

**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>Special Education--Learning behavior disorders (LBD)</u>	Degree Title:	<u>BA</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>Sara Flanagan</u>	Phone:	_____ Email: <u>sara.flanagan@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>EPE 301 (optional, EDS 530 for students in the Moderate/Severe Disabilities program)</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 mild and moderate 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:

You will identify and evaluate, through research, one to two interventions and/or teaching strategies for reading, written expression, and/or mathematics. You will also include implications for classroom practice. You will primarily reference at least 5-7 research-based articles, but also include information from trustworthy websites (i.e., CEC, What Works Clearing House, associations for different disabilities, and similar resources). You will have deadlines throughout the semester in order to select your topic, engage in peer reviews, and revise your work. You will include the following: title page, abstract, at least 8-10 pages of double-spaced typed text with 1 inch margins, references, and your intervention summary table(s).

Additional information will be provided. Deadlines for this project will occur throughout the semester; this project fulfills requirements with the GCCR.

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. (*Note: it is strongly recommended that GCCR courses be housed within the degree program.*)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- 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 529: Educational Programming for Students with Mild Disabilities (future title: Reading Interventions and Assessment for Student with Mild 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: 10-20 (potential for 20-35 when the MSD and LBD programs combine)

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: _____

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<p>3. Shared courses: If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>
<ul style="list-style-type: none"> • Contact information of providing program: _____
<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: _____</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.): <u>The GCCR requirements will be delivered within EDS 529. All students in the LBD program complete this course one semester prior to student teaching.</u>
<ul style="list-style-type: none"> • <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>Intervention table (planning--outlines each article reviewed with the most relevant information to include in the paper)</u> <u>Peer review of intervention table</u> <u>More detailed outline to instructor (optional)</u> <u>Intervention review paper</u> <u>Practice presentation with a peer</u> <u>Presentation, to be delivered using a Web2.0 or similar tool (e.g., Prezi, Camtasia)</u> <u>Final grade and revision</u>
<ul style="list-style-type: none"> • <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>1. Peer review of intervention table and practice presentation: Students will be provided with a checklist of items to for reviewing each others' work, focused on the key areas of the assignment</u> <u>2. Intervention review paper: 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>
<ul style="list-style-type: none"> • other information helpful for reviewing the proposal:

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If possible, students may also publish their presentation on a Web2.0 tool and have peers provide feedback that way.

D. Assessment:

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:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Yearly

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

Curriculum committee

- 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):

N/A

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	EDS 529, LBD, BA
Contact Person Name:	Sara Flanagan
Phone:	859.257.4713
Email:	sara.flanagan@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 529: Educational Programming for Students with Mild Disabilities
Spring 2014 Syllabus
Mondays, 4:30 to 7:00 PM
TEB 231

“Research and Reflection for Learning and Leading”

Instructor:	Sara Flanagan, Ph.D.
Office Location	237F Taylor Education Building
Phone Number	859.257.4713
Email	sara.flanagan@uky.edu
Office Hours	Monday, 3:00 to 4:00 PM; or, by appointment
Technological Requirements	Computer with Internet access or access to UK computer facilities.
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	Within 24 hours
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	Blackboard: https://elearning.uky.edu

Course Description

Design, implementation and evaluation of individualized programs based on the educationally relevant characteristics of students with mild disabilities. Includes education assessment and programming in reading, math and language (from *UK Bulletin*). **This course provides full GCCR credit for the LBD program.**

Prerequisite:

The following courses are prerequisites to EDS 529: EDS 329 (reading methods), EDS 513 (legal and parent issues), EDS 516 (applied behavior analysis), and EDS 528 (educational assessment). Students may **concurrently** enroll in EDS 528 and EDS 529. Admission to Teacher Education Program for LBD Program is required. The instructor must approve all exceptions. In most cases, LBD Certification Program Plans require EDS 529 students to concurrently enroll in EDS 589 (field experience: mild disabilities).

UK College of Education Professional Themes

This course will address four themes of the College of Education’s conceptual framework: **research**, **reflection**, **learning**, and **leading**. Instructional methods described in readings and class sessions are

research-based interventions known to be effective for students with learning and behavioral disabilities. This course preceded or is concurrent with the field experience. The evidence base for effective academic interventions is a tool that students will use during field experience assignments requiring written *reflection* on one's own teaching. This course emphasizes *learning* in two ways. First, the course addresses knowledge and skills that special education 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 as *leaders* in their schools, districts, and professional organizations. The ultimate goal in addressing those 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, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Identify, describe, explain the strengths and weaknesses of, and provide examples of models of service delivery appropriate for students with mild and moderate disabilities.	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies
Identify sources of curriculum for students with mild and moderate disabilities (e.g., KY Standards, basal/developmental textbook series, teacher education texts, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies; instructional resources; intervention review
Based on student characteristics (e.g., functioning level, goals and objectives, etc.), determine an appropriate curriculum.	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies; IEP; instructional resources; case study response
List, describe, and provide examples of components of a properly written IEP.	Formative: Course readings, class discussions, and in-class activities Summative: IEP; mini case studies
Identify, provide examples of, and demonstrate research-validated assessment practices for planning and delivering instruction (e.g., model, prompted practice, check, feedback, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies; case study response; IEP; intervention review
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-	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plan; mini case studies; IEP; case-study response; intervention review

assisted assessment).	
Differentiate among and provide examples of instructional procedures appropriate for teaching facts, rules, concepts, procedures, and strategies.	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies; IEP; case study response
Identify and provide examples of models of consultation and collaborative teaching.	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies
Describe and provide examples of research-validated effective teaching behaviors (e.g., frequent OTRs, pacing, high success rate, proportional responding, maintaining attention, providing frequent and descriptive feedback, etc.).	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies; case study
Describe and provide examples of procedures for developing and facilitating the completion of independent work.	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies; case study response
Identify, describe, and provide examples of procedures for implementing research-validated instructional arrangements, including peer tutoring, cooperative learning, and computer-assisted instruction.	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies; case study response, intervention review
Describe and provide examples of procedures for arranging the learning environment for students with mild and moderate disabilities (e.g., organizing space, managing time, managing materials, managing paperwork, providing feedback, handling requests for assistance, creating a positive atmosphere, etc.)	Formative: Course readings, class discussions, and in-class activities Summative: Case study response; mini case studies
Describe, provide examples of, and explain the importance of procedures for working effectively with paraprofessionals and other personnel assisting in the classroom.	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies
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.)	Formative: Course readings, class discussions, and in-class activities Summative: Lesson plans; mini case studies; IEP; case study response; intervention review

Course Delivery

This course is designed as a face-to-face course.

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

Mercer, C. D., Mercer, A. R., & Pullen, P. C. (2010). *Teaching Students with Learning Problems* (8th ed.). Upper Saddle River, NJ: Pearson.

Other readings assigned, available on Blackboard or will be sent via email/provided in class

Grades

Course Evaluation –

Reflective Teaching/Lesson Plan	100 Points
Lesson Plan	140 Points
Case Study	225 Points
Mini-case studies (5 @ 20 points each)	100 Points
Intervention Review	260 points

****You must receive a “C” of higher on this assignment to receive GCCR credit.****

Total Points

825 Points

Grading Scale

100% to 90% = A	79% to 70% = C	59% and below = E
89% to 80% = B	69% to 60% = D	

Final Exam Information

There will be no final exam unless otherwise noted.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar:

<http://www.uky.edu/Registrar/AcademicCalendar.htm>

Submission of Assignments

All assignments should be completed in a professional manner, which includes writing in APA style. Unless otherwise specified, assignments should be *type-written in 12-font (Times New Roman)*. *Assignments not completed in this manner WILL NOT be accepted.*

To be eligible for all points on assignments, they should be turned in “on-time.” This means that assignments should be turned in at the beginning of the class period or as otherwise directed. *Every weekday that an assignment is submitted late one-fifth of the total possible point value for the assignments will be deducted from your grade for that assignment.* After five (5) weekdays, you will earn a zero for the assignment. If you will miss class for any reason, it is your responsibility to notify me as soon as possible and make arrangements for turning in assignments/making up activities.

Attendance

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

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.

Students with Special Needs

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

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

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. EDSRC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis 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/StudentAffairs/Code/part1.html>. 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 LBD 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). 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.

Task	Task Description	Standards Alignment
Reflective Teaching Activity	You will be provided a skill to instruct a peer. You are responsible for developing a lesson that is consistent with the validated instructional and planning practices discussed in this course. The lesson must reflect research-based, best practices for teaching students with mild or moderate disabilities as presented in this course. You will teach this lesson to anyone of your choice. Finally, you will complete a reflection of the lesson delivery that includes a minimum of three strengths and three weaknesses of the lesson. Additional information will be provided.	EPSB Kentucky Teacher Standards 1,2,3,4,5,6,7 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10
Lesson Plan	You will be responsible for delivering one lesson within your practicum (EDS 589). You may also write a lesson plan separate from practicum over mathematics or literacy. You are responsible for developing a lesson that is consistent with the validated instructional and planning practices discussed in this course. Finally, you will complete a reflection of the lesson delivery that includes a minimum of three strengths and three weaknesses of the lesson. Additional information will be provided.	EPSB Kentucky Teacher Standards 1,2,3,4,5,6,7 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10
Individual Education Plan	You will complete an Individual Education Program (i.e., all necessary forms) for a case study provided in class. You will complete a narrative, goals/objectives, transition, related services and other components of the IEP. Additional information will be	EPSB Kentucky Teacher Standards 1,2,3,4,5,6,7,8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5

	provided.	UK Funct. Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10
Case Study	You will respond to a case study. In this case study, you will identify the learning goals and objectives of a student; identify how the student's disability is impacting learning; potential strategies, accommodations, or modifications; potential usage for technology; strategies for the general education curriculum; and, how you would monitor the student's progress. You will include potential CBMs and how you would use the results to make decisions for your student. Additional information will be provided.	EPSB Kentucky Teacher Standards 1, 2, 4, 5, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10
Intervention Review	You will identify and evaluate, through research, one to two interventions and/or teaching strategies for reading, written expression, and/or mathematics. You will also include implications for classroom practice. You will primarily reference at least 5-7 research-based articles, but also include information from trustworthy websites (i.e., CEC, What Works Clearing House, associations for different disabilities, and similar resources). You will have deadlines throughout the semester in order to select your topic, engage in peer reviews, and revise your work. You will include the following: title page, abstract, at least 8-10 pages of double-spaced typed text with 1 inch margins, references, and your intervention summary table(s) for a total page limit of a minimum of 15 pages or 4,500 words. Your presentation will be a minimum of 10 minutes, to not exceed 12 minutes. Additional information will be provided. Deadlines for this project will occur throughout the semester; this project fulfills requirements with the GCCR.	EPSB Kentucky Teacher Standards 1, 6 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Funct. Skills and Dispositions 1, 2, 3, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 10
Mini-case studies	You will respond to five mini case studies, delivered via Blackboard, throughout the course. These will allow you to practice the concepts discussed in class and prepare for your PRAXIS exam. Each case study will relate to the previous readings and course discussions.	EPSB Kentucky Teacher Standards 1, 2, 4, 5, 6, 7, 8 Unbridled Learning Initiatives 1.c, 1.d., 3, 4.1, 4.2, 4.3, 4.4., 4.5 UK Funct. Skills and Dispositions 1, 2, 3, 4, 5 Council for Exceptional Children ICS/ICC Standards 1, 2, 3, 4, 5, 7, 8, 9, 10

*The instructor reserves the right to change any part of this syllabus during anytime in the semester.
Students will be adequately notified whenever changes occur.*

Tentative Course Schedule and Outline

Date	Topics, Agenda, and Readings	Read for class	Due for class
January 20	No class		
January 27	Who are students with LBD? Process of teaching and learning	Chapter 1-3 (skim)	
February 3	Process of teaching and learning cont. Student development	Chapter 4 and 5	
February 10	Modifications and accommodations Language skills and development	Chapter 6	<i>Mini case study 1 due by midnight Friday</i>
February 17	Reading	Chapters 8 and 9 (Skim Chapter 7)	<i>Reflective teaching activity Topic of Intervention Review due via email</i>
February 24	Reading	Chapters 8 and 9 (Skim Chapter 7)	<i>Mini case study 2 due by midnight Friday</i>
March 3	Writing	Chapter 10*	
March 10	Writing	Chapter 10*	<i>Mini case study 3 due by midnight Friday</i>
March 17	No class		
March 24	Mathematics	Chapter 12* (Skim Chapter 11)	<i>Peer review of Intervention Review Table due by 6 PM Friday</i>
March 31	Mathematics (In computer lab)	Chapter 12* (Skim Chapter 11)	<i>Mini case study 4 due by midnight Friday Literacy or math lesson plan+ (by Friday at 5 pm via email)</i>
April 7	No class (optional session to use computer lab during class for help on intervention review)		<i>Intervention Review Table due by midnight Friday</i>
April 14	Science Monitoring student progress CBM practice (running records)	See Blackboard	<i>Case study due Optional: Outline or rough draft of Intervention Review by Friday at midnight</i>
April 21	Learning strategies and study skills IEP review Begin PRAXIS Review	Chapter 13	<i>Mini case study 5 due by midnight Friday</i>
April 28	Effective teaching behaviors PRAXIS Review	See Blackboard	<i>Intervention Review Paper due Peer review/practice of draft of Intervention Review</i>

*Presentation due by 6 PM
Friday*

May 5 Intervention review presentations

*Intervention Review
Presentations*

*Intervention review revisions
due by 6 PM Friday*

This schedule is subject to change and additional readings posted on Blackboard with prior communication to students. Quizzes are subject to be added, if needed.

*Check Blackboard for additional resources

+The lesson plan due date is flexible, based on your practicum

Intervention Review (260 Points)

You will:

- (a) Complete the table for your intervention(s)
- (b) Write an 15 page summary of your intervention(s)
- (c) Prepare a 10 minute presentation to the class to summarize your intervention(s)
- (d) Email your final paper to sara.flanagan@uky.edu

****Your total written assignment (table + paper) should total 15 pages and/or 4500 words.**

Intervention Table: 90 points

- Complete the attached table for you intervention for 6-8 research-based articles (see reverse for information on “research-based”)
 - You do not need to write in complete sentences in the table, you can list/bullet point the information
- List 2 to 3 readily available websites/resources related to the intervention

****If you do not use research-based articles, you will be required to re-do the needed portions and a point deduction of 15%**

Intervention Summary: 120 points

- Write a six to eight page, double-spaced narrative summary that
 - Defines/describes the purpose of the intervention(s)
 - Describes the appropriate grade-levels and specific academic focus on the intervention(s)
 - Summarizes the research (how intervention was used, types of students used with, overall results)
 - Summarizes benefits of the intervention(s)
 - Summarizes potential drawbacks of the intervention(s)
 - Include any additional information that might be needed (ex. specific materials, specific training a teacher might need)
 - Your evaluation of the intervention
 - You may use other references besides your articles, also include those in the citations
- 1 inch margins, Times New Roman 12-point font
 - **You must have text on $\frac{3}{4}$ of your last page for it to be considered a page****

Class presentation: 30 points

- 10 minutes
- Summarize the intervention(s)
 - Define intervention(s)
 - Grade level, specific focus of intervention(s) (ex. algebra, planning in written expression)
 - Instructional purpose/implications
 - Benefits, potential drawbacks

Works cited: 10 points (see reverse for a sample)

Grammar, organization, overall appearance: 10 points

Write all information in your own words

Research-based articles:

- Peer reviewed
- Typically include the following: Introduction, method, results, discussion, tables, figures (graphs), and citations
- Typically do not include the following: Informal language, shorter text, and pictures (looks more like a magazine article; practitioner oriented articles)

- Examples:

Exceptional Children

The Journal of Special Education

British Journal of Special Education

Journal of Special Education Technology

Remedial and Special Education

Journal of Learning Disabilities

Learning Disabilities Quarterly

Reading and Writing Quarterly

Journal of Emotional and Behavioral Disabilities

Journal of Adolescent and Adult Literacy

Education and Training in Developmental Disabilities

Journal of Applied Behavior Analysis

Journal of Educational Psychology

Elementary School Journal

American Educational Research Journal

Journal of Research on Technology in Education

***Intervention in School and Clinic, Contemporary Issues in Technology and Teacher Education, Preventing School Failure, and Teaching Exceptional Children* have a mix of articles, read carefully.

If you do not use research-based articles for the table, you will be asked to redo it and have a 15% penalty. You can use other types of articles for the narrative.

Sample Citation:

Last name, First initial*. (year published). Article title in sentence case (capitalize on the first word and when you would grammatically). *Journal Title (caps for each main word)*, issue(volume# **), first page-last page.

Two authors: Last name, First initial., & Last name, First initial. (year)....

Bouck, E. C., Maeda, Y., & Flanagan, S. (2012). Assistive technology and students with high incidence disabilities: Understanding the relationship through the NLTS2. *Remedial and Special Education*, 33, 298-308.

*If there are more than five authors, put the first name then et al. → Smith, J. et al. (2013)

**You also include the volume if each volume starts over at one (does not typically occur). Tab in all lines after the first one