

# REQUEST FOR NEW COURSE

## 1. General Information.

- a. Submitted by the College of: Education Today's Date: 02/02/2010
- b. Department/Division: EDSRC
- c. Contact person name: John Schuster Email: jwschu01@uky.ed Phone: 7-8594
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: \_\_\_\_\_

## 2. Designation and Description of Proposed Course.

- a. Prefix and Number: EDS 634
- b. Full Title: Leadership in Special Education
- c. Transcript Title (if full title is more than 40 characters): N/A
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): N/A
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

\_\_\_\_\_ Lecture \_\_\_\_\_ Laboratory<sup>1</sup> \_\_\_\_\_ Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study

\_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency

3 hr/wk Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

- f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- g. Number of credits: 3
- h. 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
- i. Course Description for Bulletin: Students will select from a variety of options that demonstrate leadership in the field of education. Between the course instructor and each student's master's committee, students will complete a variety of activities and experiences that will assist them in completing the capstone requirement.
- j. Prerequisites, if any: EDS 601, 630, 633
- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO

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

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

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

## REQUEST FOR NEW COURSE

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

3. Will this course be taught off campus? YES  NO

4. Frequency of Course Offering.

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

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? 12

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: Master's in Education (Redesign)

b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO   
If YES<sup>5</sup>, list affected programs: Moderate-Severe Disabilities; Learning and Behavior Disorders; Assistive Technology

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 additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

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.

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

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# REQUEST FOR NEW COURSE

## Signature Routing Log

**General Information:**

Course Prefix and Number:     EDS 634

Proposal Contact Person Name:     John Schuster                     Phone: 7-8594             Email: jwschu01@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
EDSARC Faculty	11/3/09	Debra Harley 7-7199 DHARLE@	Debra D. Harley
Courses & Curricula	2/22/10	Jeff Reese 7-4909 jeff.reese@uky.edu	Jeff Reese
College of Education	3/9/10	Robert Shapiro 7-9795 rshap@1	Robert Shapiro
		/     /	
		/     /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> 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>).

<p style="font-size: 1.2em; font-weight: bold; margin: 0;">EDS</p> <p>Course Number and Prefix: 634</p>	<p>Date: 02/02/10</p>
<p>Instructor Name: John Schuster</p>	<p>Instructor Email: jwschu01@uky.edu</p>
<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>	

<b>Curriculum and Instruction</b>	
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>Weekly seminars will be required. The course syllabus conforms to the University Senate guidelines.</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>DL students will take the class with on-campus students and will be involved in the same activities and experiences.</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>There will be site monitors at the DL sites.</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


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	<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>From past experiences, readings and other materials are posted on a course website.</p>
<b><i>Library and Learning Resources</i></b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Through the DL, Library offices, and through instructor individualization.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>No special equipment, or access laboratories or other facilities is required.</p>
<b><i>Student Services</i></b>	
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 (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>Students will be instructed how to call in if interactive video is not working. The course syllabus lists all of the above.</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"><li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li><li><input type="checkbox"/> The technological requirements for the course.</li><li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li><li><input type="checkbox"/> Procedure for resolving technical complaints.</li><li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li><li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li><li><input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><li><input type="checkbox"/> "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 <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li></ul></li><li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)<ul style="list-style-type: none"><li><input type="checkbox"/> Carla Cantagallo, DL Librarian</li><li><input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li><li><input type="checkbox"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li><li><input type="checkbox"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li></ul></li></ul>
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: <u>John Schuster</u> Instructor Signature: </p>

**EDS 634**  
**Leadership in Special Education**  
**Spring 2011**

*Instructor*

TBA  
Address: Room TBA, Taylor Education Building  
Lexington, KY 40506-0001  
Office phone: TBA  
Cell phone: TBA  
Email: TBA  
Fax: 859-257-1325

*Class Hours*

Class will meet once a week for two and a half hours. Days and times are to be announced.

*Office Hours*

Office hours are by appointment. It may at times be difficult to directly contact the instructor. Please leave messages on the instructor's voicemail. If an emergency arises, please contact your advisor.

*Contacting the Course Instructor*

Contact me by phone or use email to ask questions. Leave a voicemail message at the University of Kentucky (UK) to let me know about changes in assignments, committee approvals, or committee changes.. You can leave messages on the UK voicemail 24 hours a day.

*Course Prerequisite*

EDS 601, 603, 630, 633, and focus area requirements.

*Course Description*

This course is designed to assist students in completing their capstone project necessary for graduation. Students in the course will select from a variety of options to complete that demonstrate leadership in the field of special education. Between the course instructor and each student's master's committee, students will complete a variety of activities and experiences that will assist them in completing the capstone requirement.

*Disability Information*

If you have a documented disability that requires academic accommodations, please talk with me as soon as possible during office hours. In order to receive accommodations in this course, you must provide me with a letter of accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (room 2, Alumni Gym, 257.2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) for coordination of campus disability services available to students with disabilities.

*Relationship of this Course to the UK Professional Education Unit's**Conceptual Framework:*

This course will address the four themes of the conceptual framework for the UK professional education unit: **research**, **reflection**, **learning**, and **leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in special education, including professional scholarship and data-based interventions, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes **learning** in two ways. First, the course addresses knowledge and skills that teachers may use to provide effective special education services and accomplish positive learning outcomes for students with disabilities. Second, this course conveys the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

*Unit, State, and National Standards Addressed by this Course:*

This course is designed to address standards designed to accomplish high quality teacher education. Some of these standards apply to all educator preparation programs in Kentucky, and some are particular to special education teacher education. A summary of these standards appears in a checklist attached to this syllabus in Appendix A. In this checklist, the particular standards addressed by this course are noted in the far left column. For additional information and description of these standards, please see the following websites:

Kentucky Education Professional Standards Board:

[www.kyepsb.net/teacherprep/standards.asp](http://www.kyepsb.net/teacherprep/standards.asp)

Council for Exceptional Children, Multicategorical Standards:

[www.cec.sped.org/AM/Template.cfm?Section=Ethics\\_and\\_Practice\\_Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458](http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458)



*KERA Initiatives Addressed by this Course:*

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives as shown in Appendix E.

*EPSB/NCATE Themes Addressed by this Course:*

*Literacy, Diversity, Assessment, Closing the Achievement Gap, and Technology*

This course addresses the EPSB themes of literacy, diversity, assessment, and closing the achievement gap in the following ways. Literacy is through the topics on curriculum, systematic instruction, and inclusion and collaboration. Diversity is throughout the course in that the course focuses on the diversity of special needs found in students with moderate to severe disabilities, as well as the specific topic of working with the families of children of these children. Assessment is addressed in the topics on defining moderate to severe disabilities, curriculum, and systematic instruction. Closing the achievement gap is addressed throughout the course in that the focus of the course is on enabling students with moderate to severe disabilities to meet their full potential. Although not an EPSB theme, technology is addressed in two ways, students are expected to complete assignments using technology as a productivity tool (e.g., word processing, internet research). The EPSB/NCATE themes addressed in this course are shown in Appendix H.

*Class Hours*

Students may need to spend time in a classroom completing parts of their assignments. These hours will depend on the chosen activities and assignments. If any student needs a placement for conducting these activities, he or she should contact the course instructor immediately.

All students enrolled are required to attend joint meetings. We will meet throughout the semester. At the beginning of the semester, students will discuss their proposed activities and assignments. During the remainder of the semester, students will present their projects to the class.

These meetings will be used as a time for discussion of assignments, guest speakers on topics of student interest, and student project presentation. ***Students who are unable to attend any of these meetings must call the instructor prior to the meeting and complete a make-up assignment.***

### *Course Readings*

The required text is the *American Psychological Association Publication Manual* (6<sup>th</sup> ed.) (APA) used in previous practicum courses.

In addition, required readings will be assigned based on the activities and assignments selected by the student. These readings will be assigned by the instructor and the student's committee depending on the activities proposed.

### *Course Requirements*

For satisfactory completion of this practicum course, students will complete the following requirements:

1. Read the required readings prior to completing each assignment.
2. Attend the scheduled meetings.
3. Complete, in sequence, all assigned activities by the specified due date as outlined in individual student contracts. Assignments should be in the instructor's mailbox in room 229 Taylor Education Building *before 4:30 p.m.* or postmarked on or before the due date.
4. Make and keep scheduled appointments with the instructor when confused, encountering difficulties, or otherwise having trouble completing the assignments.
5. ***IT IS IMPORTANT TO NOTE: PLEASE KEEP COPIES OF ALL ASSIGNMENTS COMPLETED DURING THIS COURSE (AS WELL AS FOR OTHER COURSES) THROUGHOUT YOUR GRADUATE TRAINING PROGRAM. THESE ASSIGNMENTS WILL ASSIST YOU IN DEVELOPING YOUR TEACHING PORTFOLIO. THIS PORTFOLIO WILL BE COMPLETED THROUGHOUT YOUR COURSES. YOU MAY WANT TO ASK YOUR ADVISOR HOW TO FORMAT THESE MATERIALS AT THE CURRENT TIME SO YOU DEVELOP THE MOST SUCCESSFUL PORTFOLIO POSSIBLE.***

### *Performance Evaluation*

Each student will complete a contract with the course instructor. The contract, based on input from the student's committee, will include the product that will be completed, the activities required to complete that product, evaluation criteria, and timelines for completing the project. Each contract will include the requirement that the student commit to submitting at least three written products or "milestones" that will serve as evidence that she/he is on track in their progress toward completing the Master's capstone project. The schedule below will allow the instructor to provide timely feedback on the products.

All product activities will be scored as Acceptable (A), Acceptable with Revisions (AR), or Not Acceptable (NA) based on the criteria listed in the assignment description. Each AR will result in a 5% deduction in your project score. Each NA will result in a 10% deduction on your project score. ***ARs and NAs must be***

*resubmitted no later than 2 weeks after the course instructor returns the applicable assignment to the student. Revisions of any assignments also must be completed within a time period of 2 weeks.*

Week 2: Contract (signed by Master's committee) due

Week 5: Submit evidence that 1st milestone has been met

Week 7: Submit evidence that 2nd milestone has been met

Week 10: Submit evidence that 3rd milestone has been met

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*Important Note:* An acceptable rating does not necessarily indicate the assignment received an "A" grade/rating; an acceptable rating indicates the assignment met minimal criterion standards. Therefore, less than two NA grades will not ensure an "A" grade will be earned for the course, if assignments were minimally acceptable. **Any narrative that accompanies the activity should be typewritten and double-spaced.**

Since mastery of all outcomes cannot be demonstrated by written products, the course instructor will evaluate participation and performance based on the listed outcomes.

The student's attendance and punctuality at times regularly scheduled is imperative. If the student has four unexcused absences an "E" (fail) will be assigned. If a student is going to be absent they must contact the course instructor.

*An assignment handed in after the due date will automatically receive an NA unless prior consent of the instructor has been obtained.* However, all assignments must be completed and will receive feedback from the instructor.

*An incomplete grade (I) will be negotiated only in the case of emergencies and must be negotiated by the student prior to (date, TBA).* Any incomplete grade not completed by the date negotiated will be converted to an E.

*Minimally, plagiarism will result in immediate failure of the course and a recommendation to the Graduate School for expulsion.* It is your responsibility to know and understand the University's policy regarding plagiarism as outlined in the *UK Bulletin* and available on UK's web site: <http://www.uky.edu/Ombud/Plagiarism.pdf>. Please contact the instructor immediately if you have any questions regarding this policy. *See Appendix A for additional information on plagiarism.* All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky Student Handbook*.

### *Required Activities*

**One copy** of each assignment should be postmarked or delivered to the instructor's mailbox on or before the required due date and time (i.e., 4:30 p.m.). Submit one copy of all components of all assignments. All assignments must have a title page and running head. Follow the model on the handout given to you. Double-space all assignments.

#### *Course Activity 1: Abstracts of Current Research*

Select six **data-based** articles from the current professional literature in relation to your capstone project and write narrative summaries of each. One abstract is due on each of the listed dates. List the abstract number (e.g., Abstract 1, Abstract 6) on the cover page. **Include one copy of the journal article.** Make sure you also have a copy of the article. ***It is to your advantage to choose manuscripts that have direct application to required project.***

#### *Course Activity 2: Possible Assignment Options*

Single subject design study  
Group design study  
Survey design study  
Comprehensive literature review  
Mentoring project  
Inservice project  
Consultation project  
Software evaluation project  
Module or Training manual development and evaluation  
Multimedia project evaluation  
Assessment critique  
Advocacy project  
Behavioral support project  
Adaptive materials evaluation project  
Other possible options as requested by the student and his or her committee

Students should select one or more of the above-mentioned projects, meet with the instructor for initial consultation. Based on that discussion, the student should then meet with the master's committee to determine the contract (as stated previously). The contract should be written and signed off by the committee and the instructor.

#### *Course Activity 3: Reaction Papers*

Write reaction papers (2-3 pages) to guest speakers and readings.

#### *Course Activity 4: Presentation of contracted work*

Students will formally present their contracted work to the class at the end of the semester.

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***Course Activity 5: Attendance and Participation***

Students are expected to actively participate in class and in class discussions.

The following weighted scheme will be used:

Abstracts	20%
Individual leadership project –	35%
Reaction papers	15%
Presentation of contracted work	15%
Attendance and Participation	15%

**Grading Criteria**

90% – 100% = A

80% - 89% = B

70% - 79% = C

Below 70% = E

## Plagiarism

*Source*            *Student Rights & Responsibilities*  
University of Kentucky, 1979

### 3.1 Plagiarism

Plagiarism is a common phenomenon at the University of Kentucky. To assist you in understanding what plagiarism is, and to indicate before hand how plagiarism will be viewed in this course, the following definition and examples are provided. The next four paragraphs are taken directly from the *Students Rights and Responsibilities* handbook (pp. 34-35), and describe the definition of plagiarism used at the University of Kentucky.

All academic work, written or otherwise, submitted by a student to his instructor or other academic supervisor, is expected to be the result of his own thought, research, or self-expression. In any case in which a student feels unsure about a question of plagiarism involving his work he is obligated to consult his instructor on the matter before submitting it.

When a student submits work purporting to be his own, but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that a student submits as his 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 or information, he must carefully acknowledge exactly what, where, and how he has employed them. If he uses the words of someone else, he must put quotation marks around the passage in question and add in appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiarism. However, nothing in these rules shall apply to those ideas that are so generally and freely circulated as to be a part of the public domain (pp. 34-35).

The following statements describe the instructor's interpretation of this definition.

1. The definition uses wording that implicates only the male gender, but it applies equally to female students.
2. If a student copies his/her entire paper from any source, published or unpublished, it would be considered plagiarism unless the paper included quotation marks around it – in which case it would be viewed as inappropriate for submission.

Likewise if major portions (sentences or paragraphs) are copied from another source without appropriate citation, it is considered plagiarism.

3. Since the assignments for this course require you to read a variety of sources and synthesize them into meaningful statements about a topic, you must be clear on how to cite those sources; use the Publication Manual for the American Psychological Association 6<sup>th</sup> edition.

Examples of plagiarized and non-plagiarized statements are included below.

*Original Sources Says:*

“Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence” (Bailey & Simeonson, 1985, p. 20).

*Plagiarized Example:*

Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence.

--This statement would be considered plagiarism because it is a direct quotation, and is not cited as a direct quotation.

*Non-Plagiarized Example:*

“Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence” (Bailey & Simeonson, 1985, p. 20).

--This statement is not an example of plagiarism because the student indicated the source, and indicated “exactly what, where, and how he has employed it” (Student Rights and Responsibilities, p. 35).

*Plagiarized Example:*

A fundamental deficit across almost every disability is social incompetence (Bailey & Simeonson, 1985)

--This statement would be considered plagiarism because it is a quotation of another source, but is not acknowledged as a quotation. According to the APA manual, the reader is lead to interpret this statement as the words of the writer and the idea of the source that is cited. To acknowledge it as a quotation, the student must put quotation marks around it.

*Non-Plagiarized Example:*

Social incompetence may be an important deficit in other handicapping conditions (Bailey & Simeonsson, 1985).

--This statement would not be considered plagiarism because the source from which the idea is taken is cited and the student put the idea in his/her own words.

*Plagiarized Example:*

Handicapping conditions are usually categorized as cognitive, sensory, or motor, but a major deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

A general deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

--These statements would be considered plagiarism because they involve “making simple changes while leaving the organization, content, and phraseology intact” (Student Rights and Responsibilities, p. 35)

The instructor’s responsibilities are also described in the *Student Rights and Responsibilities* handbook. The indented statements below are taken directly from the handbook.

An instructor who has evidence that a student has committed an academic offense should first arrange a personal conference with the student and do the following: present the evidence with respect to the offense; give the student an opportunity to state his/her case; and make known to the student the charges, if any, and the possible sanctions which may be imposed or recommended. If the student is not reasonably available for or fails to attend such a conference, the instructor shall proceed to inform the student of the nature of the evidence, charges, and possible sanctions by certified mail.

The instructor may then take one or more of the following actions.

- a. assign any grade on a paper or examination related to the offense;
- b. assign any grade for the course in which the offense occurred;
- c. recommend a more severe sanction than the instructor may alone impose, by forwarding through the department chairman a written report of the offense to the dean of the student’s college. The instructor must send notice of action taken under b. and/or c. within 5 working days after the accusation is made, to the student by certified mail with copies to the department chairman and the dean of the student’s college. (Student Rights and Responsibilities, pp. 36-37.).

Given these options, the instructor of this course will engage in the following actions if plagiarism occurs. First, a personal conference will be held with the student as described in the first paragraph. Second, the instructor will assign a grade of “E” for the course. Third, the student will be told that they should seek the counsel of the Academic Ombudsman. Fourth,



the student, dean, and department chairperson as required in point c. will be notified in writing. If the student is a graduate student, the director of graduate studies will also be notified. The instructor views plagiarism as a serious indication that the student is not displaying the professional qualities necessary for working in the field of education.

If after reading the information contained in Appendix C, you have additional questions about plagiarism at any point in the course, please ask the instructor. Further, if you have questions about whether you are engaging in plagiarism, please bring the original source and your product by and ask the instructor whether it appears to be plagiarism. Obviously this should be done prior to submitting the product.

## Appendix A: NCATE/EPSTB Checklist for Syllabi: EDS 634

**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  
EPSB & COE Technology Standards,  
EPSB Themes, and  
Kentucky Education Reform Act Initiatives**

**Addressed  
in Course**

<b>University of Kentucky College of Education (COE) Functional Skills &amp; Dispositions</b>	
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
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<b>Council for Exceptional Children Standards for All Special Education Teachers</b>	
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
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<b>Education Professional Standards Board (EPSB) Teacher Standards</b>	
Standard 1: Demonstrates Applied Content Knowledge	X
Standard 2: Designs and Plans Instruction	X
Standard 3: Creates and Maintains Learning Climate	X
Standard 4: Implements and Manages Instruction	X
Standard 5: Assesses and Communicates Learning Results	X
Standard 6: 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 Professional Leadership within School/Community/Profession	X
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<b>EPSB &amp; COE Technology Standards</b>	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X
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<b>EPSB Themes</b>	
Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X

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<b>Kentucky Education Reform Act Initiatives</b>	X
KERA Goals and Academic Expectations	X
Program of Studies	X
Core Content for Assessment	X