

CPSE 402 - Kellems-Educ Stdnts w/Disablts in ScEd

Fall 2015

Section 001: 160 MCKB on M W from 8:00 am - 9:50 am

Instructor Information

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TA Information

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Course Information

Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

Sensitivity

Demonstrate sensitivity to individuals with disabilities.

Effects of Diversity

Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities

IEP

Describe the steps in the Individual Education Program (IEP) process, including Individualized Transition Plans for students aged 14-22.

Research-supported Methods

Use research-supported methods for academic instruction of individuals with disabilities including explicit instruction, learning strategies, task analysis, and active participation.

Models and Strategies of Consultation

Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

Definitions and Descriptions of Legal Structure

Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

Personal Philosophy

Develop a personal philosophy of special education which includes an understanding of the implications of Least Restrictive Environment as defined in IDEA.

Classroom Management Theories

Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

High and Low Incidence Disabilities

Describe the characteristics and educational implications of students with high and low incidence disabilities

General Curriculum

Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs

Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% for up to a week. After a week late assignments will not be accepted. Some assignments are completed during class. If you are absent you will not be able to make up the missed work. In the case of university excused absences speak to the professor.

Participation Policy

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. Your participation in these teams will be valued. It is important to share your experiences and insights.

Attendance Policy

Students are expected to attend each class. **Attendance will be taken at the beginning of each class. Points are given for being ontime to class and staying until class is over.** *At the discretion of the instructor a student's final grade may be lowered if the student has excessive non-university excused*

absences or tardies. This will be done on a case by case basis. It is the students responsibility for documenting any university excused absences. University excused absences will not count against a student. Emailing the instructor before class letting them know you will not be in class does not make the absence excused.

Point Breakdown

Categories	Percent of Grade
Final	19.57%
Content Page Quizzes	25.83%
Professional Learning Community Assignment	34.44%
Disability Experiences	6.07%
Assignments	5.87%
Participation	8.22%
Extra Credit	0%

Schedule (subject to change. The most current schedule will always be in LS)

Date	Topic/Readings Due	Column 2	Assignments
M Aug 31 Monday	Introduction to Course What is a disability?	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Brittney Opens Special Ed Law Quiz Opens Isabel Opens James Opens Shawn Opens
W Sep 02 Wednesday	Special Education Law Reading due: Special Ed Law	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Complete all readings due and one case study student reading/quiz before class. Special Ed Law Quiz due before class. Individualized Education Programs Quiz Opens Special Ed Law Quiz Closes
M Sep 07 Monday	Labor Day- No Class		
W Sep 09 Wednesday	Response to Intervention (RTI) No reading due.	How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	IRIS Module Go to the IRIS module at the link below and complete all sections. http://iris.peabody.vanderbilt.edu/module/rti01-overview/

			Answer questions in assessment section and submit on Learning Suite
M Sep 14 Monday	Individual Education Programs (IEP's)		Complete all readings due and one case study student reading/quiz before class.
	Reading due: Individualized Education Programs		Individualized Education Programs Quiz due before class.
	Get organized into Co-teaching groups. Bring references to class next time.		Individualized Education Programs Quiz Closes Co-Teaching and Co-Planning Quiz Opens
W Sep 16 Wednesday	Co-Teaching and Co-Planning	How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	Complete all readings due and one case study student reading/quiz before class.
	Reading due: Co-Teaching and Co-Planning		Co-planning and Co-teaching Quiz due before class.
			Co-Teaching and Co-Planning Quiz Closes Communication Disorders Quiz Opens
M Sep 21 Monday	Low Incidence Disabilities	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Complete one case study student reading/quiz before class.
	Co-Teaching Assignment		Brittany, Isabel, James, and Shawn quizzes all due before class.
	No reading due.		Brittney Closes Isabel Closes James Closes Shawn Closes
W Sep 23 Wednesday	High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities	How do the characteristics of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	Complete all readings due before class.
	Reading due: Communication Disorders		Communication Disorders Quiz due before class.
			Communication Disorders Quiz Closes Assessment Quiz Opens

<p>M Sep 28 Monday</p>	<p>Professional Learning Communities in Secondary Settings</p> <p>Reading due: Professional Learning Communities</p> <p>Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)</p>	<p>Complete all readings due before class.</p> <p>and</p> <p>One of the following _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies <i>You will take a quiz on these content pages after you have completed three.</i></p> <p>Professional Learning Communities - NO QUIZ DUE TODAY</p>
<p>W Sep 30 Wednesday</p>	<p>Assessment</p> <p>Reading due: Assessment</p> <p>Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>How do I design and select preassessments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills (UETS Standard #5)</p> <p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p>	<p>Complete all readings due before class.</p> <p>and</p> <p>One of the following _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies <i>You will take a quiz on these content pages after you have completed three.</i></p> <p>Assessment Quiz due before class.</p> <p>Assessment Quiz Closes Universal Design Quiz Opens</p>
<p>Th Oct 01 Thursday</p>	<p>Extra Credit- Attend lecture by Dr. Deshler on Adolescent Literacy. It will be on October 1st at the conference center in RM 2258. To get extra credit you need to write a 1/2 page ss paper on how you can apply</p>		

	something from his lecture into your teaching.		
M Oct 05 Monday	<p>Whole Class Instruction Universal Design for Learning</p> <p>Reading due: Universal Design for Learning</p> <p>Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS Standard #6 and #7)</p>	<p>Complete all readings due before class.</p> <p>and</p> <p>One of the following _Visual Strategies _Writing Strategies _Reading Strategies _Math Strategies _Science Strategies _Memory Strategies <i>You will take the Classroom strategies quiz on these content pages after you have completed three.</i></p> <p>Universal Design for Learning Quiz due before class.</p> <p>Universal Design Quiz Closes Classroom Strategies Opens Classroom Management Opens</p>
W Oct 07 Wednesday	<p>Classroom Management</p> <p>Reading due: Classroom Management</p> <p>Complete the <i>Common Classroom Management Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p> <p>Dr. Deshler Lecture</p>	<p>How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2, #3)</p> <p>How do I use classroom management strategies that allow me to maintain a positive learning environment for all students (UETS Standard #3)</p>	<p>Complete all readings due before class.</p> <p>Classroom Management Quiz and Classroom Strategies Quiz due before class.</p> <p>Supplementary and Intensive Instruction Opens Classroom Strategies Closes Classroom Management Closes</p>
M Oct 12 Monday	<p>Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom</p>	<p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p>	<p>NO QUIZ DUE TODAY.</p>

	teacher and in a professional learning community		
	Complete the <i>Teacher Instructional Decision-Making Assignment</i> and the <i>Professional Learning Community Instructional Decision-Making Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.		
	No reading due.		
W Oct 14 Wednesday	PLC Meetings Reading due: Supplementary and Intensive Instruction	How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)	Complete all readings due before class. Supplementary Instruction and Intensive Instruction Quiz due before class. Supplementary and Intensive Instruction Closes
M Oct 19 Monday		Final Exam: Taken in Learning Suite by Oct 20th.	

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual

harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.