

# CPSE 446R Syllabus 2016

## Instructor Information

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## Course Information

### Description

This course is taught in conjunction with CPSE 440. The purpose of this course is to give students practical experiences in secondary settings working directly with students with disabilities. The course requires you to spend minimum of 20 hrs in a transition related setting. All of the placements must be approved by the professor.

### Materials

No materials

### Learning Outcomes

#### Placement and services available

Continuum of placement and services available for individuals with disabilities at the secondary level.

#### Psychological and social-emotional characteristics

Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.

#### Specialized materials and instructional approaches

Specialized materials and instructional approaches for individuals with disabilities at the secondary level.

## **Instructional strategies**

Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.

## **Strategies**

Strategies for integrating student initiated learning experiences into ongoing instruction.

## **Methods**

Methods for guiding individuals in identifying and organizing critical vocational content.

## **Assessing for transition planning.**

Assessing for transition planning.

## **Multicultural competence in transition planning processes**

Multicultural competence in transition planning processes.

## **Resources and techniques for transitioning individuals**

## **Skill-Based Objectives**

Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments

## **Sensitivity**

Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

## **Learning environment**

Create a safe, equitable positive and supportive learning environment in which diversities are valued.

## **Learning environments**

Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

## **Research-supported methods for academic instruction**

Use research-supported methods for academic instruction of secondary age individuals with disabilities.

## **Research-supported methods for non-academic instruction**

Use research-supported methods for non-academic instruction of secondary age individuals with disabilities.

### **Adaptations and technology**

Use appropriate adaptations and technology for all individuals with disabilities.

### **General curriculum**

Identify and teach essential concepts, vocabulary, and content across the general curriculum.

### **Grading Scale**

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

### **Grading Policy**

The hours must be done over the course of 10 consecutive weeks with at least one visit per week. All hours must be done in the same placement. This means that it is not possible to spend a few full days at a school to get your hours in. Students are free to spend more than 20 hours at the school but a minimum of 20 documented hours is required to pass the class. Travel time to and from the placement do not count towards the hours.

### **Attendance Policy**

Students are expected to establish contact with their potential practicum placement and work out a schedule for their weekly visits. The student is expected to adhere to this schedule. Attendance at the practicum site is an essential part of class and is non-negotiable. There is no face to face class time

meeting for this class. Information regarding the practicum will be discussed during CPSE 440 which students must be enrolled in.

## 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](mailto: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.