nature of the assignments completed in this class, you are asked to use pseudonyms for all students in written and verbal communication.

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

Please refrain from text messaging, sending email, or using the Internet for non-class activities during class. Failure to do so may result in you being asked to leave class.

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

Students with Special Needs
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.

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

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

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

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

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas,

organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action
Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity
The Special Education Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Special Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in <<content area>> that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap
The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in special education.

Commitment to Technology
The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by

NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

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

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Tentative Course Schedule and Outline

Date	Topics, Agenda, and Readings	*Assign*/**Due Dates**	BACB Requirements
Class 1	Syllabus Expectations		
Class 2	Review of Ethical Standards & Disciplinary Procedures Bailey & Burch Chapter 4		
Class 3	Describing Conditions for Program Success 4.01 Environmental Conditions that Preclude Implementation 4.02 Environmental Conditions that Hamper Implementation 4.03		Guidelines for Responsible Conduct for Behavior Analysts 4.0
Class 4	Approving Interventions 4.04 Reinforcement/Punishment 4.05 Avoiding Harmful Reinforcers 4.06 Bailey & Burch Chapter 9	Quiz 1	Guidelines for Responsible Conduct for Behavior Analysts 4.0
Class 5	On-going Data Collection 4.07 Program Modifications 4.08 Program Modifications Consent 4.09		Guidelines for Responsible Conduct for Behavior Analysts 4.0
Class 6	Least Restrictive Procedures 4.10 Termination Criteria 4.11 Terminating Clients 4.12	Quiz 2	Guidelines for Responsible Conduct for Behavior Analysts 4.0
Class 7	Designing Competent Training Programs and Supervised Work Experiences 5.01 Limitations on Training 5.02 Bailey & Burch Chapter 10		Guidelines for Responsible Conduct for Behavior Analysts 5.0
Class 8	Providing Course or Supervision Objectives 5.03 Describing Course Requirements 5.04 Describing Evaluation Requirements 5.05		Guidelines for Responsible Conduct for Behavior Analysts 5.0
Class 9	**Spring Break**		
Class 10	Providing Feedback to Students/Supervisees 5.06 Feedback to Students/Supervisees 5.07 Reinforcing Student/Supervisee Behavior 5.08 Bailey & Burch Chapter 17		Guidelines for Responsible Conduct for Behavior Analysts 5.0
Class 11	Utilizing Behavior Analysis Principles in Teaching 5.09		Guidelines for Responsible Conduct for Behavior

			Analysts 5.0
	Requirements of Supervisees 5.10 Training, Supervision, and Safety 5.11		
Class 12	Job Commitments 6.01 Assessing Employee Interactions 6.02 Bailey & Burch Chapter 11	Quiz 3	Guidelines for Responsible Conduct for Behavior Analysts 6.0
Class 13	Preparing for Consultation 6.03 Employees' Interventions 6.04		Guidelines for Responsible Conduct for Behavior Analysts 6.0
Class 14	Employee Health and Well-Being 6.05 Conflicts with Organizations 6.06	Quiz 4	Guidelines for Responsible Conduct for Behavior Analysts 6.0
Class 15	Review		
Class 16	**Final Cumulative Quiz**		

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.