

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	Minor ¹ (place cursor here for minor change definition)		
e.	Contact Person Name:	<u>Margaret Bausch</u>	Email:	<u>meb@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 648</u>	Proposed Prefix & Number:	<u>EDS 648</u>	
b.	Full Title:	<u>Coordinating Special Education Technology Programs</u>	Proposed Title:	<u>Coordinating Assistive Technology Programs</u>	
c.	Current Transcript Title (if full title is more than 40 characters):			<u>Coordinating Special Ed Technology Programs</u>	
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 at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Study Indep.
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		_____
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Study 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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	<u> </u> <i>Clinical</i>	<u> </u> Colloquium	<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> Other – Please explain:		<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:</i>	<i>Maximum number of credit hours:</i> <u> </u>				
	<i>If YES:</i>	<i>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>Students will study procedures for planning and implementing special education technology programs in schools. Topics will include use of planning models, philosophy and mission development, generating program goals and objectives, procedures for preparing strategic plans, establishing policies and procedures, identifying resource requirements, managing program implementation, and evaluation of program effectiveness.</u>				
	<i>Proposed Course Description for Bulletin:</i>	<u>Students will study procedures for planning and implementing assistive technology programs in schools. Topics will include use of planning models, philosophy and mission development, generating program goals and objectives, procedures for preparing strategic plans, establishing policies and procedures, identifying resource requirements, managing program implementation, evaluation of program effectiveness, and preparation of proposals for funding.</u> <u>Prereq: .</u>				
j.	Current Prerequisites, if any:	<u>Six credits of prior technology coursework or permission of instructor.</u>				
	<i>Proposed Prerequisites, if any:</i>	<u>EDS 640 and EDS 641 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</u> 400G- 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.

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Signature Routing Log

General Information:

Course Prefix and Number: EDS 648
 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
EDSRU Faculty	11/3/09	Debra Hartley 7-7199 dharl00	Debra D. Hartley
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 648	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. Students will submit papers and be responsible for presentations just as the on campus students will do
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.
<i>Library and Learning Resources</i>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students will access journal articles via the UK online library or the instructor may assist a student who has

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

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	other needs.
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.</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
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Margaret E. Bausch</p> <p style="text-align: right;"><i>Margaret E. Bausch</i> Instructor Signature:</p>

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

Coordinating Assistive Technology Programs (EDS 648)

Prerequisites -

EDS 640 Assistive Technology and EDS 641 Assistive Technology Assessment
or Permission of the Instructor

Class Meeting

Thursday 4:30 – 7:00 pm – Classroom 236 TEB

Instructor:

Ralph M. Crystal
224 TEB
859-257-8275
crystal@uky.edu

Technology Services

Instructional Technology Center (ITC) -151 Taylor Ed. Building (257-7967)
Monday - Thursday: 8:00 a.m. - 5:00 p.m. and Friday 8:00 a.m. - 4:30 p.m.

TASC Information

<http://www.uky.edu/TASC>
859-257-8272

Information Technology Customer Service Center

<http://www.uky.edu/UKIT>
859-257-1300

Library Services

Distance Learning Library Services:
<http://www.uky.edu/Libraries/DLLS>

Carla Cantagallo, DL Librarian
859-257-0500, ext. 2171
800-828-0439 (option #6)
dllservice@email.uky.edu

Internet Library Loan Service:

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

Office Hours:

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By Appointment. Please do not hesitate to contact me by email with questions.

Text:

Cook, A.M, and Hussey, S.M. (2002). *Assistive Technologies: Principles and Practice* (2nd ed.). St. Louis, Missouri: Mosby.

Read part 1 by the 3rd week of class

Read part 2 by the 6th week of class

Read part 3 by the 9th week of class

Read part 4 by the 12th week of class

Read part 5 by the 15th week of class

Course Description

Students will study procedures for planning and implementing special education technology programs in schools. Topics will include use of planning models, philosophy and mission development, generating program goals and objectives, procedures for preparing strategic plans, establishing policies and procedures, identifying resource requirements, managing program implementation, and evaluation of program effectiveness.

Relationship to the College of Education Conceptual Framework and the Kentucky Educational Reform Act (KERA)

EDS 648 is a graduate course designed to focus on issues or topics of relevance to students in the Assistive Technology Program of the Department of Special Education and Rehabilitation Counseling. As such, the course content is broadly based on the current understanding of human development, performance, and program administration. The course does not specifically or solely deal with educational issues in Kentucky but rather the delivery of assistive technology services to facilitate the assessment and design of alternative modes of motor, sensory, and intellectual performance to access education across all age levels.

However, as KERA raises significant issues with regard to equity of school services for all students regardless of ability, place of residence, socio-economic status of parents or guardians, gender, race, or religious preference, discussion in the course meetings will reflect the impact of KERA on school age individuals who are in need of technology-based adaptations.

This course most closely addresses the following KERA New Teacher Standards which are component parts of the College of Education's conceptual framework designed to result in reflective and collaborative teachers:

New Teacher Standard I: The Teacher Demonstrates Applied Content Knowledge.

The teacher demonstrates a current and sufficient academic knowledge and performance in those areas.

New Teacher Standard II: The Teacher Designs and Plans Instruction.

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

New Teacher Standard III: The Teacher Creates and Maintains Learning Climate.

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

New Teacher Standard IV: The Teacher Implements and Manages Instruction.

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

New Teacher Standard V: The Teacher Assesses and Communicates Learning Results.

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

New Teacher Standard VI: The Teacher Demonstrates the Implementation of Technology.

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

New Teacher Standard VII: Reflects and Evaluates Teaching and Learning.

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

New Teacher Standard VIII: Collaborates with Colleagues/Parents/Others.

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

New Teacher Standard IX: Evaluates Teaching and Implements Professional Development.

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and process necessary, and implements a professional development plan.

New Teacher Standard X: Provides Leadership within School/Community/Profession.

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

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 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.

Course Objectives

Upon completion of this course and related activities, students will be able to:

1. Develop plans for delivery of technology services to students enrolled in special education programs.
2. Develop policies and procedures for the implementation of special education technology services.
3. Describe principles for coordinating the delivery of special education technology services.
4. Develop budgets for special education technology services.
5. Evaluate programs designed to delivery technology services to special education students.
6. Articulate links between pertinent federal and state mandates and district practices.

Expectations of Students:

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

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. Availability for questions and support.

Course Schedule:

Weeks 1/2 Introduction of the course

Weeks 3/11 Presentations:

Assistive Technology Specialist/Coordinator. Who is it and what do they do.

Strategic Planning/Discuss Personal Philosophy and Vision Statement.

Steps in the Technology Planning Process/Bring to Class Your School Mission and Value Statements

AT Service Delivery Models: Determining AT needs

Implementing AT/Collaborative Service/Team Building

Budgeting/Bring to Class Materials Related to AT Budget

Purchasing and maintaining AT equipment

Week 12 Staff and Program Development and Management

Week 13 Program Evaluation

Week 14 Support Services and Coordination with Other Service Providers

Week 15 Ethical Issues related to AT

Evaluation and Grading Criteria:

Points will be totaled for all assignments and tests and percentages will be calculated. Students may earn up to 50 bonus points for exemplary performance in class discussions, efforts that go beyond typical course requirements, or very exemplary

products produced as a result of the assignments. Bonus points are based upon the subjective judgment of the instructor. These are added to the percentage scores. Grades are then computed according to the following scale:

900-1000	A
800-899	B
700-799	C
699 or less	E

Students should familiarize themselves with the Student Code regarding plagiarism, which can be obtained from the office of the Dean of Students. Plagiarism of any type will result will not be tolerated.

Assignments:

Assignment	Date Due	Value
1. Local School District Mission and Vision Statement	5 th week	150
2. AT Service Delivery: In Depth Description of a School District/System	7 th week	150
3. AT Program Budget	9 th week	200
4. Leadership roles and working with parents and teachers	Periodic	150
5. Presentation of chapter materials	Periodic	350

Assignment 1: Local District AT Mission and Vision Statement

The purpose of this assignment is to examine the assistive technology mission and/or vision of a local school district. Ideally you will find one that is written and incorporated into district policies or strategic plans. If written statements exist, you must interview a principal and a special education teacher, attempting to determine if they know what the statements say and/or they agree with and implement them.

In the event that there are no written statements, you will need to infer what they are based on interviews of district personnel. At a minimum, the director of special education and a special education teacher should be interviewed.

Each student will investigate a different local school district. Write a brief paper (1-2 pages) describing the mission and/or vision, either stated or inferred. Also write a reflection paper (1-2 pages) examining the function of the mission/vision statement in that district, the degree to which it has been assimilated by district personnel, and what you learned through this assignment.

Points Possible: 150 Date Due: 5th week of class

Assignment 2: AT Service Delivery: In Depth Description of a School District/System

The purpose of this assignment is to examine, in depth, the AT policies, and procedures in place for a single school district or service unit (e.g., state). Each student will be assigned a district. Write a paper describing the service delivery model used by the district and summarize the policies and procedures that are in place.

Points Possible: 150 Date Due: 7th week of class

Assignment 3: AT Program Budget

The purpose of this assignment is to demonstrate your knowledge and skills related to budgeting and your proficiency using a computer-based spreadsheet program. You will be given a scenario of a district, a budget amount, and the program priorities. You are to prepare a budget, allocating funds as you think appropriate for the 'importance' of the priority. Your budget must be submitted as an Excel file in an electronic format. Include a written budget justification. The format and the degree of specificity of the budget will be discussed in class.

Points possible: 200 Date Due: 9th week of class

Assignment 4: Leadership roles and working with parents and teachers: Case Studies/AT Issues

This purpose of this assignment is to demonstrate your ability to conceptualize and address issues related to providing AT leadership. This assignment will be based on class discussions of relevant AT ethical, legal, and service provision issues.

Points possible: 250 Date Due: Periodic

Assignment 5: Presentation of chapter materials: RESNA Issues

Each student will be assigned a section of the text and will lead a discussion related to that section. Specifics of this assignment as well as discussion dates will be discussed in class.

Points possible: 350 Date Due: Periodic

Disability Accommodations

If you have a physical, emotional or learning disability please contact the university Disability Resource Center as this campus resource will determine the most

appropriate accommodation for you and will communicate that information to me. Please also let me know if you require an accommodation. I welcome students to talk with me about any accommodation that will facilitate and enhance your learning experience. I will then work in coordination with the Disability Resource Center to ensure that you receive the appropriate accommodation. It is always best to identify your accommodation requirements as early in the semester as possible.

Plagiarism

All assignments are to be completed independently. Please give credit in your written work to all sources. All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook. Students are responsible for obtaining a copy of the handbook and reviewing its contents. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above. 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.

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 acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, etc. 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.

NCATE/EP SB Checklist for Syllabi: EDS

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

**Addressed
in Course**

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

Council for Exceptional Children Advanced Teacher Standards

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

Education Professional Standards Board (EPSB) Teacher Standards

Standard 1: The Teacher Demonstrates Applied Content Knowledge	X
Standard 2: The Teacher Designs and Plans Instruction	
Standard 3: The Teacher Creates and Maintains Learning Climate	X
Standard 4: The Teacher Implements and Manages Instruction	
Standard 5: The Teacher Assesses and Communicates Learning Results	X
Standard 6: The Teacher Demonstrates the Implementation of Technology	X
Standard 7: Reflects on and Evaluates Teaching and Learning	X
Standard 8: Collaborates with Colleagues/Parents/ Others	X

Standard 9: Evaluates Teaching and Implements Professional Development	X
Standard 10: Provides Leadership within School/Community/Profession	X

EPSB & COE Technology Standards

Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	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	X
Literacy Education	X
Closing the Achievement Gap	X

Kentucky Education Reform Act Initiatives

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