

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>1/20/2010</u>	
b.	Department/Division:	<u>Department of Special Education and 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>Margaret Bausch</u>	Email:	<u>mcb@uky.edu</u>	Phone: <u>257-8810</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 641</u>	Proposed Prefix & Number:	<u>EDS 641</u>	
b.	Full Title:	<u>Assistive Technology Assessment</u>	Proposed Title:	<u>Assistive Technology Assessment</u>	
c.	Current Transcript Title (if full title is more than 40 characters):				_____
e.	Proposed Transcript Title (if full title is more than 40 characters):				_____
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 <u>at least one</u> 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	_____ Study Indep.
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____	_____	_____ Indep.

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.)

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		<i>Recitation</i>	<i>Discussion</i>	<i>Study</i>
<u> </u> <i>Clinical</i>	<u> </u> <i>Colloquium</i>	<u> </u> <i>Practicum</i>	<u> </u> <i>Research</i>	<u> </u> <i>Residency</i>
<u> </u> <i>Seminar</i>	<u> </u> <i>Studio</i>	<u> </u> <i>Other – Please explain:</i>		<u> </u>
f. Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
<i>Proposed Grading System:</i>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g. Current number of credit hours:	<u>3</u>	<i>Proposed number of credit hours:</i>	<u>3</u>	
h. Currently, is this course repeatable for additional credit?				YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>				YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i>	<u> </u>			
<i>If YES: Will this course allow multiple registrations during the same semester?</i>				YES <input type="checkbox"/> NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>A study of procedures for conducting assessments that will result in the selection and use of assistive technologies that people with disabilities can use to improve their ability to function in the environment. Topics will include the use of assessment models and protocols, environmental adaptations, assistive technology resources, preparation of assessment reports, team decision making, and evaluation of assistive technology use. Students will engage in assistive technology assessment observations, role play, authentic assessments, and interdisciplinary collaboration. EDS 640, or permission of instructor.</u>			
<i>Proposed Course Description for Bulletin:</i>	<u>A study in the evaluation of students with learning, cognitive, physical, and sensory disabilities for assistive technology devices and services. Students implement data-based assistive technology decisions for students with disabilities, locate assistive technologies through a variety of sources, and develop assistive technology implementation plans for individuals with disabilities.</u>			
j. Current Prerequisites, if any:	<u>EDS 640, or permission of instructor.</u>			
<i>Proposed Prerequisites, if any:</i>	<u>EDS 640, or permission 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	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	

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

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3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	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 <i>SR 3.1.4.</i>)	

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

Rev 8/09

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.

Rev 8/09

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: EDS 641

Proposal Contact Person Name: Margaret Bausch Phone: 2578810 Email: meb@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
EDSAC Faculty	11/3/09	Debra Harley '7-7199' charLDD	Debra A. 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 rshap01	Robert Shapiro
		/ /	
		/ /	

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 641	Date: February 5, 2010
Instructor Name: Margaret Bausch	Instructor Email: meb@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<i>Curriculum and Instruction</i>	
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 synchronous using Adobe Connect or other web based video feed. There will be students on campus and off. The course syllabus conforms to University Senate guidelines.
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 students will participate in class lectures, discussions, and group activities. There will be no distinction between what is expected of students in either the on campus or off campus groups. Students may also interact with the instructor via phone, e-mail, or web-based instructional tool such as Blackboard.
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. Student work may be submitted through Blackboard or other password-protected course portal. In place of exams, students will submit papers and be responsible for reporting on assessment activities with students.
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? no If yes, which percentage, and which program(s)? *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.
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? All materials needed for the course will be posted on a course website or available as a download online. If additional materials need to be used, they can be borrowed from the instructor and sent to the student via postal services.
<i>Library and Learning Resources</i>	

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

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6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students will access journal articles via the UK online library or the instructor may assist a student who has other needs.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will typically be teachers employed in school districts with access to local schools and students for case based applications of course content such as implementation projects. Additionally, trial versions of the software used in the course is downloadable for free from the internet. Both on campus and off campus students will be utilizing the software.</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>The above information is in the syllabus.</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>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>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).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p> <p>Language pertaining academic accommodations:</p> <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." <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <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

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11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Margaret E. Bausch <i>Margaret E. Bausch</i> Instructor Signature:
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Abbreviations: TASC = Teaching and Academic Support Center Programs DL = distance learning DLP = Distance Learning

SYLLABUS
EDS 641 ASSISTIVE TECHNOLOGY ASSESSMENT
DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF KENTUCKY

COURSE: EDS 641
Assistive Technology Assessment (3 credits)

MEETING TIME: Wednesday 4:30-7:00 pm
240 Taylor Education Building

INSTRUCTORS: Margaret Bausch, Instructor
232 Taylor Education Building
(859) 257-8810

OFFICE HOURS: Tuesday -9:00 am – 11:00 am
Wednesday 12:00 pm -4:30 pm
or e-mail or call for an appointment

PREREQUISITES: EDS 517 or EDS 640 or Permission from the Instructor

COURSE DESCRIPTION: A study in the evaluation of students with learning, cognitive, physical, and sensory disabilities for assistive technology devices and services. Students implement data-based assistive technology decisions for students with disabilities, locate assistive technologies through a variety of sources, and develop assistive technology implementation plans for individuals with disabilities.

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

Technology Services (continued)

Internet Library Loan Service:

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

OBJECTIVES: Upon completion of this course, students will be able to...

1. Identify individuals' functional needs for assistive technology.
2. Identify assessment team members and their perspective roles.
3. Follow an assessment protocol or develop an appropriate assessment protocol for an assistive technology assessment.
4. Make data-based assistive technology decisions for students with disabilities.
5. Develop assistive technology implementation plans for students with disabilities.
6. Locate assistive technologies through a variety of sources.
7. Evaluate commercial and/or available assessment systems for conducting assistive technology assessments.

RECOMMENDED

Purcell, S. L., Grant, D. (2005). *Using assistive technology to meet literacy standards*. Verona, WI, IEP Resources.

TEXTBOOKS:

DeCoste, D. (2005). *Assistive technology assessment: Developing a written productivity profile*. Volo, IL: Don Johnston, Inc.

REQUIRED

READINGS:

Students will be responsible for completing readings by assigned dates. Readings will be assigned from the required text and handouts as individual topics are addressed.

INSTRUCTOR'S EXPECTATION OF THE STUDENT:

1. Full participation in each class session.
2. Completion of all assignments on time and to criterion level.
3. Enthusiasm toward professional growth, exploration, and change.

STUDENT'S EXPECTATIONS 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.
4. Available for questions and support.

CLASS SCHEDULE

Class	Topic	Assignments Due
1 – Aug. 26	Introduction, Syllabus, Overview	
2 - Sept. 2	Considering Assistive Technology for students with diverse needs Overview of Assessment Models SETT, Human Function Model	Assigned Readings – Beigel, A. R. (2000). Assistive Technology Assessment: More than the Device. Complete the UKAT Toolkit System for Evaluating Assistive Technology Services (SEATS) Form
3 - Sept. 9	AT Assessment Procedures: Teachers' Reports of School District Practices	Assigned Readings - TBA Assignment 2: AT Consideration Forms
4 - Sept. 16	Texas Assistive Technology Network - Dynamic Assistive Technology Evaluation	Assigned Readings – Bausch, M. E., Quinn, B. S., Chung, Y., Ault, M. J., & Behrmann, M. M. (2009). Assistive Technology in the IEP: Analysis of Policies Across Ten States Assignment 3: Obtain a copy of your school district's AT policies, procedures, and technical procedures manuals
5 - Sept. 23	Texas Assistive Technology Network - Dynamic Assistive Technology Evaluation	Assignment 4: District Policy analysis
6 – Sept. 30	Texas Assistive Technology Network - Dynamic Assistive Technology Evaluation – Data Collection Procedures	Assignment 5: Event Recording Data Collection Plan Assigned Reading: TBA
7 - Oct. 7	Data Collection Procedures (Trial Data and Evaluation of AT)	Assignment 6: Total Duration Recording Plan Assigned Reading: TBA
8 - Oct. 14	Data Collection Procedures (Trial Data and Evaluation of AT)	Assignment 7: Discrete Data Trial Recording Plan

		Assigned Reading: TBA
9 - Oct. 21 Midterm Week	Wisconsin Assistive Technology Initiative Assessment	Assignment 8: Task Analytic Data Recording Plan Assigned Reading: TBA
10 - Oct. 28	Compass Assessment Tools	
11 - Nov. 4	Functional Evaluation for Assistive Technology (FEAT)	
12 - Nov. 11	Essential Elements of Assistive Technology Assessment and Report Writing	Assigned Reading – Bausch M. E., Ault, M. J., Behrmann M. M., & Evmenova, A. S. (2008). Going beyond AT devices: Are AT services being considered?
13 - Nov. 18	Planning for AT Implementation	Assigned Reading – Bausch, M. E. & Ault, M. J. (2009) Assistive Technology Implementation Plan: A Tool for Improving Outcomes
14 - Nov. 25 – No Class, Thanksgiving Holiday		
15 - Dec. 2	Handwriting Assessment	Assignment 9: AT Implementation Plan
16 - Dec. 9	Student Presentations of Final Projects	Assignment 10: Final AT Assessment Project

ASSIGNMENTS

- Assignment 1:** UKAT Toolkit System for Evaluating Assistive Technology Services (SEATS) (50 points)
- Assignment 2:** AT Consideration Forms (100 points)
- Assignment 3:** Obtain a copy of your school district's AT policies, procedures, and technical procedures manuals (50 points)
- Assignment 4:** District Policy analysis (150 points)
- Assignment 5:** Event Recording Data Collection (100 points)
- Assignment 6:** Total Duration Recording (100 points)

Assignment 7: Discrete Data Trial Recording (100 points)

Assignment 8: Task Analytic Data Recording (100 points)

Assignment 9: AT Implementation Plan (100 points)

Assignment 10: Final Project (150 points)

All readings, class activities, and assignments must be completed by the date listed on the schedule. All assignments must be submitted in order to receive a final course grade. The instructor reserves the right to request that a student recycle a product that is unsatisfactory. A 10% response cost will be assessed for all returned products. A 10% deduction in total points possible will be made for each day an assignment is late unless specific arrangements have been made with the instructor prior to the assigned due date.

Students who have an excused absence and miss a hands on activity will be required to complete an alternate assignment. Students who have an unexcused absence and miss a hands on activity, will not be allowed to make up the assignment.

All assignments, unless otherwise stated in class, must be word-processed. Assignments, unless otherwise stated in class, may be sent to the professor via e-mail. Expect an e-mail confirmation within 2-3 days. If you do not receive a confirmation, please contact the instructor to ensure that your assignment was received.

Regardless of discipline, teachers have the right -and the obligation- to expect that students use English properly in all aspects of the course. (S.R.5.2.4.3). All assignments are subject to a point deduction of up to 10% of the total point value of the assignment for spelling and grammatical errors that demonstrate the assignment was not proofread before it was submitted.

Please note that no final examinations are permitted during the last week preceding finals. Regular course activities, such as homework, quizzes, or laboratory practica may continue as usual. A term paper assigned early in the course can be due during Dead Week, since students would have been informed well in advance. Make-up exams may be given during Dead Week as well. (Dead Week - S.R.5.2.4.6).

Grading Criteria

Evaluation will be based upon a point system.

Grades are then computed according to the following scale:

A - 930 - 1000 points

B - 860 - 929 points

C - 790 - 859 points

D - 720 - 789 points (Graduate students may not earn a grade of D)

E - Below 720 points

Work Outside Of Class

This class has time built into it for hands-on activities. However, this will not be enough to gain competency in all of the areas addressed in this class. It is expected that students will spend additional time reading and using a computer to practice the skills taught and become competent before the conclusion of the course.

University student guidelines state that students should expect to spend an average of three hours each week on outside course-related activities for each credit hour taken. In other words, the University guidelines say that you should spend 9 hours per week outside of class on a three hour course. Although it is not anticipated that you will need 9 hours every week for this course, you will be expected to plan for sufficient time to be spent outside of class in order to meet the course objectives. If the class is taking more time than that stated in the University guidelines, please see the instructor so adjustments can be made.

Class Attendance and Participation

Class attendance is required for all class sessions. Five points for each week of class missed will be deducted from your total points. Students who arrive after roll has been taken need to check in with the instructor after class and a minimum of one point will be deducted. Information will be presented in each class that is not available through other means. Successful completion of course objectives requires that students have hands-on experience with hardware and software that is used during class sessions. In cases of absences, the student should contact the instructor as soon as possible. Always leave a message via e-mail, or voice mail. See above for contact information. Students who have an excused absence and miss a hands-on activity will be required to complete an alternate assignment. Students who have an unexcused absence and miss a hands-on activity, will not be allowed to make up the assignment.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: 1) serious illness; 2) illness or death of family member; 3) University-related trips; 4) major religious holidays; 5) other circumstances the instructor finds to be "reasonable cause for nonattendance." Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).
Make-up opportunity: When there is an excused absence, students will be given the opportunity to make up missed work and/or exams. It is the student's responsibility to inform the instructor of the absence preferably in advance, but no later than one week after it. Verification of Absences 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. The University Health Services (UHS) will provide a printed statement that specifies that the University Health Services does not give excuses for absences from class due to illness or injury. It will be possible for these forms to be date stamped so as to show that students went to the trouble of going to University Health Services. It does not mean, however, that a student was actually seen by a physician or a nurse. If there have been multiple or prolonged absences from class and was seen by UHS, a student may be asked to sign a release of information form (available from UHS) that will give permission for the staff to talk with the instructor.

Plagiarism

Students should familiarize themselves with the Student Code regarding plagiarism (section 6.3.1), which can be obtained from the office of the Dean of Students or retrieved from <http://www.uky.edu/StudentAffairs/Code/part2.html> section 6.3.1. Plagiarism of any type will result in a failing grade and possible expulsion from the University of Kentucky. Students making unauthorized copies of copyrighted microcomputer software will receive a failing grade and face possible expulsion.

Students making unauthorized copies of copyrighted computer software will also receive a failing grade.

Learning Accommodations

All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information.

Relationship of this Course to the UK Professional Education Unit & 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 analyses of assistive technology practices as presented in case studies and hands-on practice to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on ones 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 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:

<http://www.kyepsb.net/teacherprep/standards.asp>

Council for Exceptional Children, Multicategorical Standards:

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 skills associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

EPSB/NCATE Themes Addressed by this Course

In this course, the four EPSB themes of **literacy, diversity, assessment, and closing the achievement gap** are heavily emphasized. Additionally, the entire course is focused on **technology** with an emphasis on technologies to increase, improve or maintain the academic and functional capabilities of individuals with disabilities. Students will be engaged in activities that, through high and low technology, allow individuals access to the curriculum regardless of their ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, or geographic area in order to close the achievement gap.

NCATE/EPSB Checklist for Syllabi: EDS 641

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

Addressed in
 Course

University of Kentucky College of Education (COE) Functional Skills & Dispositions

- | | |
|--|---|
| 1: Candidates communicate appropriately and effectively. | X |
| 2: Candidates demonstrate constructive attitudes | X |
| 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships | X |
| 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings. | X |
| 5: Candidates demonstrate a commitment to professional ethics and behavior. | X |

Council for Exceptional Children Advanced Teacher Standards

- | | |
|--|---|
| 1: Leadership and Policy | |
| 2: Program Development and Organization | X |
| 3: Research and Inquiry | X |
| 4: Student and Program Evaluation | X |
| 5: Professional Development and Ethical Practice | X |
| 6: Collaboration | X |

Education Professional Standards Board (EPSB) New Teacher Standards

- | | |
|---|---|
| Standard 1: Designs and Plans Instruction | X |
| Standard 2: Creates and Maintains Learning Climates | |
| Standard 3: Implements and Manages Instruction | X |
| Standard 4: Assesses and Communicates Learning Results | |
| Standard 5: Reflects and Evaluates Teaching and Learning | X |
| Standard 6: Collaborates with Colleagues, Parents, and Others | X |
| Standard 7: Engages in Professional Development | X |
| Standard 8: Knowledge of Content | X |
| Standard 9: Demonstrates Implementation of Technology | X |

EPSB & COE Technology Standards

- | | |
|--|---|
| Standard 1: Candidates integrate media and technology into instruction | X |
| Standard 2: Candidates utilize multiple technology applications to support student learning. | 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
EPSB Themes	
Diversity	X
Assessment	
Literacy Education	X
Closing the Achievement Gap	X
Kentucky Education Reform Act Initiatives	
KERA Goals and Academic Expectations	X
Program of Studies	X
Core Content for Assessment	