

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Education</u>	Department (Full name):	<u>Early Childhood, Special Education, and Rehabilitation Counseling</u>	
Major Name (full name please):	<u>IEC (Interdisciplinary Early Childhood Education)</u>	Degree Title:	<u>BS</u>	
Formal Option(s), if any:	<u>N/A</u>	Specialty Field w/in Formal Options, if any:	<u>N/A</u>	
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>			
Contact Person:	<u>Jennifer Grisham-Brown</u>	Phone:	<u>257-8943</u>	Email: <u>jgleat00@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment or a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral or visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>EDS 530</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
- Identify, provide examples of, and demonstrate research-validated assessment practices for planning and delivering instruction (e.g., model, prompted practice, check, feedback, etc.)
- Describe, provide examples of, and demonstrate research-validated assessment practices which focus on instructional planning (i.e., curriculum-based assessment, curriculum-based measurement, functional assessment, performance-based assessment, portfolio assessment, and technology-assisted assessment)
- Describe and provide examples of procedures for modifying curriculum and instruction for students with mild and moderate disabilities (e.g., content enhancements, parallel alternative curricula, learning strategies, testing accommodations, assistive technology, etc.)
- Identify sources of curriculum for students with moderate and severe disabilities (e.g., KY Standards, basal/developmental

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textbook series, teacher education texts, etc.)
 EPSB (Education Professional Standards Board) Kentucky Teacher Standards

- Standard 1: The teacher demonstrates applied content knowledge—The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas
- Standard 6: 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.

2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:

All students enrolled in EDS 530 will write a paper reviewing the most current literature on a topic related to issues in the lives of persons with moderate/severe disabilities that is a minimum of 4500 words in length. To prepare for this paper, each student will submit (a) the topic for approval by the instructor with a list of five (5) data-based articles to be included in the review, (b) three (3) abstracts of the data-based articles, (c) an outline of the literature review, (d) a draft of the literature review, and (e) a final literature review. All of these assignments are to be typewritten and double-spaced. This single project will count 45% of the Final course grade. This paper should be written in APA (2010) style – 6th edition. All students will also prepare and deliver a 10 - 15 min. presentation on their literature review topic to the class Students should give an overview of their topic; they can include the headings used in their paper to organize their presentation.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. <i>(Note: it is strongly recommended that GCCR courses be housed within the degree program.)</i>	<input checked="" type="checkbox"/> a. Single required course within program
	<input type="checkbox"/> b. multiple required or optional courses within program
	<input type="checkbox"/> c. course or courses outside program (i.e., in another program)
	<input type="checkbox"/> d. combination of courses inside and outside program
	<input type="checkbox"/> e. other (please specify): _____

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: EDS 530: Moderate/Severe Disabilities

- new or existing course? N/A (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? N/A
- projected enrollment per semester: 35

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ *(new courses should be accompanied by a New Course Proposal)*
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ *(new courses should be accompanied by a New Course Proposal)*
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

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<ul style="list-style-type: none"> • Resources: what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.
<ul style="list-style-type: none"> • Memorandum of Understanding/Letter of Agreement: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
<p>Date of agreement: N/A (Same department, shared classes)</p>
<p>4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p> <ul style="list-style-type: none"> • the GCCR assignments are highlighted in the syllabus and course calendar; • the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here); • the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process; • the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit); • the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit; • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”
<p>5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in brief statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications where on the syllabus it is found:</p> <ul style="list-style-type: none"> • <u>overview of delivery model:</u> summarize how the GCCR will be delivered for all program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.): The GCCR requirements will be delivered within EDS 530. All students in the MSD program complete this course prior to student teaching, preferably in their Junior year. • <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program: <u>Topic with list of 5 data-based articles</u> <u>Abstracts of 3 data-based articles</u> <u>Outline of literature review</u> <u>Complete draft of literature review</u> <u>Final literature review</u> <u>In-class presentation</u> <u>Resubmission if grade is a D or lower</u> • <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.): <u>Literature review: The instructor will read the students' papers and provide detailed feedback on the overall accuracy of describing the intervention(s) and research; and, overall style and grammar of the paper.</u> • other information helpful for reviewing the proposal:
<p>D. Assessment:</p> <p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>

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<ul style="list-style-type: none">specify the assessment schedule (e.g., every 3 semesters; biennially):
<u>Annually</u>
<ul style="list-style-type: none">identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
<u>MSD Program faculty</u>
<ul style="list-style-type: none">if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):
<u>N/A</u>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	EDS 530, MSD, BS
Contact Person Name:	Amy Spriggs
Phone:	859.257.4713
Email:	amy.spriggs@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	4/18/14	Belva Collins / 257-8591 / bcoll01@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/18/2014	Mary John O'Hair / 257-2813 / mjohair@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/18/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

EDS 530: Moderate/Severe Disabilities
Syllabus
Fall 2014
Room 319 – Classroom Building
Wednesdays, 4:30-7:00
“Research and Reflection for Learning and Leading

Instructor:	Amy D. Spriggs, Ph.D.
Office Location	220 Taylor Education Building
Phone Number	859-257-9105
Email	amy.spriggs@uky.edu
Office Hours	By appointment
Instructor:	Victoria Slocum
Office Location	212C Taylor Education Building
Phone Number	859-257-3759
Email	vsl222@g.uky.edu
Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	E-mail
Anticipated Response Time	Within 24 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	NA

Course Description

Special education issues with individuals exhibiting moderate to severe intellectual and developmental disabilities. A critical examination of contemporary research with regard to the educational, behavioral, developmental issues of individuals exhibiting moderate to severe intellectual and developmental disabilities. Issues and research describing the full educational inclusion and community integration of persons with moderate to severe intellectual and developmental disabilities will be addressed. Lecture, three hours; field experience, three hours (*from UK Bulletin*). **This course provides full GCCR credit for the MSD program.**

Upon completion of this introductory course in moderate/severe disabilities (MSD), learners will be able to critically discuss "state of the art" and "best practice" models for educating and serving persons with moderate/severe disabilities (i.e., functional mental disabilities). More specifically, learners will be able to specify how the role of the teacher has changed with regard to the coordination of ancillary personnel, implementation of empirically based educational programs, educational/behavioral assessment strategies, systematic instructional programming, assimilation of parents into the educational process as well as curriculum issues such as functional, chronologically age-appropriate activities, access and education in core content standards, community-referenced and community-based instruction, and ecological inventories.

Prerequisites:

Junior or graduate student status.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **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 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 Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, Characteristics of Highly Effective Teaching and Learning, and the Praxis Knowledge and Content.

Learning Target/Outcomes: Special Education Content	Assessment (Formative/Summative)
Operationally define moderate and severe mental disabilities. Critically discuss the problem with classifying persons by the severity of their disability.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Identify and describe both the litigation and legislation which has affected the person with mental disabilities in regard to Right to Education, Right to Treatment, Right to Due Process, Right to Education in Least Restrictive Environments, etc.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Identify those professional organizations that function as group advocates for persons with mental disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Discuss how ecological inventories can be used in developing curricula for instructing the students with functional mental disabilities and how this can be linked to general education core content.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Explain what is meant by the "criterion of ultimate functioning." Identify educational activities that are in accordance with the criterion of ultimate functioning.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Identify and describe the basic components involved in programming instruction for pupils with moderate/severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Critically discuss the individualization of instruction. Explain the advantages and disadvantages of tutorial and group instruction.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Operationally define those principles and procedures of applied behavior analysis that can assist teachers (and others) in the education of persons with moderate and severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Discuss the role of parents and families in the education of their children with moderate or severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Provide a functional definition of teaching.	Formative: Course readings, class discussions and activities
Explain what is meant by the term "educational synthesizer" and how this relates to a transdisciplinary approach.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment

Discuss assistive and instructional technology for adapting content for students with moderate and severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Discuss the importance of teaching functional chronologically age-appropriate skills to secondary students and adults with moderate and severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Discuss the importance of teaching academic core content skills to students with moderate and severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment, observation reports
Critically discuss the road toward community inclusion of persons with moderate and severe disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Discuss procedures for decreasing inappropriate behavior emitted by students with moderate and severe disabilities.	Formative: Course readings, class discussions and activities
Critically discuss community-based instruction.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Critically discuss the debate over whether all children are educable.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Critically discuss segregated vs. integrated vs. inclusive school placement.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Critically discuss vocational opportunities for students with functional mental disabilities.	Formative: Course readings, class discussions and activities Summative: Performance-based assessment
Learning Target/Outcomes: GCCR Requirement	
Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.	Formative: Weekly performance-based assessment, literature review assignments Summative: Final literature review
Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.	Formative: Weekly performance-based assessment, literature review assignments Summative: Final literature review; in-class presentation

Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.	Formative: Weekly performance-based assessment, literature review assignments Summative: Final literature review
Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.	Formative: Weekly performance-based assessment, literature review assignments Summative: Final literature review
Prepare and deliver a succinct and logical presentation on the topic researched for literature review assignment	Formative: Literature review assignments Summative: In-class presentation

Course Delivery

This course is designed as a hybrid course. Some students in the class will take the course face-to-face, others will participate from interactive video sites, and others will view the course in a synchronous online format.

Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. 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 Senate Bill 1 initiatives.

Required Texts

Collins, B. C. (2007). *Moderate and severe disabilities: A foundational approach*. Upper Saddle River, NJ: Pearson – Merrill Prentice-Hall.

Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required readings

The required readings (in addition to the text chapters) are listed below by topic. Please note readings assigned to all students and those assigned to graduate students only. Graduate students will be assigned to read one article from this list each week. The assigned readings will be sent to graduate students on the first night of class.

Topic: Defining the Term: Moderate and Severe Disabilities (9/4)

Graduate Students:

Polloway, E. A., Patton, J. R., Smith, J. D., Lubin, J., & Antoine, K. (2009). State guidelines for mental retardation and intellectual disabilities: A revisit of previous analyses in light of changes in the field. *Education and Training in Developmental Disabilities*, 44, 14-24.

Smith, J. D. (2007). Mental retardation and the problem of “normality”: Self-determination and identity choice. *Education and Training in Developmental Disabilities, 42*, 410-417.

Topic: Issues in the Education of Persons with Significant Cognitive Disabilities (9/18)

Graduate Students:

Tam, G. M., Phillips, K. J., & Mudford, O. C. (2011). Teaching individuals with profound multiple disabilities to access preferred stimuli with multiple microswitches. *Research in Developmental Disabilities, 32*, 2352-2361.

Mechling, L. C., & Bishop, L. C. (2011). Assessment of computer-based preferences of students with profound multiple disabilities. *The Journal of Special Education, 45*, 15-27.

Topic: Working with Families of Children with MSD (9/25)

Graduate Students:

Hartley, S. L., Barker, E. T., Seltzer, M. M., Greenberg, J. S., & Floyd, F. J. (2011). Marital satisfaction and parenting experiences of mothers and fathers of adolescents and adults with autism. *American Association of Intellectual and Developmental Disabilities, 116*(1), 81-95.

Quintero, N., & McIntyre, L. L. (2010). Sibling adjustment and maternal well-being: An examination of families with and without a child with an autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities, 25*, 37-46.

Topic: Basic Principles of an Appropriate Education (10/2)

Graduate Students:

Courtade, G. R., & Ludlow, B. L. (2008). Ethical issues and severe disabilities: Programming for students and preparation of teachers. *Rural Special Education Quarterly, 27*, 36-42.

Downing, J. & Peckham-Hardin, K. D. (2007) Inclusive education: What makes a high-quality education for students with moderate-severe disabilities? *Research and Practice in Severe Disabilities, 32*, 16-30.

Topic: Functional, Academic, and Age-Appropriate Skills (10/9)

All Students:

Collins, B. C., Karl, J., Riggs, L., Galloway, C. C., & Hager, K. D. (2010). Teaching core content with real-life applications to secondary students with moderate and severe disabilities. *TEACHING Exceptional Children, 43*(1), 52-59.

Graduate Students:

Browder, D. M., Trela, K., Courtade, G. R., Jimenez, B. A., Knight, V., & Flowers, C. (2012). Teaching mathematics and science standards to students with moderate and severe developmental disabilities. *Journal of Special Education, 46*, 26-35.

Summers, J., & Szatmari, P. (2009). Using discrete trial instruction to teach children with Angelman syndrome. *Focus on Autism and Other Developmental Disabilities, 24*, 216-226.

Topic: Systematic Instruction (10/16)

All Students:

Conroy, M. A., Sutherland, K. S., Snyder, A. L., & Marsh, S. (2008). Classwide interventions: Effective instruction makes a difference. *Teaching Exceptional Children, 40*, 24-30.

Graduate Students:

Coleman, M. B., Hurley, K. J., & Cihak, D. F. (2012). Comparing teacher-directed and computer-assisted constant time delay for teaching functional sight words to students with moderate intellectual disability. *Education and Training in Autism and Developmental Disabilities, 47*, 280-292.

Mims, P. J., Hudson, M., & Browder, D. M. (2012). Using read-alouds of grade-level biographies and systematic prompting to promote comprehension for students with moderate and severe developmental disabilities. *Focus on Autism and Other Developmental Disabilities, 27*, 67-80.

Topic: Inclusion and Collaboration (10/23)

All Students:

Causton-Theogarar, J. N. (2009). The golden rule of providing support in inclusive classrooms: Support others as you would wish to be supported. *Teaching Exceptional Children, 42*, 36-43.

Graduate Students:

De Bortoli, T., Balandin, S., Foreman, P., Arthur-Kelly, M., & Mathisen, B. (2012). Mainstream teachers' experiences of communicating with students with multiple and severe disabilities. *Education and Training in Autism and Developmental Disabilities, 47*, 236-252.

Ryndak, D., Ward, T., Alper, S., Storch, J. F., & Montgomery, J. W. (2010). Long-term outcomes of services in inclusive and self-contained settings for siblings with comparable significant disabilities. *Education and Training in Autism and Developmental Disabilities, 45*, 38-53.

Topic: Community-Based Instruction and Standards-Based Instruction (10/30)

All Students:

Hartman, M. A. (2009). Step by step: Creating a community-based transition program for students with intellectual disabilities. *Teaching Exceptional Children, 41*(6), 6-11.

Graduate Students:

Carter, E. W., Trainor, A. A., Ditchman, N., Swedeen, B., Sun, Y., & Owens, L. (2010). Summer employment and community experiences of transition-age youth with severe disabilities. *Exceptional Children, 76*, 194-212.

Tekin-Iftar, E. (2008). Parent-delivered community-based instruction with simultaneous prompting for teaching community skills to children with developmental disabilities. *Education and Training in Developmental Disabilities, 43*, 249-265.

Topic: Health and Vitality Issues (11/13)

Graduate Students:

Bryan, T., Stiles, N., Burstein, K., Ergul, C., & Chao, P. (2007). "Am I supposed to understand this stuff?" Youth with special health care needs readiness for transition. *Education and Training in Developmental Disabilities, 42*, 330-338.

Shinde, A. K., & Symons, F. (2007). Educator perceptions and rating of pain in school-age children with mental retardation and developmental disabilities. *Education and Training in Developmental Disabilities, 42*, 224-229.

Topic: Challenging Behaviors and Behavioral Support (11/20)

All Students:

Gongola, L. C., & Daddario, R. (2010). A practitioner's guide to implementing a differential reinforcement of other behaviors procedure. *TEACHING Exceptional Children, 42*(6), 14-20.

Graduate Students:

McKenzie, S. D., Smith, R. G., Simmons, J. N., & Soderlund, M. J. (2008). Using a stimulus correlated with reprimands to suppress automatically maintained eye poking. *Journal of Applied Behavior Analysis, 41*, 255-259.

Reichow, B., Barton, E. E., Sewell, J. N., Good, L., & Wolery, M. (2010). Effects of weighted vests on the engagement of children with developmental delays and autism. *Focus on Autism and Other Developmental Disabilities, 25*, 3-11.

Topic: Longitudinal Transition & Self-Determination (12/4)

All Students:

deFur, S. (2012). Parents as collaborators: Building partnerships with school- and community-based providers. *TEACHING Exceptional Children, 44*(3), 58-67.

Graduate Students:

Hagner, D., Kurtz, A., Cloutier, H., Arakelian, C., Brucker, D. L., & May, J. (2012). Outcomes of a family-centered transition process for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 27*, 42-50.

Konrad, M., Walker, A. R., Fowler, C. H., Test, D. W., & Wood, W. M. (2008). A model for aligning self-determination and general curriculum standards. *TEACHING Exceptional Children, 40*, 53-64.

Millar, D. S. (2008). Self-determination in relation to having or not having a legal guardian: Case studies of two school-aged young adults with developmental disabilities. *Education and Training in Developmental Disabilities, 43*, 279-293.

Millar, D. S. (2009). Comparison of transition-related IEP content for young adults with disabilities who do or do not have a legal guardian. *Education and Training in Developmental Disabilities, 44*, 151-167.

Topic: Difficult Issues and Basic Human Rights (12/11)

Graduate Students (optional)

Bollman, J. R., & Davis, P. K., (2009). Teaching women with intellectual disabilities to identify and report inappropriate staff-to-resident interactions. *Journal of Applied Behavior Analysis, 42*, 813-817.

Smith, T., Polloway, E. A., Patton, J. R., & Beyer, J. F. (2008). Individuals with intellectual and developmental disabilities in the criminal justice system and implications for transition planning. *Education and Training in Developmental Disabilities, 43*, 421-430.

Stowe, M. J., Turnbull, R. H., Pence, R., Rack, J., Schrandt, S., & Laub, L. (2007). The importance of attitudes toward and understanding of disability and science in the age of genetics. *Research & Practice for Persons with Severe Disabilities, 32*, 190-206.

Travers, J., & Tincani, M. (2010). Sexuality education for individuals with autism spectrum disorders: Critical Issues and decision making guidelines. *Education and Training in Autism and Developmental Disabilities, 45*, 284-293.

Wolfe, P. S., Condo, B., & Hardaway, E. (2009). Sociosexuality education for persons with autism spectrum disorders using principles of applied behavior analysis. *Teaching Exceptional Children, 42*(1), 50-61.

Grades

All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor's judgment. Grades will be based on the scores accumulated by the student weighted by the following percentages.

Undergraduate Assignments	Undergraduate Percent of Grade	Graduate Assignments	Graduate Percent of Grade
Participation points (3 per session)	10%	Participation points (3 per session)	10%
Performance based assessments	20%	Performance based assessments	20%
Observations (undergrad)	10%		
*Literature review	45% (breakdown below)	*Literature review	45% (breakdown below)
-Topic and article list	-5%	-Topic and article list	-5%
-Abstracts of articles	-5%	-Abstracts of articles	-5%
-Outline	-5%	-Outline	-5%
-Final literature review	-30%	-Final literature review	-30%
*In-class Presentations	15%	*In-class Presentations	15%
		Article discussion leader	10%
Total	100%	Total	100%

****You must receive a "C" of higher on these assignments to receive GCCR credit.****

Incompletes. At the discretion of the instructor, students who fail to achieve competency in writing/presentation skills may receive an I (incomplete) grade, but in no case may a student whose writing/presentation fails to reach the level of C (competent) receive a passing grade in a course that satisfies the University GCCR Requirement. A grade of I (Incomplete) will be assigned only if the student has:

1. Completed all performance-based assessments and earned 80% or more of the points available.
2. Submitted a first draft of the literature review prior to November 13, 2013.
3. Has the written permission of the instructor.

If an Incomplete grade is assigned, the learner will have until January 31, 2014 to complete the course.

Graduate and undergraduate expectations. Graduate students will have different expectations from undergraduate students. The course assignments clearly indicate the assignment to be completed by all students, undergraduate students only, and graduate students only. In addition a differentiated grading scale for undergraduate and graduate students is provided.

Assignment of course grades. Grades will be awarded on the following scale:

Undergraduate:

100 – 90% = A

89 - 80% = B

79 - 70% = C

69 - 60% = D

59% and below = E

Graduate

100–90% = A

89 - 80% = B

79 - 70% = C

69% and below = E

(NOTE: Graduate students are not eligible to earn a D per Graduate School policy.)

Final Exam Information

There is no final examination for this course.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

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

Submission of Assignments

All written assignments must be prepared in a professional manner. “Professional” is defined as following APA guidelines (6th ed., 2010). All final products must be typed and an electronic copy submitted to the instructor by 11:59 pm on the due date via Blackboard. The exception to this is the literature review. Two paper copies should be submitted to the instructor. **Late assignments are not accepted without prior approval of the instructor. "Prior approval" is defined as at least 24 hours notice before the due date/time. No course points will be recorded for assignments submitted late. However, all assignments must be submitted to complete the course.** Students with excused absences are responsible for getting the assignment to the professor by the due date.

Attendance

Students are expected to attend all scheduled sessions for the course.

The purpose of the seminar meetings is to discuss issues pertaining to the delivery of services to individuals with moderate to severe disabilities. Topics discussed each week need not be directly related to assigned readings. Learners are encouraged to raise questions and discuss issues directly related to those with whom they are presently working or observing. At a learner's request, the instructor will bring specific materials (curricula) that a learner would like to review and discuss. Each seminar will consist of the instructor overviewing key points discussed in the readings. In addition, questions will then be answered and points summarized. Your active participation is expected and will be monitored via Lecture Tools, a web-based technology. See page 20 for further information on Lecture Tools requirements.

Excused Absences

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

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later

than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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

Verification of Absences

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

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

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

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

Learning/Classroom Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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

Ethics Statement

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

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

Academic Integrity:

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

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

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

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

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

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

Legal Action

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

Commitment to Diversity & Equity

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

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

Commitment to Addressing the Achievement Gap

The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in education. "Lack of knowledge of these differences can

lead to the overrepresentation of students from diverse backgrounds in special education and to the underrepresentation of these students in gifted and talented programs” ([http://www.cec.sped.org/AM/Template.cfm?Section=Cultural and Linguistic Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541](http://www.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541)). Therefore it is essential for our teacher candidates to understand issues related to cultural and linguistic diversity and make a commitment to value diversity.

Commitment to Technology

The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Course Components

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

The following is a list of the assignments that will be required in the course, a brief description, and the standards that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Task	Task Description	Content Standards Alignment
Participation points (all students)	<p>Students are expected to actively participate in class discussions and on-demand activities. Students should discuss relevant educational problems encountered in the classroom of students with moderate or severe disabilities and share experiences with seminar participants. Students will also be asked questions during lectures via Learning Tools technology. Participation points will be based on participation of questions asked during lecture as well as in-class activities.</p> <p>See page 20 of the syllabus for details and scoring criteria for this assignment.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3, 4</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8, 9</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor)

		<p>& Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading)</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
<p>Weekly performance-based assessments-PBA (all students)</p>	<p>Following each seminar meeting, the learner should complete the performance-based assessment based on the required chapter and class discussion.</p> <p>See page 20 of the syllabus for details and scoring criteria for this assignment.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 9</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8, 9</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
<p>Observations of programs</p>	<p>All undergraduate students will complete five 2-hr observations in sites</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 4</p>

<p>(undergrad only)</p>	<p>that serve persons with moderate/severe disabilities during the semester. Observations will be conducted across the life span.</p> <p>See page 21-24 of the syllabus for details and scoring criteria for this assignment.</p>	<p>Council for Exceptional Children Initial Content Standards (ICS)/ Individualized Independence Curricula Standards (IIC) 2, 3, 5, 9</p> <p>EPSB Kentucky Teacher Standards 1, 7, 8</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment Literacy <p>UK Missions for Research, Reflection, Learning, and Leading</p>
<p>In-Class presentation</p>	<p>All students enrolled in EDS 530 will prepare and present a 10 minute presentation on their literature review topic.</p> <p>See page 24-25 of the syllabus for details and scoring criteria for this assignment.</p> <p>This project fulfills part of the requirements for the GCCR.</p>	<p>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 9</p> <p>EPSB Kentucky Teacher Standards 1, 6, 10</p> <p>EPSB & COE Technology Standards 6</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for

		<p>English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</p> <p>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)</p> <p>3. College and Career Readiness (Reading, Writing)</p> <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
<p>Article Discussion Leader (Graduate students only)</p>	<p>Graduate students will be required to read an article related to the topic of the week, and lead a discussion on the contents of the article. 1-2 data-based articles will be read each week and presented to the class.</p> <p>See page 26 of the syllabus for details and scoring criteria for this assignment.</p>	<p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>EPSB Kentucky Teacher Standards 1, 5</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Knowledge of Content) 3. College and Career Readiness (Reading) <p>Council for Exceptional Children ICS/ICC Standards 1</p> <p>UK Teacher Leader Standards 1, 2</p> <p>University of Kentucky Functional</p>

<p>Literature Review (all students)</p>	<p>In any course or series of courses approved as writing intensive, students will be required to write a minimum of 15 pages of formal writing that is drafted, reviewed, and revised.</p> <p>See page 26-32 of the syllabus for details and scoring criteria for this assignment.</p> <p>Deadlines for this project will occur throughout the semester; this project fulfills part of the requirements for the GCCR.</p>	<p>Skills and Dispositions 1, 3</p> <p>University of Kentucky Functional Skills and Dispositions 1, 3</p> <p>Council for Exceptional Children ICS/IIC Standards 2, 3, 9</p> <p>EPSB Kentucky Teacher Standards 1, 6</p> <p>EPSB & COE Technology Standards 6</p> <p>Unbridled Learning Initiatives:</p> <ol style="list-style-type: none"> 1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language) 2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) <p>UK Missions for Research, Reflection, Learning, and Leading</p> <p>UK College of Education Teacher Leader Standards 2</p>
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THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Course Schedule and Outline

Date	Topic	Assignment Due
8/28/13	<ul style="list-style-type: none"> -Introductions -Syllabus -Sign up for Practicum Observations -<i>Riding the Bus with My Sister</i> 	<ul style="list-style-type: none"> -Read: Syllabus
9/4/13	<ul style="list-style-type: none"> -Defining the Term: Moderate and Severe Disabilities -Historical Context- Where have we come from? 	<ul style="list-style-type: none"> -Read: Syllabus -Read: <i>Christmas in Purgatory</i> -Read: Text, Chapter 1
9/11/13	<ul style="list-style-type: none"> -Using the library Guest Lecturer: Brad Carrington -Overview of the Literature Review -Selecting a topic -APA Guidelines I 	<ul style="list-style-type: none"> -Due: PBA 1 on <i>Christmas in Purgatory</i> (Both A and B) -Bring laptop to class if you have it
9/18/13	<ul style="list-style-type: none"> -Issues in Education 	<ul style="list-style-type: none"> -Read: Text, Chapter 2 -Due: Topic + Reference list -Due: Observation # 1 (undergrad) -Due: Article Discussion Leader (grad)
9/25/13	<ul style="list-style-type: none"> -Working with Families -Early Childhood Services Guest Lecturers: Dixie Miller & Kim Zeigler -Writing abstracts -Organizing the literature review 	<ul style="list-style-type: none"> -Read: Text, Chapter 3 -Due: PBA 2 on Chapter 2 (A only) -Due: Article Discussion Leader (grad)
9/30/13	Mandatory OTIS Training 7:15 - ? MSD Majors	
10/2/13	<ul style="list-style-type: none"> -Principles of Appropriate Education -Writing an outline 	<ul style="list-style-type: none"> -Read: Text, Chapter 4 -Due: PBA 2 on Chapter 3 (B only) -Due: Abstracts for literature review -Due: Article Discussion Leader (grad)
10/9/13	<ul style="list-style-type: none"> -Functional/Academic/Age appropriate skills -Standards Based Instruction 	<ul style="list-style-type: none"> -Read Text, Chapter 5 -Read Collins et al. (2010) -Due: PBA 3 on Chapter 4 (A only) -Due: Observation # 2 (undergrad) -Due: Article Discussion Leader (grad)
10/16/13	<ul style="list-style-type: none"> -Systematic Instruction 	<ul style="list-style-type: none"> -Read: Text, Chapter 6 -Due: PBA 3 on Chapter 5 (B only) -Read Conroy et al. (2008) -Due: Article Discussion Leader (grad)
10/23/13	<ul style="list-style-type: none"> -Inclusion/Collaboration -Writing the body of the paper 	<ul style="list-style-type: none"> -Read: Text, Chapter 7 -Read: Causton-Theogarar (2009) -Due: PBA 4 on Chapter 6 (A only) -Due: Outline of literature review -Due: Article Discussion Leader (grad)

10/30/13	-Community-Based Instruction -APA II	-Read: Text, Chapter 8 -Due: PBA 4 on Chapter 7 (B only) -Due: Observation # 3 -Due: Article Discussion Leader (grad)
11/6/13	Library Night	-Due: PBA 5 on Chapter 8 (A only)
11/13/13	-Health & Vitality	-Read: Text, Chapter 9 -Read: Hartman (2009) -Due: First draft of literature review -Due: Article Discussion Leader (grad)
11/20/13	-Challenging Behaviors	-Read: Text, Chapter 10 -Read: Gongola & Daddano (2010) -Read: Graduate students RL -Due: PBA 5 on Chapter 9 (B only) -Due: Observation # 4 (undergrad) -Due: Article Discussion Leader (grad)
11/27/13	Academic Holiday- No Class	
12/4/13	-Longitudinal Transition -Entering adulthood -Self-determination <i>Guest Lecturer: Meada Hall</i>	-Read: Text, Chapters 11 and 12 -Read: deFur (2012) -Read: Graduate students RL -Read: Text, Chapter 14 -Due: Final literature review -Due PBA 6 on Chapter 10 (A only)
12/11/13	-In-class Presentations	-Read: Chapter 13 -Read: Difficult Issues Readings (graduate- optional) -Due: Student presentations -Due: PBA 6 on Chapters 11 OR 12 (B only) -Due: Observation # 5 (undergrad) --Due: Article Discussion Leader (grad)
12/18/13	Final exam week -No Class-	-Due: PBA 7 on Chapter 14 (A and B) -Due: Literature review resubmit due if \leq D

Key: PBA = performance based assessment, UG = undergraduates

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

Course Assignments and Grading Criteria

Participation Points (all students- Additional graduate student component)

Participation points will be assigned based on student participation and attendance in class. 0 points = unexcused absence or excused absences in excess of three classes, 1 point = tardy of > 5 minutes or present but not alert or participating in other activities (e.g., sleeping, texting, e-mailing, using social networks), 2 points = present and alert but not contributing to discussion or activities, 3 points = present and actively participating (e.g., answering questions, participating in group activities, adding to discussion). Active participation will be determined by answers to questions provided via Learning Tools and any in-class activity. Learning Tools is a web-based software that incorporates class lectures and active participation. A demonstration of how to use Lecture Tools will be conducted the first night of class. After the first night of class, students are expected to bring their phones, tablet computers, laptops, etc. to ensure active participation in each lecture.

Weekly performance-based assessments- PBA (all students)

Following each seminar meeting, the learner should complete the performance-based assessment based on the required chapter and class discussion. This is due by midnight of the following class date. All responses should be 1-2 pages in length, typed, and presented in a professional manner following APA guidelines. The response should reflect a comprehensive understanding of the topic. You will be assigned to section A or B the first night of class. Check the schedule to determine which PBAs you are responsible for completing (i.e., only the ones assigned to your section).

Grading Sheet for Performance-Based Assessments

Name: _____ Performance-Based Assessment Chapter _____

Score: _____

	Excellent	Sufficient	Needs Improvement
Performance-Based Assessment			
Thoroughly and comprehensively reflects understanding of reading material and seminar discussion	4	3 2	1 0
Ideas are presented clearly and logically	2	1	0
Free of spelling, grammatical errors	2	1	0
Remains within page restrictions (1-2 pages)	2	1	0

Comments:

Observations of programs (undergraduates only)

All undergraduate students will complete five 2-hr observations in sites that serve persons with moderate/severe disabilities during the semester. Observations will include a preschool, an elementary school, a middle or secondary school, an adult services setting, and another setting of the student's choice (may include support services). Approved observation sites are shown below. Students may see the instructor for approval of sites not on this list or suggestions for sites located in other counties. Students with excused absences are responsible for getting the assignment to the professor by this time. All due dates for the observation summary forms are as follows:

- Observation # 1 – Sept. 18, 2013
- Observation # 2 – October 9, 2013
- Observation # 3 – October 30, 2013
- Observation # 4 – November 20, 2013
- Observation # 5 – December 11, 2013

If you are planning on observing in Fayette County public schools you must complete a volunteer application before entering the schools. Please complete the volunteer application found at the following link: <https://webapps.fcps.net/volunteer/>. You do not need to request a background check on your own. If you are doing your observations outside of Fayette County, the district will let you know if they need any further background information from you prior to your observation. **Do NOT observe in any elementary, middle, or high school settings until you hear from me that your placement has been approved by the school district.**

Approved Observations and Interviews

Type of Site	Name of Site	Contact	Number
Preschools:			
	Growing Together Preschool	Sherry Proctor	255-4056
	Child Development Center	Stella Crutcher	278-0549
	UK Early Childhood Lab	Charlotte Manno	257-7732
	Jessamine Early Learning Village (Nich.)	Michelle Schlafer	887-5358
	Woodford Co. Child Dev. Ctr. (Versailles)	Kathy Hogg	873-2421 x2258
	Anderson Co. Early Childhood (Lawrncburg)	Melissa Lentz	502-839-2504
	Visually Impaired Preschool Services	Mary Moore Yohon	marym@vips.org 685-6716
Elementary Schools:			
	Rosenwald-Dunbar El.(Nicholasville)	Emily Parish	885-6670
	Southside Elem. (Versailles)	Emmaline Kuebler	873-4850
	Cane Ridge El. (Paris)	Kate Lundergan	987-2106
	Cane Ridge El. (Paris)	Samantha Matthews	987-2106
	Veteran's Park Elementary	Renee Fiscus	381-3161
	Rosa Parks Elementary	Jennifer Wade	381-3132
	Cassidy Elementary	Jennifer Karl	381-3018
	Anne Mason Elementary (Georgetown)	Ashlee McCullough	502-570-3050
	Southern Elementary (Scott)	Emily Kennedy	502-863-0772
	Southern Elementary	Meghan Traynor	381-3589
	James Layne Allen	Melissa Bell	381-3456

Yates Elementary	Tracy DeSpain	381-3515
Strode Station Elementary (Winchester)	Samantha Rhodes	745-3915
Picadome Elementary	Kristen Dieruf	381-3563
Garden Springs Elementary	Alyssa King	381-3388
Harrison Elementary	Emily Sartini	381-3418
Nicholasville Elementary (Nicholasville)	Gina Jones	3885-5351
Russell Cave Elementary	Elizabeth Chrowl	381-3571

Middle Schools:

Crawford Middle School	Julia Bichlmeir	381-3370
Jessie Clark Middle School	Stephanie Godby	381-3036
E. Jessamine Middle School (Nicholasville)	Ellen Bloyd	885-5561
Edythe J. Hayes Middle School	Casey McCarrey	381-4920
Southern Middle School	Erin Fetko	381-3582
Tates Creek M. S.	Mallory Evans	381-3052
Morton Middle School	Mary Elliott	381-3533
Scott County Middle (Georgetown)	Rachel Hobbs	502-863-7202
Bourbon County Middle (Paris)	Annie Rowlands	987-2189
LTMS	Vera Beaty	381-3192
Clark Middle (Winchester)	Lauren Whittaker	744-0427
Clark Middle (Winchester)	Ashleigh Gustafson	744-0427
Leestown Middle	Penina Goldstein	381-3181

Secondary Schools:

Bryan Station H. S.	Kathy Fetko	381-3308
Bryan Station H. S.	Barbara Roland	381-3308
Western Hills H. S. (Frankfort)	Tara Graves	695-6750
Woodford Co. H. S.(Versailles)	Elizabeth Blevins	873-5434
George Rogers Clark H. S.(Winchester)	Brian Newton	744-6111
E. Jessamine H. S. (Nicholasville)	Sarah Whitfield	885-7240
W. Jessamine H. S. (Nicholasville)	Kathy Parrott	887-2421
Lafayette H. S.	Ashley Reed	381-3474
Lafayette H.S.	Sharon Farber	381-3474
Lafayette H.S.	Lauren Sherrow	381-3474
Madison Central High School (Richmond)	Jeanine Mosher	625-6109
Henry Clay	Samantha Hance	381-3423
Henry Clay	Lora Hall	381-3423
Dunbar High School	Robin Flannery	381-3546

Adult Services:

Opportunity Workshop of Lex (OWL)	Becky Cabe	254-0576
Bluegrass/Connections	Lisa Carpenter	271-3812
Employment Solutions	Aja Jacoby	253-2658
Lex-Pro	Rachel Parsons	276-3705
Parks and Recreation	Brent Claiborne	288-2928

Use the questions in the evaluation form below when writing your impressions of the site. The grading criteria is included in the form.

Observation Summary Form

Name: _____

Instructor/Setting: _____

Dates/hours spent in setting: _____

Answer each of the following questions. **Provide evidence to support each answer.**

Score = _____/20	Excellent	Sufficient	Needs improvement
1. Were students being taught in self-contained resource room settings? Within general education settings? Would you consider the site segregated or inclusive? Why?	2	1	0
2. Was the site age-appropriate? If so, why do you say so. If not, what changes would you make?	2	1	0
3. What was the ratio of staff to students? Was this adequate? Why do you say so?	2	1	0
4. What type of skills were being taught? Were students being taught functional content? Academic core content?	2	1	0
5. Would you consider the environment to be positive? Enriched? Why or why not?	2	1	0
6. Did the environment facilitate independence? Why do you say this?	2	1	0
7. Was the program community-based? Community-referenced?	2	1	0
8. Was the environment clean? Neat? Organized? If so, why do you say this. If not, what changes would you make?	2	1	0
9. Were adaptations used for students with disabilities? What assistive technology do you see being used?	2	1	0
10. Did you observe 1:1 direct instruction? Small group instruction? If so, how did instruction occur? If not, what transpired instead of instruction?	2	1	0

Class Presentations

All students enrolled in EDS 530 will prepare and deliver a presentation on their literature review topic to the class on December 12, 2012. Students should give an overview of their topic. They can include the headings used in their paper to organize their presentation. They also should supplement the information with other sources (e.g., readings, internet materials, interviews, class activity). Presentations will be a minimum of 10 minutes and must include a component that engages the audience in an activity or discussion.

1. Prepare a presentation that summarizes the content of your literature review.

2. The presentation should be a minimum of 10 minutes and a maximum of 15 minutes in duration.
3. The presentation can be in many forms including but not limited to Powerpoint presentation, poster session, video of your presentation (youtube.com), animated movie (xtranormal.com), prezi.com presentation, website creation, lesson plan creation. There are many other options but please gain instructor approval of your presentation style.
4. The presentation should report the topic, methods, and findings of your literature review and must contain an element other than just you talking about your literature review. Examples include: showing a video clip, showing/demonstrating an item that exemplifies your topic, performing a skit, conducting a survey of the audience, leading a discussion of the topic, inserting humor into the presentation, engaging the audience in your presentation, showing an animated movie, dissemination a lesson plan. There are many other options that you may use.
5. Please attend to each of the elements that you will be graded on in the rubric below

Name: _____ Score: _____

Grading Sheet for Presentation of Topic

Element	Excellent	Sufficient	Needs Improvement
Findings presented to other stakeholders included but not limited to special education students, other prospective educators, faculty, parents of prospective special educators, parents of students with disabilities, personnel from local schools and districts	5 4	3 2	1 0
Presentation style approved by faculty and effective in delivery of the content	5 4	3 2	1 0
Element other than speaker only included	5 4	3 2	1 0
Presentation materials are of professional quality (free of typographical errors, APA format, person-first language)	5 4	3 2	1 0
Presentation includes clear description of the topic, methods, and findings of the literature review	5 4	3 2	1 0
Presentation has a logical flow and sequence	5 4	3 2	1 0
Presenter speaks effectively (e.g., speaks clearly and confidently, at an appropriate pace, uses correct grammar and pronunciation, uses eye contact)	5 4	3 2	1 0
Questions are answered clearly and professionally	5 4	3 2	1 0
Time requirements followed	5 4	3 2	1 0
Content presented at level appropriate for an audience of peers	5 4	3 2	1 0

Comments:

Article Discussion Leader (Graduate students only)

Students will be assigned an article by the instructor related to the topic of discussion for the class. Students will review the article clearly and succinctly, will explain how the article relates to the topic of discussion for the class, and will include information on why the article is important for teachers. The scoring rubric is below.

Article Discussion Grading Sheet

Name: _____ Score: ____/15

Component	Excellent	Sufficient	Needs Improvement
Title of article, year, author, and journal shared	1		0
Purpose and Content of article is explained clearly and succinctly	5 4	3 2	1 0
Connections to content presented in class are made	5 4	3 2	1 0
Information on how this information is applicable for teachers with MSD is included	3	2	1 0
Time limit followed (5-10 min)	1		0

Literature Review and Writing Requirements

In any course or series of courses approved as writing intensive, students will be required to write a minimum of 4500 words, approximately 15 pages, of formal writing that is drafted, reviewed, and revised. At least 10 of these pages must be single-authored assignments. No assignments requiring fewer than 4 pages may be included in the 15-page minimum.

To pass the course and fulfill the upper tier of the GCCR, you must submit all formal writing assignments and earn a grade of C or better on each assignment. Any major assignment that receives a D or below must be revised to reflect competency and resubmitted. You may resubmit such assignments one (1) time. **If you fail to achieve a C grade on the final version of any GCCR assignment, you will receive a failing grade for the course.** Note that assignments or requirements other than the formal writing become a factor in the final determination of your course grade only if you have achieved a grade of C or higher on all formal writing assignments.

Please submit two copies of your final paper to the instructor. One copy will be graded by the instructor; the second copy will be used for SACS assessment and should be a clean copy, with only your student identification number listed at the top of the page, with all other identifying information (your name, instructor name, and course and section number) removed.

The literature review assignment will contain the following components:

- Topic with list of five data-based articles (5%): Due Date: September 18, 2013

- Abstracts of three data-based articles (5%): Due Date: October 2, 2013
- Outline of literature review (5%): Due Date: October 23, 2013
- Complete draft: Due Date: November 13, 2013
- Final literature review (30%): Due Date: December 4, 2013
- Resubmission: Due Date for Those Making a D: December 18, 2013

All students enrolled in EDS 530 will write a paper reviewing the most current literature on a topic related to issues in the lives of persons with moderate/severe disabilities that is a minimum of 4500 words (approximately 15 pages in length). To prepare for this paper, each student will submit (a) the topic for approval by the instructor with a list of five (5) data-based articles to be included in the review, (b) three (3) abstracts of the data-based articles, (c) an outline of the literature review, (d) a draft of the literature review, and (e) a final literature review. All of these assignments are to be typewritten and double-spaced. This single project will count 45% of the Final course grade. This paper should be written in APA (2010) style – 6th edition. A minimum of ten (10) references should be included in this assignment. At least five (5) of these references should be data-based, and at least five (5) should be sources not assigned in this course.

Component I: Topic with data-based articles.

1. Write a paper clearly explaining the topic you have selected for your literature review.
2. Include at least three aspects of the topic that you are considering writing about within the review and write about these three aspects.
3. Select 5 data-based articles to include in the review.
4. Create a reference list of the articles (These should be 5 years old or less).
5. Use proper APA style. Use Times New Roman font and double space.

Grading Rubric for Topic & Reference list

Name: _____
 Score: _____/20_____

	Excellent	Sufficient	Needs Improvement
Topic and Reference list			
Topic is clearly explained	4	3 2	1 0
Topic is not too broad or too narrow	2	1	0
Three aspects of the topic are included and explained	3	2 1	0
Paper is free of spelling/grammatical errors	2	1	0
5 references are included (5 years old or less)	3	2 1	0
References selected are data-based articles	3	2 1	0
Reference list is in proper APA format	3	2 1	0

Comments:

Component II: Three abstracts of data-based article. Please choose three data-based articles that contains data-based evidence for the literature review that you will write for this course. For example, you may select an article that describes a statistical, qualitative, or single subject research study; statistics on the prevalence of a variable; or results of a survey that pertain to your topic. A data-based article means that the authors were studying a research question, collected data during the investigation, and summarized the data in some way. Usually, a data-based article will have a graph or statistical table in it. Below are the headings that you should include in your abstract and the information that should be contained under each heading, but because you will be abstracting all different kinds of studies, you may adapt the headers and the information you include to fit the study you are abstracting. The points assigned to each section are below.

APA reference. Make sure the article is cited correctly using APA style. Use the Publication Manual of the American Psychological Association (6th ed.) manual to correctly cite the article. The APA manual is available from the U.K. Bookstore or in the Education library. (2 pts)

Purpose or question. State the research question(s) being studied in the investigation or the purpose of the investigation. This information is usually included in the last paragraph of the introduction section of your article. (3 pts)

Subjects and setting. State the number of subjects, their name, age, gender, diagnosis, skill level, and any other relevant information. In addition, state where the investigation was conducted (e.g., in a classroom, in an apartment, at the corner grocery store, in the southeast United States). (3 pts)

Methodology. Include what was being measured in the study, the methods used, the intervention that was used. Write exactly what the investigator did. (3pts)

Data collection procedures. State how the data were collected during the investigation. Who collected the data? What data collection system was used? How often were the data collected? (3pts)

Findings. What were the findings of the investigation? For a single subject study-Was the intervention effective in changing the behavior? For survey research- What was found from the responses? For studies using statistics-What did the statistical analyses show? For qualitative studies-What themes were found in the data? For all studies- What statements were made in the results section? (3 pts)

Critique/Practical Implications. Critique the article in terms of readability, clarity, importance of the topic, appropriateness of the behavior being changed, etc. In addition, relate the results of the article to the topic of your paper. (3 pts)

Component III: Outline of the literature review. Using the template that follows and write a sentence outline of your literature review. Make sure you include the headers that you plan to include. Use proper APA formatting for the headers. Following each header write a sentence or two of what will be included under that header. An example is shown below. Make sure you attend to the grading sheet and include all of the components.

Outline of Literature Review Grading Sheet

Name: _____ Score: ____/20

Component	Excellent	Sufficient	Needs Improvement/ Insufficient
Title of Paper is included	1		0
Information for general to specific information included in introduction	5 4	3 2	1 0
Purpose of literature review included	2	1	.5 0
Topics to be included make sense and are comprehensive	5 4	3 2	1 0
Topics flow well in sequence	5 4	3 2	1 0
Outline free of grammatical and typographical errors	1	.5	0
Correct APA formatting is used	1	.5	0

The template to use for the outline follows.

Title of Paper

Introduction

Here you should write a brief paragraph about what you will include in your introduction. Begin with a general idea and move toward the specific idea. At the end of this paragraph, write the sentence, "The purpose of this paper is...."

Method

Literature Search

Searches conducted. Here you will write a sentence or two telling that you will include information about how you searched the literature.

Years searched.

Type of sources targeted and rationale.

Results

Header

Here write a sentence or two of what the first header/topic of the paper will be and the information that will be included here.

Subheader one. Here write a sentence or two of a subheader that may come under the main header (if you think you will have one).

Subheader two.

Header

Here write a sentence or two of what the next header/topic of the paper will be and the information that will be included here. Continue with as many headers as you will need.

Subheader one.

Subheader two.

Conclusions and Discussion

References

Component IV: Rough draft of the literature review. Using the template that you began in the outline assignment, add to each section to build the rough draft of your literature review. The rough draft is not graded, however the instructor will provide feedback on whatever is turned in by the student. Therefore it is to your advantage to submit as much of the completed paper as possible so you can obtain feedback on your paper prior to submitting the final draft.

Component V: Final literature review. The final paper will be a minimum of 15 pages in length excluding references. Follow the directions and see the grading sheet below as you complete the final literature review.

Introduction to the Literature Review

- Introduce reader to topic selected for in-depth investigation.
- Write in a logical flow from general to specific content
- End the introduction with a clearly stated purpose of the literature review

Method

Literature Search

- Clearly explain how you searched the literature (e.g., electronic searches, hand searches, keywords used to search, data bases used, years of sources targeted and why, types of sources targeted and why)
- Include a minimum of 10 sources (most likely you will have more than this)
- Use a variety of source types. You must include at least 3 resource types including websites, novels, magazine articles, newspaper articles, practical descriptions, conceptual articles, chapters in texts, research studies, position papers, and reviews of the literature. (Note: One of the resource types must be a data-based research study.)
- A majority of the resources must have been published within the past 5-10 years.

Results

Content of Literature Review

- Use headers to include information that logically flows to fulfill the purpose of the literature review.
- Use the sources to provide solid and logical evidence for claims you make.
- Report the findings of each source.

Conclusions and Discussion

- Summarize sources to present current knowledge on topic of literature review.
- Provide your own thoughts on the topic as you reviewed the findings from the sources. (What did you think about/wonder about as you were reading and writing? Are there pieces of information that are missing on this topic in the literature? Were there particular compelling data that you read? What recommendations can you provide for the field on this topic? What areas should be studied in future research?)

Organization, Writing Style & APA

- The product should be easy to read for an audience of your peers.
- The sources in the reference list need to be presented alphabetically.
- Use appropriate APA writing style (i.e., active voice, proper citation style in text and in reference list, use of technical writing style, use of headers, etc.)
- Writing needs to be clear, concise, and specific. Avoid unnecessary jargon.
- Use appropriate spelling, punctuation, sentence, and paragraph formation.

Name: _____ SS#: _____ Date: _____
 Title: _____ Reviewer: _____

LITERATURE REVIEW GRADING SHEET

	Excellent	Sufficient	Needs Improvement
Introduction to Literature Review			
Introduces reader to topic selected for literature investigation	5 4	3 2	1 0
Writes in logical sequence from general to specific content	5 4	3 2	1 0
Ends introduction with clearly stated purpose	5 4	3 2	1 0
Literature Search			
Explains how literature was searched	5 4	3 2	1 0
Explains years searched and provides rationale	5 4	3 2	1 0
Explains sourced targeted and provides rationale	5 4	3 2	1 0
Includes a minimum of 10 sources	5 4	3 2	1 0
Includes at least three types of sources including research articles	5 4	3 2	1 0
Includes majority of sources published within last 5 years	5 4	3 2	1 0
Content of Literature Review			
Uses appropriate and comprehensive headers and content that logically flows	8 7 6	5 4 3	2 1 0
Uses sources to provide solid and logical evidence of claims	8 7 6	5 4 3	2 1 0
Individually analyzes findings or provides summary of each source	8 7 6	5 4 3	2 1 0
Conclusions and Discussion			
Summarizes sources presenting current knowledge on topic referring back to purpose of the paper	8 7 6	5 4 3	2 1 0
Provides independent thoughts on topic -thoughts as your topic was investigated -pieces of missing information on topic -compelling data discovered -recommendations for the field -future research areas	8 7 6	5 4 3	2 1 0
Organization, Writing Style & APA 6th Edition			
Written for an audience of peers and easy to read	3	2	1 0
Sources in reference list are presented alphabetically and in correct APA style	3	2	1 0
Uses accurate APA format to cite the resources used within the text	3	2	1 0
Uses clear, concise, and specific APA style avoiding jargon	3	2	1 0
Uses appropriate punctuation, spelling, sentence, and paragraph formation	3	2	1 0

Component VI: Resubmission of literature review and/or presentation. Students who earn a “D” or less on the final draft of their literature review or presentation are allowed to resubmit their work using the feedback that was provided on the final draft.

**Doctoral Students will complete the following additional activities: teaching two classes, topics negotiated with instructor; comprehensive literature review, formatted for publication.